

EFFECTS OF COGNITIVE RESTRUCTURING AND MODELLING COUNSELLING TECHNIQUES ON STUDENTS' STUDY HABIT IN SECONDARY SCHOOLS IN EBONYI STATE

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Abstract

The paper highlights the effects of cognitive restructuring and modelling counselling techniques on students' study habit in secondary schools in Ebonyi State. The research design used for this study is pre-test/post-test quasi-experimental design because of the need by the study to establish effect of two independent variables on one dependent variable. The study was carried out in Ebonyi State. It comprises the secondary school students two (s s 2) from the three educational zones. The population is made up of all the (s s 2) students with the total number of 4380 students in Ebonyi State. The sample size of the population is 219 students which is 5% of the population and the purposive sampling technique was equally used to reach the target sample. The sample distribution was 79 students for group A (cognitive restructuring), 79 students for group B (modeling counseling technique), 61 students for group C (control group). The instrument used was students study habit index (SSHI). The instrument was validated by three experts from Ebonyi State University Abakaliki. To ascertain the reliability the trial testing was carried using 30 students which is outside the research area. Crombach alpha was adopted to analyze the data. The result yielded .868 coefficient value which shows a high internal consistency of the instrument. The researcher adopted on-the spot method of administration and collection of the instrument to ensure 100% return of the completed questionnaire. The procedure used by the researcher in establishing the effect of cognitive restructuring and modelling counselling on the students engaged in the treatment groups includes pre-treatment stage,

treatment stage, post-treatment stage, control group and control of extraneous variables. The data collected was analyzed using mean and standard deviation and the hypotheses was tested with analysis of co-variance at 0.05 level of significance (ANCOVA). Findings of the study revealed that: Students developed better study habit when engaged in Cognitive Restructuring Techniques, Male students had better study habit mean gain when engaged in Cognitive Restructuring Techniques than female students, Students developed better study habit when engaged in Modelling Counselling Techniques than the Control Group, Female students had better study habit mean gain when engaged in Modelling Counselling Techniques than male students, The study therefore recommends among other things that gender should be seen as a serious factor in the choice and use of either cognitive restructuring or modelling counselling technique in handling students' study habit problems for academic progress. Modelling counselling techniques should be emphasized on every counselling encounter.

Key words: cognitive restructuring, modelling counselling technique and study habit

Introduction

Good study habit in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO), Joint Admissions and Matriculation Board (JAMB) and National Business and Technical Examinations Board (Agba 2020). He also asserted that serious students do study anyhow without specific techniques, and submitted that such students are most likely to perform below average. Hence, he concluded that good study habit helps the students to attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and exams, take down notes and develop the points independently, ask relevant questions in class; thereby having good grades at the end of the term or semester.

Monday (2018) also maintained that developing "good study habit in school will help students succeed in class and achieve educational goals. Similarly, Boiling (2020) asserted that good study habit through planning helps students prepare for what is ahead, and accomplish their academic goals. Thus, lack of study habit clearly puts students at a disadvantage, and is one of the main reasons students need remedial classes, fall behind in coursework and drop out of school. Developing good study habit drastically lowers students' risk of academic struggles, and failure to complete a secondary school. Qasmi (2018) postulated

that modelling is one of the counselling technique of the behavioural counselling theory. According to him, modelling is the acquisition of knowledge through imitation. It is also a potent form of learning skill that enables students to analyze their own attitudes and to gain new insight into their own behaviour and others with a view to developing new attitudes. Modelling involves the presentation of real life or symbolic modes to demonstrate in sequence the specific and appropriate behaviour desired to be learned. Through this teaching-learning exercise, new ideas (like positive study habits) are acquired and some other habits (like negative study habits) already established and frequently displayed can be drooped or extinguished gradually. Modelling techniques is defined by the researcher as a process by which the students observe and imitate their models or teacher's behaviour or constant practice of what their teachers demonstrated for them in the classroom with a view to developing new attitudes that improves their performances in school activities.

Ranice, (2019) observed that both cognitive restructuring and modelling techniques are counselling approaches that can be applied by the school counsellors to improve an ailing problem like poor study habits that may face secondary school students of today. The question of the effectiveness of counselling techniques especially cognitive and modelling techniques in improving students' study habits have over the years continued to engage the minds of many guidance-counsellors.

