

THE RELATIVE EFFECTIVENESS OF COGNITIVE RESTRUCTURING
AND STUDY SKILLS TRAINING ON THE ADJUSTMENT TO ACADEMIC
FAILURE AMONG A GROUP OF NIGERIAN STUDENTS

BY

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DEDICATION

To my parents,

Chief Ezekiel Ogundipe (my late father)

Chief Elizabeth Fasulade Eyeowa Ogundipe

and to my uncle,

Mr. Edward Alade Ijateye

and also to

All the youths struggling to attain academic adjustment.

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ABSTRACT

This study was intended to evaluate the relative effectiveness of two treatment strategies comprising Cognitive Restructuring (CR) and Study Skills Training (SST) with particular reference to adjustment to academic failure among a group of Nigerian students. Three groups of subjects participated in the study. Group I was exposed to CR, Group II was assigned to SST while Group III was used as Control (CT). Altogether, there were 96 subjects. The 96 subjects were grouped into three (3) equal numbers. Each group consisted of 16 internal and 16 external (I - E) subjects. Each group was further sub-divided into equal halves comprising 8 internal and 8 external (I - E) subjects. Thus each sub-group had 16 subjects. There were six of these sub-groups. Two were exposed to CR, two assigned to SST while the remaining two were used as Control. This sub-group of 16 subjects was desirable for treatment primarily to facilitate adequate attention from the therapist to individual subjects. It was also to afford each subject as much opportunity as possible to participate meaningfully in the group therapy.

The following six (6) Instruments were used for the study:

Rotter's Locus of Control (I-E); Adeyoju's Adjustment Problems Associated with Academic Failure Inventory, (APAWAFI); Bakare's Student Problems Inventory, (SPI); Sarason's General Anxiety Scale, (SGAS); Sarason and Mandeler's Examinations Anxiety Scale and West African School Certificate and General Certificate of Education, Ordinary Level, English Language Objective Test, all of which were administered prior and after treatments.

The CR therapy was administered to experimental Group I while SST was administered on experimental Group II. Group III, i.e. CT was not exposed to any of the treatment strategies. All the three groups were post-tested and the data were analysed using Analysis of Covariance (ANCOVA) and t-test. Five hypotheses were tested at .05 level of significance. The results revealed were as follows:

The results of hypothesis I showed that there was a significant difference in the level of academic performance of subjects in the different groups. Subjects in the treatment Groups I and II performed significantly

better than those in the CT. However, subjects in Groups II who were exposed to SST performed significantly better than those in Group I - exposed to CR. Although the two treatment strategies were effective in fostering academic performance among subjects, nevertheless, SST was more efficacious than CR ($F = 3.09$, $df 90$, $p < 0.5$).

The results of hypothesis II revealed that both treatments were effective in reducing the level of problems associated with academic failure ($F = 37.90$, $df 90$, $p < 0.05$).

The results in hypothesis III showed that there was significant reduction in the level of student problems of Groups I and II subjects exposed to CR and SST when compared with CT ($F = 47.65$, $df 90$, $p < 0.05$).

The results of hypothesis IV showed that CR and SST proved effective in ameliorating the general anxiety among subjects in study situations ($F = 126.75$, $df 90$, $p < 0.01$).

The results of hypothesis V revealed that CR and SST treatments led to significant reduction in the level of examination anxiety of subjects when compared with those in the CT ($F = 63.71$, $df 90$, $p < 0.01$).

Generally, the two treatment strategies proved effective in academic performance; reducing problems associated with academic failure; ameliorating study problems, general as well as examination anxieties among subjects. However, CR has been found to be consistently more efficacious than SST in the aforementioned psychological problems in study situations. It is therefore apparent in this study, that the cognitive domains of subjects who are being treated for adjustment to academic failure should be explored intensively and conscientiously. For instance, study skills alone had hitherto attracted much attention to the neglect of Cognitive domains of subjects. Suffice it to say that study skills training and cognitive restructuring should be simultaneously and vigorously applied in treating subjects suffering from problems of adjustment to academic failure.

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CERTIFICATION

I certify that this work was carried out by Mrs. Christianah Adeola Adeyoju (Nee Ogundipe) in the Department of Guidance and Counselling, University of Ibadan, Ibadan.



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CHAPTER ONE
PROBLEM AND BACKGROUND

A. INTRODUCTION

The challenge of scientific era compels the individual to adjust to effective living, survival and development. However, in the process of survival and development, human existence is characterised by success-failure-failure-success syndrome. Usually, when individuals experience failure at a task they often become discouraged and may want to give up. This is not unexpected as Seligman (1973) has noted that such individuals, "also show motivational and performance decrements at similar tasks in the future". Academic failure is one of the components of this syndrome. The strains and stresses emanating from academic failure could be very harmful to the individual's mental health.

The problem of academic failure is one to which not much attention has been paid in Nigeria and yet the rate at which students in the Secondary Schools and other institutions of higher learning fail their examinations is alarming. For example, only 39.51% of those who took the West African School Certificate Examination (WASCE) in 1981/82 passed five subjects and above. In 1982/83 only 33.79% passed five subjects and above. This reflects

further deterioration in students performance. The rate of failure in 1984/85 was recorded as the worst results in the 46-year history of West African Examinations Council (WAEC) examinations. Only 29.9% of those who sat for the West African School Certificate Examinations (WASCE) passed five subjects and above. 70.1% failed to the extent of being incapacitated to go further in their educational endeavour unless something is done to improve the situation.