Cognitive restructuring techniques however, offers an opportunity to notice these maladaptive thoughts as they are occurring. The student can then practice these thoughts in more accurate and helpful ways. To change an unproductive thought pattern, you have to be able to identify the error you're making (Onal, 2016). Cognitive restructuring techniques depends on your ability to notice the thoughts that spark negative feelings and poor study habits and states of mind. It's also useful to notice when and where the thoughts come from such as when a student fails to employ time management as study habit and will adversely affects his performances during examination. It has been proved by recent studies that some students are more vulnerable to cognitive distortions in certain situations like poor study habit that affects their academic success (Smith, 2018). It is against this background that this study focused on the effects of cognitive restructuring technique and modelling counselling technique on student's study habit in secondary schools in Ebonyi State.

Statement of the Problem

In the mid-1950s American psychologist Albert Ellis developed one of the first cognitive approaches to therapy, rational-emotive therapy, now commonly called rational emotive behaviour therapy which includes cognitive restructuring technique. The technique aims at improving irrational thoughts of the students.

Kagu (2018) emphasized that secondary school students are faced with some problems such as examination phobia, lack of positive study habit such as inadequate concentration, lack of proper time management, poor student's-teacher relationship, inability to do homework assignments, lack of effective reading. Other problems are absenteeism, lack of self-confidence and cheating in examination. All these may have caused poor academic performance of students in various examinations as the researcher has often observed in secondary school.

Purpose of the Study

The purpose of this study is to investigate the effects of cognitive restructuring technique and modelling counselling techniques on students' study habit in secondary schools in Ebonyi State. Specifically, it is meant to find out:

1. The effects of cognitive restructuring techniques on study habit of secondary school students
2. The effects of modelling counselling techniques on study habit of secondary school students.
3. The effects of cognitive restructuring techniques on study habit of male and female secondary school students.
4. The effects of modelling counselling techniques of male and female secondary school students?

Research Questions

The following research questions raised will guide the study:

1. What is the effect of cognitive restructuring techniques on study habit of secondary school students?
2. What is the effect of modelling counselling techniques on study habit of secondary school students?
3. What is the effect of cognitive restructuring techniques on study habit of male and female secondary school students?
4. What is the effect of modelling counselling techniques on study habit of male and female secondary school students?

Hypotheses

The researcher formulated the following hypotheses for the study and will be tested at 0.05 level of significance.

1. There is no significant difference in the mean scores of the effect of cognitive restructuring on study habit of secondary school students.
2. There is no significant difference in the mean scores of the effect of modelling techniques on study habit of secondary school students.
3. There is no significant difference in the mean scores of the effect of cognitive restructuring techniques on study habit of male and female secondary school students.
4. There is no significant difference in the mean scores of the effect of modelling counselling techniques on study habit of male and female secondary school students.

Literature review

scope of guidance and counseling

The Federal Republic of Nigeria, (FRN, 2013) in the National Policy on Education (section 1 sub-section 9(d)) stated that educational activities shall be centred on the learner for maximum self -development and self- fulfillment. In line with this, section 11 subsection 101(J) of the same policy states in part that in view of personality maladjustment among school children, career officers and counsellors shall be appointed in post- primary institutions. This undoubtedly underscores the basic need and constant call for counselling services in schools. Hence, the Federal Ministry of Education, FME (2000) opined that the provision of Guidance and counselling services in the Junior and senior secondary schools is geared towards helping students to understand themselves and to take appropriate steps in making educational, vocational, personal-social and psychological life -long decisions.

Guidance and counselling also are interwoven words that need some clarifications. Many authors (Mankinde, 2018; Anagbogu, 2020; and Onah, 2022) see guidance differently but collectively as a process of helping an individual understand himself/herself and his/her world. Makinde (2018) sees guidance as a process of helping an individual understand himself and the world around him. Anagbogu (2020) on her part defined guidance as a process of helping an individual to discover his own talents in comparison to the opportunities existing in the world which helps to prepare him in order to live a well-balanced life.