The picture of percentage of failure in the various school certificate examinations in the various subjects between 1983 and 1985 leaves much to be desired. For instance, in 1983, 89.04% failed English Language, while 91.11% failed Mathematics the two core subjects in gaining admissions to most disciplines in Nigeria higher institutions of learning. In Science, Social Sciences and in Humanities, the percentage of failure in 1983 in Chemistry was 87.70%, Physics 85.44%, Biology 91.07%, Economics 55.51% Geography 82.30%, History 79.08%, Bible Knowledge 82.28%, Commerce 71.35%. Statistics for other years, in some other subjects were even worse than what we have here. (See Appendix A, page 193).

Generally, some students are much more effective in their study habits than others. There may be many of these students who started as high achievers but deteriorated over the years either because of ineffective thinking or do not have access to study/learning skills. Consequently, such students are unable to appreciate the requirements for success and at the same time know how to explore and utilise available coping techniques.

However, it is important to note that failure in academic or other aspects of life is an inherent risk which we all encounter at one time or another. Thus according to Jimmy Carter (1984),

".... If you don't accept failure as a possibility, you don't set high goals, you don't branch out, you don't try, you don't take risks..."

It is therefore important to bring it to the awareness of subjects who have failed their West African School Certificate or General Certificate Examinations (WASC/GCE) that academic failure is not after all the end of the road. If anything, it should make the subjects re-examine and re-evaluate themselves for better days ahead. Consequently, academic failure should be seen to be constructive rather than destructive. If the affected subjects take the right

steps at the right time to rectify the situations academic failure can be a booster to achieving greater heights rather than a frustrating benchmark. As Anderson and Jennings (1980) noted that when failure is attributable to a controllable factor like effort for instance, rather than an uncontrollable factor, such as ability, failure can lead to increased persistence expectancies and increased success expectancies.

The Nigerian education authorities are becoming increasingly disturbed at the rate of academic failure because of the huge economic and human resources wastage. To most parents, the problem constitutes a waste of their meagre resources and a great set-back on their hopes and expectations.

Disturbed by these performances in the yearly examinations, the Federal Ministry of Education (1985) set up a committee to identify the causes and suggest ways of preventing mass failures in subsequent years. And on May 2, 1986 a meeting of the National Council on Education (NCE) was held in Benin and considered the report of the Committee which urged all State Governments to take urgent and appropriate actions to ensure quality of education and better performances of pupils.

Similarly, in the bid to find solution to the problem of academic failure in Nigeria, the Nigerian National Committee of West African Examinations Council (WAEC) held a meeting on November 20 - 22, 1986, and set-up an ad-hoc committee to identify the reasons for the pupils' poor academic performance at the May/June 1985 Examinations. The Committee was expected to suggest ways and means of solving the problems of academic failure which has now become a matter of grave concern to the Government of Nigeria and indeed, the parents/guardians and teachers as well.

Similarly, in April 1986, the Faculty of Education and the University of Ibadan organised a National Conference on, "Mass Failure in Public Examinations". This was another attempt to find solutions to the alarmingly increasing rate of academic failure particularly among the youths of Nigeria.

Academic failure among the youths can have far-reaching consequences. For instance, it can generate poor self-concept in the affected students and this can produce grater failures in other aspects of life. It can lead to truancy, delinquency, crime, etc. It is disheartening to observe that a large number of the Nigerian youths who either failed to graduate or dropped out of our secondary schools are presently involved in one crime or the other. Something ought to be done to stem the rising tide of this unpleasant and very disturbing phenomenon in the Nigerian society. Thus Akintoye 1982)

observed that this and similar problems of the youths are highly refractory because once the problems are experienced they are difficult to change.

Students who fail their school examinations often look for substitute satisfaction outside the school and may also run into greater problem, bringing more stress, and humiliation upon the family. Other youths who have failed their WASCE/GCE resigned to fate and roam about the streets aimlessly. This type of problem and others to which the youths are prone could be minimised through timely and appropriate counselling, designed to produce self-fulfilling and socially acceptable youths in the society.

After all, the aims of formal education are not limited to examination success or determination of admission qualification into higher institutions of learning and the awards of certificate or qualification to enter a profession. Formal education is a function of the total growth and development of man. As Sanford (1956) has succinctly put it:

It seems clear that liberal education has accepted the task of familiarizing the students with his cultural heritage and of exercising his intellect, and in addition, is concerned with the development of the individual as a whole person. The kinds of

intellectual, moral, social and emotional characteristics which liberal college usually seeks to develop and foster, and those which it seeks to eliminate, are much like those which concern the psychologist when he thinks of optimum functioning of the individual.

In attaining the above, the counsellors are professionally competent to assist in a practical way. Students who have become victims of academic failure, particularly those of them who can still retrieve and profitably apply their latent ability may benefit from the special services of counsellors.

OBJECTIVES OF THE STUDY:

The main objectives of the study are:-

- (i) to investigate the relative effectiveness of Cognitive Restructuring (CR) and Study Skills Training (SST) in improving the academic performance of subjects;
- (ii) to inculcate through the techniques of CR and SST the art of positive and rational thinking which could significantly minimise problems associated with academic failure;

- (iii) to determine whether or not the CR and SST training programme could assist in reducing the student behaviour problems being experienced by the subjects;
- (iv) to investigate the efficacy of Cognitive Restructuring and Study Skills Training programme in ameliorating the general anxiety of subject, and
- (v) to evaluate the relative effectiveness of Cognitive Restructuring and Study Skills Training in reducing examination anxiety of subjects with a view to enhancing their academic performance.

RATIONALE FOR THE STUDY:

This study has been designed because the researcher has noted that academic failure has not received adequate attention within the Nigerian training institutions. Hence, this research was conceived with a view to enhancing the awareness of the problems as well as identifying feasible solutions. Moreover, there is the urgent need to collate the various views that had been expressed on the problem and also subject them to empirical analysis.

Since the negative effects of academic failure have been identified by a number of scholars, this study intends

to concentrate largely on how to minimize the effects. In addition, the study is designed to explore the cognitive realm of the subjects as well as their study behaviours in order to manipulate them to the advantage of the subjects concerned.

Undoubtedly, the successful execution of the treatment programmes would increase the methods of effecting study behaviour change among the students in Nigerian Schools. In addition, if the methods prove effective, it would be extremely useful for restructuring the pattern of behaviour at home, in the schools, offices and in the public at large.

This study has cognitive, affective and conative implications for the youths in our secondary schools as well as in higher institutions of learning in Nigeria. The treatment programmes should enable the subjects improve their interpersonal relations, study habits, academic performance, rational thinking and be better prepared in providing solutions to practical problems of existence.

However, it is important to emphasise that cognitive restructuring and study skills training have been selected as treatment strategies for the study because they have been

separately identified as effective with behaviour change.

SIGNIFICANCE OF THE STUDY:

This is a pioneering empirical work on academic failure with reference to the treatment strategies used in this study. So far, no standard procedure has been designed in Nigeria to the knowledge of the researcher in cognitive restructuring and study skills training for the treatment of academic failure among students. Therefore, the result of this study could constitute the benchmark for a systematic treatment of victims of academic failure in our secondary schools as well as other higher institutions of learning.

The subjects in this study constitute an increasing proportion of young Nigerians who aspire to take up professions which seem to be eluding them because of poor performance at WASCE/GCE. Again, some of the subjects are being misguided by their parents/guardians to aspire to particular courses of study for which they do not have the ability.

Therefore, designing a programme which will elicit as early as possible the right frame of mind for identifying individual potentials will be of value to the subjects, their

parents, teachers and educational authorities, particularly in the execution of the new 6-3-3-4 system of education.

Another significance of the study would be to develop a mechanism for modifying the thought process of subjects to more realistic activities which can yield better results. For example, if a student is not good academically and he is made to realise his academic deficiency he may decide to learn a trade for which he or she has a flare instead of wasting his time on an academic dream which he is not capable of realising.

Furthermore, the significance of this study would be the development of a treatment programme for redressing the negative effects of academic failure on the subjects. The response of subjects to therapy would enable the researcher to determine the appropriateness of the treatment.

It should be noted that the number of students who fail WASCE/GCE yearly is increasing. Therefore, any programme that can be applied to minimise the social consequences of the academic problems being encountered by these youths would be invaluable to both knowledge and the general well-being of the youths being discussed.

B. LITERATURE REVIEW
THEORETICAL BACKGROUND

Cognitive Theory:

The thinking faculty of an individual plays a significant role in the cognitive theory. For instance, your thinking influences what you watch or observe and which in turn influences your behaviour, your perception is also influenced by your thinking. For instance, when your thinking is illogical, what you perceive may be different from what you perceived when your thinking is logical. In addition, by thinking about what you learned, you may understand other related events and be able to generate new knowledge. In this way, thinking no doubt influences behaviour.

Cognitive Theory was propounded by Kohler, Koffka, and Wertheimer (between 1910 and 1930), who were all German psychologists. They are often referred to as Gestalt theorists or Cognitive theorists. They were primarily concerned with the factors which influence the ways in which we perceive things or situations. Undoubtedly, our innate power of perception projects a set of information and preservation of the information in our faculty. Thus the nature of information perceived

could significantly affect the quality of solution that may be preferred to problems of learning situations.

In other words, the Gestaltists dwelt on how human beings perceive relationships, ideas and the effect the relationships have on memory and learning.

The Gestaltists noted that perceptions are influenced by the presentation of information. Furthermore, they opined that perception is influenced by past experiences and interests. Consequently, many individuals may experience academic failure, for instance, and yet their interpretations of the underlying causes may vary appreciably.

The cognitive theorists are of the opinion that man chooses how he reacts to external and internal stimuli. Man according to them is an actor on his words. He has the potential to be fully aware of all his sensations, thoughts, emotions and perceptions. Also, man is capable of making choices because he is aware. The cognitive theorists postulated that man has the capability to govern his own life effectively.

These cognitive theorists call attention to the fact that many things are learnt when we present or perceive them in particular ways. For instance, they observed that

prompt reaction to given situations, problems and learning are largely a reflection of past experiences. It is therefore clear that learning takes place only when an individual understands the cause/effect relationship of situations. However, the Gestaltists also noted and brought into the focus the effects of the less apparent features of perception and problem-solving ability which the behaviourists brushed aside. They contended that the less -apparent features (i.e. the non observable aspects of behaviour) are as important as the observable aspects of behaviour, for example, thinking which precedes an overt behaviour.

On the other hand, Piaget (1969) a cognitive development theorist observed that human-beings possess an innate tendency to bring coherence and stability to their perception of situations. He noted that individuals have a built-in desire to learn because they possess a strong urge to utilise new information, thus emphasizing the point that learning has its own reward. For instance, an individual who modified a thought process positively may not require to be given any reward since achieving a state of mental health would be satisfying to him. Thus instead of prescribing reward for achieving learning in

a given situation, Piaget recommends that individual learners should be encouraged to take rational decisions when confronted with problems rather than taking them through structured programmes which include awarding tokens when a task has been performed. It is his belief that this type of learning process fosters a more enduring and rewarding learning.