Onah (2022) in his own contribution defined guidance as a helping service rendered to an individual to enable him identify his potentials and existing opportunities to make the best adjustment to his environment. The above definitions only differ in area of word arrangement as they have one thing in

common (provision of assistance to people). Guidance and counselling for this study is therefore the art of assisting a person to realize his persons (potentials, capabilities, abilities, interests, needs, attitudes and aspirations) so as to live a meaningful life Nwobodo (2015).

Types of counselling technique (cognitive restructuring and modelling counselling techniques) on study habit

Cognitive restructuring techniques deal with the ability to display a mental process of understanding in a pattern that elicits sound reasoning. Behaviours are acquired and retained by individuals mainly through social interaction. Rational Emotive Therapy (RET) as Omoegun (2018) put it shows that students behave in certain ways because they believe that they should or must act in such ways. Some irrational behaviours (e.g inactive study habits are acquired from the environment like every other maladaptive behaviour. These illogical behaviours can be re-learned through several methods or sources including cognitive restructuring counselling techniques.

Anagbogu (2020) described modelling as a process where learning is acquired through the imitation of another person's behaviour by providing real life or symbolic models who often demonstrate sequentially, the specific behaviour to be learned. She explains further by saying that counselling entails modifying behaviour through environmental manipulation where new learning conditions are consciously planned. Several authors (Agugoesi and Ikediashi, 2021; Ekeruo, 2016; Ijaiye, 2016; Chima, 2019; Okwori and Abakhale, 2021) are of the opinion that modelling is a social learning process that transmits approved values into clients by direct imitation of appropriate role models. Omebe (2021) analysed modelling as an observational learning process where behaviours are acquired by observing how someone (model) exhibits such behaviours. Modelling is therefore an act of transmitting appropriate values or ideas into people by imitating, acquiring and internalizing such ideas as displayed by significant others within the environment (Nwolisa 2018).

Theories on study habit

Cognitive Theories

Rational Emotive Therapy (RET) by Ellis in Nduka-Ozo (2016), believed that man is born with the capacity to be both rational and irrational; think logically and illogically and leads to their emotional problems and anxiety. When man is thinking logically, he acts rationally, is happy and he perform maximally (Murry 2018). When man is thinking illogically, he act irrationally, is sad and perform

below expectation and can be changed with cognitive restructuring techniques without which there will be a frustration caused by irrationality (Fajonyomi 2016).

Behavioural Theories

Behaviourists according to Omebe (2021) are of the opinion that behaviour is learned and can be modified through manipulation and creation of learning activities. Likewise, behaviour as Onah (2022) put it is a function of heredity and environment. Behavioural counselling is therefore a process of learning in which the counsellor uses a variety of learning skills to assist clients or students in learning necessary behaviours to solve their problems (Aremu 2019).

In effect, this study is focused on seeking for appropriate ways of filling the gap by investigating the effects of cognitive restructuring and modelling counselling techniques on students' study habit in public secondary schools in Ebonyi State. This is in an attempt to reduce the persistent problems of poor study habit in Ebonyi State and Nigeria at large.

Methodology

The research design used for this study was pre-test/post test quasi-experimental design because of the need by the study to establish effect of cognitive restructuring and modelling counselling techniques on study habit. The study is quasi-experimental research work. It was carried out in Ebonyi State. It comprises the secondary school students two (s s 2) from the three educational zones. The population comprises all (s s 2) students that is made up of 4380 students in Ebonyi State. The sample size of the population is 219 students which is 5% of the population and the purposive sampling technique was equally used to reach the target sample. The instrument used was students study habit index (SSHI). The instrument was validated by three experts from Ebonyi State University Abakaliki.

To ascertain the reliability the trial testing was carried out using 30 students which was outside the research area. Crombach Alpha was used to analyze the data. The result yielded .868 coefficient value which shows a high internal consistency of the instrument. The researcher adopted on-the spot method of administration and collection of the instrument to ensure 100% return of the completed questionnaire. The procedure used by the researcher in establishing the effect of cognitive restructuring and modelling counseling technique on the students engaged in the treatment groups include pre-treatment stage, treatment stage, post-treatment stage, control group and control of extraneous variables. The data collected was analyzed using mean and standard deviation and the

hypotheses was tested with analysis of co-variance (ANCOVA) at 0.05 level of significance.