On his own part, Bruner (1966) de-emphasized structured programme for learners in order to learn how to resolve problems. Rather, learners should be confronted with problems and assisted to evolve rational solutions either independently or through group discussions. This type of exercise could produce cognitively matured individuals who might be able to cope with extingencies of life having succeeded in self discovery.

Cognitive Restructuring:

Cognitive restructuring is a therapeutic technique which makes use of positive self-statements, disputation, arguments and evaluation to assist the subject realise irrationality in his thought pattern. Consequently, the subject would learn to devise rational alternatives to such irrational thought pattern, thereby acting more

appropriately in future problem situations. During therapy, the therapist first demonstrates the "correct" behaviour while verbalising his or her feelings. Next, after the subject has attended a therapy session and observed the therapist, the subject is then instructed to perform the appropriate activities while the therapist gives support and answers questions, Heinrich (1976). Obviously, people learn through observations.

It is important to find out how people conceptualize or organise what they have learnt. Mischel (1973), has suggested that people do not store pictures or what they have learnt, but instead organise such learning into a novel, complex synthesis of information. Mischel (1973) observed construction competencies as a personality variable because, while it is true that people organise what they learn, individuals no doubt do it better than others. Thus Mischel (1973) urges that it is important to assess the quality and range of cognitive construction so that individual's ability to generate adaptive and skillful learning behaviours can be enhanced through appropriate learning.

Patterson (1980) noted that behaviour change therapy techniques have over-emphasized the importance of environmental factors, that is, antecedents and consequences, while they played down or overlooked the cognitive factor. Environmental factors, although crucial, may not be of primary importance. On the other hand, what an individual says to himself about particular events could influence his attitude to such events. Malkievich and Merluzzi (1980) similarly observed that one's interpretations of anxiety-provoking situations can be self-defeating or self-fulfilling, (e.g. anticipating failure in addressing a group of people on co-operative efforts in arresting the increasing rate of unemployment).

Cognitive restructuring technique which was essentially derived from Goldfried, Decenteceo and Weinberg's (1974) systematic rational restructuring focuses on modifying the subjects thinking and reasoning. It deals with the subject's assumptions (beliefs) and attitudes underlying his cognitions. Thus, Patterson (1980) noted that cognitive restructuring consists of "insight-oriented therapy".

Cognitive restructuring treatment is based on Ellis(1979) rational emotive therapy. The basic irrational belief, he noted is that a person's self-worth is determined by others. The cognitive restructuring method attempts to make subjects realise that their maladaptive behaviour and emotional disturbances are possibly related to or determined by what they say to themselves. Ellis (1977) noted that human beings are both rational and irrational individuals. He observed that people tend to behave in certain ways just because that they should or must necessarily act in such ways. Accordingly, individuals possess a high degree of suggestibility and negative emotionality (anxiety, guilt and hostility).

Furthermore, emotional problems, Ellis emphasized, lie in illogical thinking. Nevertheless, if individuals maximize their intellectual powers they can free themselves from emotional disturbances. Hence, Ellis recommends that one of the means by which an individual can free himself from emotional imbalance is by using his cerebral processes (e.g. reflecting, thinking or telling oneself to calm down or not to become excited).

On their own part, Calboun and Acocella (1978) remarked that the gathering of new information about the aspect of oneself which one disliked would possibly prepare one for

the final step in changing one's own negative self-concept. The process involved in such situation is cognitive restructuring or reordering, manipulating in a positive direction, one's negative self-statements which are a crucial factor in implementing the strategy. It is therefore important to note that one's self-concept, perceptions and actions exist in a kind of vicious circle, mediated by one's rational or irrational self-statements. The positive self-statement is capable of moulding one's perceptions which in turn would mould one's actions which in turn would reinforce one's self concept.

The cognitive restructuring therapy has proved effective in increasing creative thinking, Meichenbaum and Cameron (1974). Similarly, Ellis and Harper (1976) used the therapy in combating a variety of ordinary emotional problems, such as drinking and marital strains.

The use of cognitive restructuring on oneself often leads to general improvement in behaviours. The progression of negative self-statement distorted perceptions and self-defeating action constitute an unhealthy behaviour leading to maladjustment of an individual in any given situation. However, once one gets oneself out of illogical reasoning and unreality and instead, moves out into a

world of reason and reality, one becomes free to evaluate oneself logically, takes healthy decisions and make steady progress towards attaining one's goals.

The Concept of Study:

Study is a deliberate effort aimed at acquiring new knowledge either through the reading of textbooks or by following a course of instructions designed to enrich one's practical exposure in a given situation. Study demands the application of one's full faculties. Occasionally however, study can be accomplished through group discussions, mass media such as listening to educational radio and television broadcasts and individual programmes which are valuable, supplementary resource materials. Indeed, study is a self-directed education which compels determination, commitment and consistency of purpose.

Locke(1975) defines study as the application of mental faculties to the acquisition of knowledge. Thus study involves the use of one's mind and the application of mental effort. Similarly, Akiboye (1980) conceives study as a determined, purposeful behaviour pattern, geared towards previewing , questioning and reviewing in an

attempt to master an assignment. It is an activity in which an individual has to invest an absolute concentration in order that he might be productive. Also, Uwakwe (1986), views study as a means through which an individual learns or gains knowledge. For study to be effectively carried out, an individual requires relevant and adequate learning.

Many factors which militate against effective study have been identified. These include lack of motivation, forgetting, poor notetaking ability, poor reading skills, poor scheduling and inefficient use of time, use of sleepless tablets for studying, poor self-concept, insufficient preparation, failure to carry out assignments, and so on. Therefore, for individual to benefit from any study guidance programme, these elements have to be taken into consideration in order to ensure the success of such a programme.

Study Skills:

Study skills can be viewed as specific abilities developed by the learner for the purpose of mastering the study materials well with a view to making the study effective and result-oriented. Study is an undertaking

which requires the application of relevant skills in the devotion of one's time and thought on learning tasks for the purpose of acquiring new knowledge from such tasks. For the study to be result-oriented, relevant skills must be applied. Therefore, all those who study must necessarily use study skills in order to study effectively. Some of the skills required in study include the following:

(i) Development of Desirable Study Habits:

This involves the ability to set goals for oneself; having a study plan; developing confidence in one's ability to study and succeed. Added to these are ability to attack successfully procrastination, getting oneself prepared for examinations by engaging in purposeful study from the onset and not when examinations are close-by.

(ii) Maintaining and sustaining Concentration on Study:

In order to enhance one's concentration on the study materials, one must develop interest in the texts; cultivating the will to learn and succeed; having faith in one's ability and eliminating all stimuli which can negate full concentration.

negate full concentration.

(iii) Learning to Read and Remember Study Materials:

This is a fundamental skill needed for successful study. No meaningful study can take place without cultivating the skills to read and remember the study materials. As Unoh (1969), has stated, reading to remember means reading with a view to being able to recognise, comprehend and also to retain for subsequent reproduction in relevant situations.

(iv) Developing Self-Assurance in Study Life:

This is yet another crucial skill which any one who studies must necessarily acquire. Lack of self assurance is a serious emotional disposition in anyone who studies. Such a disposition lacks special stimulus of encouragement a measure of independence appropriate to intellectual maturity. Therefore, a student who lacks self confidence is much more likely to be a poor achiever. Thus Mace (1932) has noted that such a disposition is not conducive to successful endeavour.

(v) Learning Self-Control of Study Behaviour:

This is a skill that is critical to effective study.

Self-control skills have to be mastered for productive study. Self-control skills encompass, self-monitoring, self-evaluation, self-intervention, self-sustenance and self-reinforcement techniques in getting the best from the Robinson's SQ3R method of study. It is important for students to develop effective will-power in making use of these techniques so that their set goals in their academic pursuit can be achieved.

(vi) Learning the skills of Preparing and Taking Examinations:

The skills required in preparing and taking examinations are as important as other skills. For any student to achieve success in any study undertaken, he must develop the needed skills. As Akinboye (1980) has noted, examination is not a mere measure of achievements on a course of study but the core determinant of life success. In Nigeria today, examination results are generally indicators of intellectual ability and aptitude. Consequently, they remain the only reliable yardstick of a student's adequacy for a career.

Study skills training involve the total personality of man, his cognitive (thinking), affect (feeling) and

conative (acting) domains. Various study skills are required in the successful implementation of the techniques of effective study.

Techniques of Study:

The essential reason why an individual would want to study is to understand the salient ideas presented by a text and for the individual to fully digest the materials read. It has been the concern of many researchers to device techniques which are geared to enhancing the efforts of the learner in clarifying new knowledge such that the learner can intuitively make use of the knowledge gained.

Akinboye (1980), has expantiated on the systematic techniques of study. These techniques include the following:

(i) Learner's Confused State:

This is a state in which the learner is psychologically overwhelmed by the reasons responsible for his ineffective study behaviour.

(ii) Making observations on one's ineffective study behaviour and the factors responsible for the unproductive study.

(iii) Restating the problem by using the creative problem-solving techniques.

(iv) Employment of the brainstorming techniques to solve the study problems identified.

(v) Application of a checklist such as self control techniques to evaluate the effectiveness of the creative study technique.

(vi) Reviewing those points which have constituted a problem.

2. Brain-Storming Group Study Method:

This method involves generation of as many ideas as possible for bringing about solution of study problems.

3. Robinson's SQ3R Method of Study:

This is another study method devised by Robinson (1970). It comprises surveying questioning, reading, reciting and reviewing of the study assignment with a view to reproducing the studied text.

4. Repetition as a Study Method:

Akinboye (1980), evaluated repetition as a study

method, and finds it useful if students will endeavour to study effectively. Repetition involves persistence on a task irrespective of frustrations and stumbling blocks. Uwakwe (1984), describes repetition as a psychological process through which an individual persists on a task in the face of obstacles, frustrating set-backs and occasional failures.

5. Behaviour Therapy Study Technique:

Akinboye (1980), describes this method as the use of the scientific method for effecting a change in socially undesirable patterns of study behaviour. In this particular context, the therapy is based on the fact that if a student is offered a reinforcement as he studies, he soon develops the ability (skill) to carry on studying well. In the process, the student learns to reinforce himself while he studies.

At this juncture, it is relevant to note that mere acquisition of study skills is not enough to bring about effective study. Concerted efforts must be made from time to time to utilize the skills adequately and effectively. The skills must be maintained and sustained.

The Concept of Psychological Adjustment:

Human Adjustment is a state of well-being crucial to effective living in which man is capable of rationalizing his thoughts and actions in any given situation. Hansen et al (1977) defined adjustment as a state of good mental health. On the other hand, adjustment can be viewed as a study of how individuals experience and attempt to understand and cope with existence, Laosebikan (1983). Thus, Fromm (1955) has observed that man is the only animal who finds existence a problem which he has to solve and from which he cannot escape. Fromm noted that self awareness, illogical reasoning and imagination disrupt the harmony which characterised man's existence. The emergence of these factors has made man maladjusted in the face of varied life problems. Therefore, to a great extent, man's ability to think rationally, reflect rationally, self-talk rationally and act positively directly enhanced his mental health and adjustment in coping with day to day existence.