Presentation of results

Research question 1

What is the effect of cognitive restructuring technique on study habit of secondary school students?

Table 1: Mean (x) score of the study habit and Standard Deviation (SD) of the students exposed to cognitive restructuring technique and those not exposed to any counselling treatment (control group).

Methods	Pretest	SD	Post test	SD
	Mean	Mean diff		
Cog Rest (N = 79)	128. 23	7.89	149.27	8.26.54
21. 04				
Control Group (N = 61)	124. 33	8.69	126. 57	8. 95
2. 24				

Key : Cog = Cognitive : Rest = Restructuring

Summary of result of data analysis presented in table 1 reveals that the pre-test mean and standard deviation scores of students' s study habit when exposed to CRT (Experimental Group) (M = 128.23, SD= 7.89) and those not exposed to any counselling treatment (control group) (M=124.33, SD= 8.69). This means that the two groups have almost the same achievement base line before counseling treatment; It also showed the post test mean score and standard deviation of students' study habit that were exposed to cognitive restructuring techniques (Experimental Group) (M=126.57, SD=8.95) and the control Group is 21.04 and 2.24 respectively. It indicates that students developed better study habit when exposed to cognitive restructuring techniques than those not exposed to any counselling treatment.

Research question 2

What is the effect of modelling counselling technique on study habit of the secondary school students?

Table 2: Mean (x) score of the study habit and Standard Deviation (SD) of the students exposed to Modelling Counselling Technique and those not exposed to any counselling treatment (control group).

Methods	Pre-test Mean	SD	Posttest Mean	SD	Mean Diff
Mod. Couns. (N= 79)	127.06	8.3	144.55	8.66	17.49
Control Group (N= 16)	125.27	8.6	128.18	8.99	2.91
	0				

Key : mod = modelling : Counselling Techniques

The data presented in table 2 above shows the pretest mean score and standard deviation of students study habit when exposed to modelling counselling technique (Experimental Group) (M= 127. 06, SD=8.37) and that of the control group (M= 125.27, SD =8.60). This implies that those exposed to modelling counselling technique have lower pre-test mean score before counselling treatment likewise the pre-test mean score of those that were not exposed to any counselling technique (control group). The results also showed that the post test mean and standard deviation score of students study habit when exposed to modelling counselling technique (M=144.55, SD= 8.66) and the control group gives (M= 128.18, SD=8.99). It also indicated that the mean difference of students in pretest and post test for the students exposed to cognitive restructuring and control group are 17.49 and 2.91. It indicates that students developed better study habit when engaged in modelling counselling technique than control group.

Research question 3

What is the effect of cognitive restructuring technique on study habit of male and female secondary school students?

Table 3: Mean (x) score of the study habit and Standard Deviation (SD) of male and female students exposed to cognitive restructuring Technique and those not exposed to any counselling treatment (control group).

Methods	Gender	N	Pre-test Mean	SD	Post-test Mean
SD					
Diff					
Exp. Group (Cog Rest)	Male	41	127.02	7.83	159.93

Control Group	Female	38	126.29	7.58	148.55
	Male	32	126.48	8.47	128.37
	9.77	1.89			
	Female	29	121.96	8.43	126.57

Summary of result of data analysis presented in table 3 indicates that the pre-test mean and standard deviation scores of study habit of male students exposed to cognitive restructuring technique (M=127.02, SD=7.83) and that of Female in the same group (F= 126.29, SD= 7.58). The result showed that the pre-test mean and standard deviation score of study habit of secondary school students in Control Group (M=126.48, SD= 8.47) and that of Female in the same group (F=121.96, SD= 8.43). This implies that the male and female students in the entire group have little mean difference which is insignificant. The table equally shows that the post-test mean and standard deviation scores of study habit of male students exposed to cognitive restructuring techniques (M=159.93, SD=6.82) and that of female in the same group (F=148.55, SD=9.63). It also showed the post-test mean and standard deviation score of study habit of male students in control group (M=128.37, SD=9.77) and that of female in the same Group (F=126.57, SD=8.95). It indicated that male students have better study habit mean score when engaged in cognitive restructuring technique than female students. However, it showed that male and female secondary students had better study habit mean score when engaged in cognitive restructuring technique against the control group.