Man is constantly in need of one thing or another for survival. Some of man's needs include: food, water, shelter recognition, social approval, prestige or power, self-esteem, comfort, achievement, happiness, etc.

Bakare (1986) has noted that as soon as these needs are aroused, attempts to gratify them commence. If the attempts succeed, the needs are met and the state of equilibrium is restored. If this state of well-being occurs all the time and it is maintained and sustained (which is unlikely), then the individual achieves psychological adjustment and a feeling of psychological well-being.

What is crucial for man to note in adjustment process is that when circumstances change, he must necessarily modify his behaviour and learn to discover new and effective ways to satisfy his needs in order to forestall maladjustment. Thus Akinboye (1977) observed that the key issue in adjustment is that a need is generated by certain environmental forces. The effective mobilization of available resources to satisfy such need therefore constitutes adjustment. On the other hand, Lazarus (1969), viewed adjustment as individual's effort, successful or unsuccessful, to deal with life in the face of environmental demands, internal pressures and human potentialities. Thus, according to Bakare (1986), the adjustment of a person is the characteristics way in which he perceives, reacts to, and solves the main problems of life.

Human Adjustment in a Studying Situation:

Adjustment in a studying situation encompasses demands for certain behaviours expected by teachers, classmates, parents,

environment, etc. Such demands obviously rest on good performance, effective interaction (intra-and-interpersonal) and acceptable social behaviours on the part of the student and therefore, when he is unable to meet these demands he may be seen as being maladjusted. For instance, a student who is unable to exercise restraint in his social behaviour either at school or outside it may end up being an underachiever, a nuisance to himself, family and society. And when interaction within himself and with others is defective he would be seen as a maladjusted person who has to be helped to live in a world of reality.

Man is prone to maladjustment tendencies hence there is a need for him to strive to maintain mental health so that he may not lose touch with reality when he finds himself in a state of disequilibrium. Therefore, it is important for man to learn to view unpleasant situations rationally when they do occur, reason out alternatives which can restore such situations to manageable normalcy and make deliberate and concerted efforts to maintain and sustain human adjustment. It is in this state that man can function effectively in the face of conflicting life demands.

In the case of extra-mural students who are mostly adolescents, maintaining and sustaining adjustment to academic failure when it does occur is crucial to their mental well-being. This is because if they maintain reasonable level of adjustment in the face of academic

failure, they are more likely to think of better alternative ways of making life worth living instead of remaining in a state of despair. Consequently they may not only end up earning certificates from their various courses of study, but also would have broadened their knowledge in many respects and be able to appreciate their potentialities in non-academic oriented programmes. Such programmes include carpentry, trading, building, weaving, sewing, knitting and a host of other occupations in which subjects can realise their means of livelihood and still contribute their quota to national development instead of being liabilities to the society. The basic education they would have received, would enable them to cope better than their illiterate counterparts in many areas of human endeavour rather than unwittingly becoming vagabonds.

In these circumstances, the role of a counsellor is to find out why individuals are not being effective in their life activities and render a therapy which would assist the individuals concerned to be more effective in coping with life challenges. The pivot of an adjustment is therefore the understanding of how and why individuals react to poor academic performance.

The Adjustment of Individuals:

Every individual has a number of needs and a normal individual spends a lot of his time and energy on trying to meet the needs. For example, at a given time in a day, an individual becomes thirsty, a sign that his body lacks a kind of nourishment needed for effective functioning and survival. In response to the thirst, the individual drinks and thereby restores the equilibrium between his bodily demands and the fluid energy available to satisfy the thirst need. Thus, the life of man comprises a series of such sequences in which needs are aroused and then satisfied. When a particular need is satisfied, the affected individual could be said to be adjusted as far as that need is concerned.

The development and growth of individuals occur in a process which is characterised by continuous interaction between the individual and his environment. This process is construed and studied as a process of human adjustment in which the individual can be viewed as being operating within psychological and biological systems. His psychological systems comprise cognitive, conative and emotional process. Parson (1959) referred to these three

components as the personality of man. The psychological adjustment process of individuals is bound up with states and changes in the biological system particularly, among the youths in whom physical growth leads to changes in the strength of drives which supplies energy for all behaviours. When an individual fails to achieve, he may become frustrated and thus a state of disequilibrium creeps in and an individual in this kind of state can be seen as being maladjusted. For example, when a student failed an examination which he considered a milestone in his life, he readily becomes unhappy, more so when his mates passed such examinations and have made progress in gaining admission to institutions of higher learning or obtaining good jobs which he has been denied because of his failure. Such development can lead to maladjustment in an individual.

Adeyaju (1983), noted that adjustment problems in individual learners in respect of underachieving may be due to lack of motivation, personal psychological problems, social relationship problems, lack of interest in the teachers, environment and undefined goals. Thus, adjustment of individuals is a basic requirement in any given situation for continued effective existence. When

an individual maintains a reasonable level of adjustment he would be better placed in contributing positively to the social, economic and political developments of his society. The adjustment of individuals would enhance effective dealing with the challenges of life.

The Behaviour of a Maladjusted Individual:

The behaviour of maladjusted individual can be characterised by a number of symptoms. In some cases the symptoms may occur together but with varying degrees of prominence in certain individuals. The most obvious symptoms of maladjustment is anxiety, i.e. an intensely unpleasant emotional experience accompanied by a sense of uncertainty and helplessness. Anxiety may vary in scope from a simple worry about a specific problem, such as academic failure, to a broadly generalized anxiety which concerns the entire status of the individual and covers all the social situations with which the individual has contact. For example, an academically maladjusted individual may over-react to stimuli which other students would ignore. The behaviour of such an individual is often characterised by pessimistic attitude, diffused fear, anxiety and a number of other complaints which are

generally identical with the evidence in a maladjusted behaviour in response to battling conflicts.

Most individuals exist by maintaining some balance between the desires of the self and the should of the self-image. As Kempler (1973), suggests, often an experience or a series of experiences occur which upset this balance. In a situation of this nature, the self or the self-image acts to challenge the other. As a result, an internal war erupts which causes the individual to experience anxiety and often produces in-effective behaviours. Passons (1975), has divided problems of this nature into a number of areas which include the following:

(a) Lack of awareness:

This is related to people who possess rigid personalities. Such personalities have lost contact with the what and how of their behaviour. They just exist, moving through life from day to day with an uneasy feeling of non-fulfilment.

(b) Lack of self responsibility:

This is related to lack of awareness but take the form of trying to manipulate the environment instead of

the self. Rather than striving for independence or self-sufficiency which is the hall-mark of maturity, the individual strives to remain in a dependency situation.

(c) Loss of Contact with the world of reality:

This relates to the individuals being frustrated in their attempt to meet their personal needs. This frustration leads individuals to loose contact or misperceive the reality world.

It is believed that maladaptive behaviour is a function of individuals trying to deny what they are while at the same time trying to be something they are not.

Anxiety - the Most Obvious Symptom of Maladjustment:

Man seeks to avoid anxiety in every possible way because of its inherent distabilizing effects on him. God himself does not overlook the adverse effect of anxiety on man hence in the scriptures, He warns all mortals not to be anxious.

Anxiety engenders non-coordinated thoughts and behaviours. In critical cases, anxiety can lead to physiological disorder causing bodily distress which may include palpitation, faintness, increased blood-paessure, pulse changes, breathlessness, nausea and vomiting,

(Mischel, 1971). It should also be noted that anxiety is a characteristic phenomenon of man when faced with uncertainties particularly those associated with fulfilment of both current and future needs, aspirations, educational development including improved performance in examinations and social acceptability. Thus debilitating anxiety in students before and during important examinations has been observed to cause diminishing intellectual performance.

Phenomenological - existential theorists have perceived anxiety as a basic threat to individual's personality, (May 1950). Furthermore, Malno, (1950) and Watson (1966) have stressed the view that anxiety is a state of distress in which individual is helpless.

Causes of General Anxiety:

Anxiety is caused by a variety of factors and or situations including the followings:

- (i) fear of the unknown, caused by superstition, inferiority complex or concern for social acceptability of one's personality in a given forum;
- (ii) apparent awareness of one's inadequacies to face a given situation, such as communicating effectively with one's peers and or one's superiors, leading to

- chronic shyness and withdrawal syndrome;
- (iii) fear of being criticized when one makes a mistake or performs below expectation on a given task which may lead to poor reasoning and restricted knowledge base, and
 - (iv) fear of social and economic insecurity which has been known to cause a number of suicide.

Causes of Examination Anxiety:

Examination anxiety is caused by a number of factors, the most important of which are:-

- (i) poor study habits, particularly lack of defined study objective and failure to pay attention to salient study materials leading to negative nervous reactions;
- (ii) irrational thinking such as attributing failure to bad luck and superstition;
- (iii) false belief that certain examinations, English, Mathematics, Physics, Chemistry, Geography, History, etc are by nature difficult;
- (iv) inadequate preparation due to procrastination;
- (v) unrealistic aspiration to write examinations in subjects for which students have poor capability;
- (vi) concerns about how others will view one if one performs poorly and

(vii) fears emanating from threats to one's self-image.

In addition to the foregoing, it has been known that when wards are not mentally endowed to pursue programmes preferred by their parents, a state of conflict, worry and restlessness which are features of anxiety is set in motion.

The Concept of Academic Failure:

Okoye (1982) defined academic failure as a performance state of a candidate who has not reached the set standard of performance at a given examination. A candidate who scores less than the standard is regarded as having failed while those who cross the set standard are regarded as having passed the examination.

On the other hand, Bakare (1986), defined academic failure as performance that falls below a specific level known as the pass mark. For example, in the West African School Certificate Examinations (WASCE), the pass mark has been fixed at 40% and performance that falls below that mark is regarded as failure. However, on the other hand, when academic failure generates negative reactions leading to failures in other aspects of life, academic failure can be construed to mean a state of existence in

the learner when the knowledge of his previous failure experience has failed to assist him learn alternative means of improving his lot in the world of study.

Causes of Academic Failure:

Some scholars have investigated the various causes of academic failure. Evans (1962) observed that boredom and loss of interest as a result of school work and environment contributed to academic failure. Holt (1964), claimed that many children at school fail because they see school almost entirely in terms of the day-to-day and hour-to hour tasks which are imposed on them. It could be a difference story if the children are made to have a feeling of what it is like to turn one's full intelligence on a problem, to think creatively, originally and constructively instead of defensively and evasively. Ajayi (1986) viewed failure in public examinations as a symptom of pervasive national failure syndrome.