Research question 4

What is the effect of modelling counselling techniques on study habit of male and female secondary school students?

Table 4: Mean (x) score of the study habit and Standard Deviation (SD) of male and female students exposed to modelling counselling Techniques and those not exposed to any counselling treatment (control group).

Methods	Gender	N	Pre-test	SD	Post-test
SD	Mean Diff		Mean		Mean
Modelling counselling techniques	Male	43	128.43	6.06	142.58
	Female	36	125.76	6.46	146.62
			9.32	16.86	
Control Group	Male	32	127.84	8.27	131.84
	Female	29	122.28	8.14	124.13

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The results in table 4, above shows the pre-test mean and standard deviation scores of study habit of male students exposed to modelling counselling techniques (Experimental Group) (M=128.43, SD= 6.06) and that of female in the same group (F=125.76, SD=6.46). It also indicated the pre-test mean and standard deviation score of study habit of male students in control group (M= 127.84, SD =8.27) and that of the female in the same group (F=122.28, SD= 8.14). It shows that the students have poor study habit before treatment. The result in table 4, equally showed the post-test mean and standard deviation scores of study habit of male students exposed to modelling counselling technique (Experimental Group) (M= 142.58, SD=7.49) and that of female in the same group (F=146.62, SD=9.32). The result also showed the post-test mean and standard deviation score of study habit of male students in control group (M=131.84, SD=6.97) and their female counterparts in the same group (F=124.13, SD=9.34). In a general note, the result showed that the male and female students had better improved study habit mean score when exposed to modelling counselling techniques.

HYPOTHESES

H₀₁: There is no significant difference in the mean scores of the effects of cognitive restructuring techniques on study habit of secondary school students.

Table 5: Summary of analysis of covariance (ANCOVA) on the significant difference in the mean score of the study habit of secondary school students exposed to cognitive restructuring technique.

Source	Type III Sum of squares	df	Mean square	F	Sig
Corrected model	17960.850	2	8980.425	124.198	.000
	8140.352	1	8140.352	112.580.	.000
Intercept	236.250	1	236.250	3.267	.073
Pre-test	15884.492	1	15884.492	219.681	.000
METHOD	9906.085	137	72.307		
GENDER	2747561.00	140			.
Error	0	139			
Total	27866.936				

Where

0.05= Level of significance

F - val = probability of F - value

Analysis of the results of ANCOVA in hypothesis 1, table 5, showed a calculated F – value of 219.7 and a p-value of 0.000. The P-value of (0.000) is less than 0.05 which is the level of significance. Hence, the null hypothesis of no significant effect is hereby accepted at 0.05 level of significance and the alternative hypothesis was rejected. This implies that there is no significant difference on study habit of secondary school students.

H0₂: There is no significant difference in mean scores of the effect of modeling Counselling techniques on study habit of secondary school students.

Table 6: Analysis of covariance (ANCOVA) of the significant difference in the mean scores of the study habit of secondary school students exposed to modelling counselling techniques

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected model	9401.219	2	4700.610	60.398	.000
Intercept	8012.887	1	8012.887	102.957	.000
Pre-test	29.422	1	29.422	.378	.537
METHOD	9097.652	1	9097.652	116.895	.000
Error	10895.899	140	77.828		
Total	27226504.000	143			
Corrected Total	20297.119	142			

In hypothesis 2, Table 6 above, the analysis of the results of the ANCOVA in this table indicated a calculated F – value of 116.9 and a p-value of 0.000. The P-value of (0.000) is less than 0.05 which is the level of significance. By implication, the hypothesis that there is no significant difference in the effect of modelling counselling techniques on study habit of secondary school students was accepted at 0.05 level of significance. This means that modelling counselling techniques can effectively improve the study habit of the secondary school students.

H0₃: There is no significant difference in the mean scores of the effects of cognitive restructuring techniques on study habit of male and female secondary school students.

Table 7: Analysis of covariance (ANCOVA) of significant difference in the mean scores of the effect of cognitive restructuring techniques on study habit of male and female secondary school students exposed to cognitive restructuring techniques.

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Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected model	18124.841	4	4531.210	62.791	.000
Intercept	8147.963	1	8147.963	112.909	.000
Pre-test	144.615	1	144.615	2.004	.159
Gender	16040.697	1	16040.697	222.282	.000
Method* Gender	46.043	1	46.043	.638	.426
Error	135.846	1	135.846	1.882	.172
Total	9742.095	135	72.164		
Corrected Total	2747561.000	140			
	27866.936	139			

Summary of the analysis of hypothesis 3, Table 7 showed a calculated F – value of 0.638 and a p-value of 0.426. The P-value of (0.426) is greater than 0.05 which is the level of significance. The hypothesis is hereby rejected. This reveals that there is significant difference in the mean scores of students exposed to cognitive restructuring techniques on study habit of male and female secondary school students in Ebonyi State.

H₀₄: There is no significant difference in the mean scores of the effects of modelling counselling techniques on study habit of male and female secondary school students.

Table 8: Summary of analysis of covariance (ANCOVA) on the significant difference of effects of modelling counselling techniques in the mean scores of study habit of male and female secondary school students exposed to modelling counselling techniques.

Source	Type III Sum of Squares	d f	Mean Square	F	Sig
Corrected model	10617.298	4	2654.324	37.841	.000
Intercept	9158.629	1	9158.629	130.570	.000
Pre- test	21.525	1	21.525	.307	.580
Method	9566.236	1	9566.236	136.381	.000
Gender	1182.9773	1	1182.973	16.865	.000
Method*Gender	132.077	1	132.077	1.883	.172
Error	9679.821	138	70.144		
Total	2726504.000	143			
Corrected Total	20297.119	142			

The analysis of the result in hypothesis 4, table 8 indicated a calculated F – value of 1.88 and a p-value of 0.172. The P-value of (0.172) is greater than 0.05 which is the level of significance. Therefore, the hypothesis that there is no significant difference in the mean scores of the effect of cognitive restructuring techniques on study habit of male and female secondary school students is hereby retained and alternative hypothesis is accepted.

Discussions of the findings

In Table 4, the findings revealed that there is no significant difference in the mean study habit of secondary school students exposed to Cognitive Restructuring techniques and the Control Group.

The findings in table 5 indicates that there is no significant difference in the mean study habit of secondary school students exposed to Modelling Counselling Techniques and the Control Group.

Table 6 shows that there is significant difference in the mean study habit of male and female secondary school students exposed to Cognitive Restructuring Techniques and the Control Group.

Table 7 also indicates that there is significant difference in the mean study habit of male and female secondary school students exposed to modelling counselling techniques and the control group.

Conclusion

This study investigated the effects of cognitive restructuring and modelling counselling techniques on students' study habit in secondary schools in Ebonyi State. The study attested cognitive restructuring and modelling counselling technique has high potential to improve study habit of secondary school students. The works of Okobia (2012) asserted that cognitive restructuring technique is an approach that can be used to encourage students to change their attitudes or improve on their undesirable learning behaviours such as: poor study habit. This was very relevant amongst others and the study anchored on Rational Emotive Therapy (RET) by Albert Ellis in (Omoegun 2018). The techniques among others includes Cognitive Restructuring Techniques used for the treatment of poor study habit. The findings revealed in a nut shell the cognitive restructuring and modelling counselling techniques is gender friendly and recommends that government should appoint counsellors that would carry out counselling activities in all the secondary schools in Ebonyi State.

Recommendations

Based on the findings and conclusions of this study, some recommendations were made. They include:

1. Full time counselors should be posted to all the schools in the state by the government.
2. Government should organize workshop and seminars for improving competence of counsellors in the use of various counselling techniques such as cognitive restructuring and modeling counselling techniques.
3. School Authorities should provide adequate counselling offices and materials for the school counselors. This will help to ensure effective use of both cognitive restructuring and modelling counselling techniques to improve students' study habit and to solve other related academic problems.
4. Guidance-counsellors should be encouraged by school management to attend training through intensive workshops, This will undoubtedly enhance their competence for clients (students).
5. Gender should be seen by counsellors as a serious factor in the choice and use of either cognitive restructuring or modelling counselling technique, in handling students' study habit.

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