Other reasons identified by Miller (1970) on why students fail at school include, family distraction, development of new interests, loneliness, family pressures, difficulty in budgeting between work and social interests, failure to work hard, etc. On the other hand, Bakare(1986),

attributed academic failure to social class differences, inadequate medical facilities, poor study/learning habits, truancy, etc. Amadi (1986) identified the following as contributory factors to academic failure: poor study habits, indiscipline among students, lack of interest, lack of confidence, family problems, dislike for subjects, etc. Therefore, to do justice to the problem of academic failure, there is a need to develop in the students positive and rational attitude to the numerous causes of academic failure. In virtually every area of human endeavour, there is negative/positive aspect. If the negative side is adhered to, then there is the possibility of getting negative results. On the other hand, if the positive aspect is upheld, the probability of getting positive results is quite high. Therefore, for good mental health, individuals stand to benefit more from being positively oriented than being negatively oriented in their views on matters particularly which are of personal interest.

II. EMPIRICAL BACKGROUND

Cognitive Restructuring:

The incorporation of cognitive variable within

behaviour therapy has attracted the attention of many researchers. For instance, cognitive restructuring has been used by Meichenbaum, Gilmore and Fedoravicious (1971), Trexler & Karst (1972), Meichenbaum (1972), Mahoney (1974), Goldfried, Decenteceo and Weinberg (1974), Beck (1976), Goldfried and Davidson (1976), Meichenbaum (1977), and Goldfried (1978), to change or modify undesirable behaviours.

An individual's irrational thinking and beliefs about an event can have far-reaching implications for his emotional reactions to that particular event. Thus, the basic assumption that emotional arousal and maladaptive behaviour are mediated by an individual's interpretations of situations is basic to Elli's (1962) rational emotive therapy. In a study on "The effects of irrational beliefs on emotional arousal", Goldfried & Sobocinski (1955), found a positive relationship between the extent to which individual's held irrational beliefs and their scores on measures of interpersonal, public speaking, and test anxiety. It was also discovered that the tendency to view situations irrationally was related to the irrational expectations among the subjects who expected that everyone must love and approve of them.

It is important that subjects are made aware that they are wholly responsible for their behaviours. Indeed, those who failed their examinations did so because of various reasons including the defects in their thinking and poor study habits. Some claimed they failed because of bad luck while others said they failed because of what they called evil forces such as witchcrafts militating against them. Thus, subjects frequently blame their failure on others instead of seeing themselves as the central factors in their poor performances. Underwood (1961) undertook a study on why intelligent students do poorly in examinations. The results of Underwood's study showed that, the students' poor performance was due to poor study habits and unrealistic thinking, such as "I just have bad luck". Also, using cognitively-oriented approach to behaviour change in anxious subjects, Wine (1971) found out that anxious individual students not only experience emotional arousal but also engage in excessive worry about the adequacy of their performance.

Furthermore, in a collaborative clinical study on Reduction of Test Anxiety through cognitive restructuring, by Goldfried, Linehan and Smith (1978), two procedures for

reducing test anxiety with a waiting list control were compared. In the first procedure, systematic rational restructuring participants were trained to realistically re-evaluate imaginably presented test-taking situations. In the second procedure, there was a prolonged exposure condition with the same hierarchy items as in the first, but with no instructions for coping cognitively. Using questionnaires measures of test anxiety, greater anxiety reduction was found in the cognitive restructuring condition which recorded significant decreases in subjective anxiety. Followed by the prolonged exposure group, the participants in restructuring condition reported greater generalized anxiety reduction in social-evaluative situations. No changes for the waiting list control were recorded. The results of this study gave credence to the fact that the cognitive reappraisal of anxiety provoking situations can produce effective treatment procedure for the reduction anxiety.

How an individual victim of academic failure reacts to his failure is largely influenced by how such an individual victim appraises what caused the failure or to what extent he attributes the arousal he feels, and how he assessed his ability to cope. He self-statements

about the failure situation and ability to handle such situation would influence his behaviour in the situation.

As mentioned earlier on, unrealistic belief/feelings systems can be modified through cognitive restructuring. For instance, Meichenbaum (1972) developed a treatment package which involved cognitive restructuring and systematic desensitization. He then provided the test anxious subjects with relaxation training, engaged in discussions of potentially unrealistic beliefs associated with test taking. The subjects were then given practice in coping with imagined test-related situations by means of relaxation and self instructions to focus on only the test itself. When the results of systematic desensitization and of cognitive restructuring were compared, cognitive modification packages produced greater reductions in test anxiety than did the systematic desensitization.

Aslo, Malkiewich and Merluzzi (1980) using rational restructuring and systematic desensitization reduced a number of negative self statements when compared with controls. However, it might be envisaged that cognitive changes would occur as a function of cognitive treatments. The results of the study lend credence to the contention that systematic desensitization may influence the

individual in a systematic fashion, Murray and Jacobson (1978). Thus it was confirmed that cognitive change is not the exclusive preserve of Cognitive Counselling.

Similarly, cognitive and Behavioural Coping Strategies in the Reappraisal of Stressful Social Situation were compared in a group of 49 male and female pre-adolescents by Sanchezcraig (1976). In the cognitive coping condition, subjects were trained to attend objectively to the aversive cues in the stimulus person and were encouraged to reconsider their aversiveness. On the other hand, the subjects in the behavioural coping conditions were trained to develop more adequate behaviours for coping with the stressful situation. The two strategies were tested alone and combination against an identification control condition. The results showed that the two coping strategies were effective in eliciting positive reappraisal of the stressful situation than was the control condition. The result of this study is significant in the sense that, it gave credence to the fact that negative beliefs of feelings can be modified through the intervention procedure which focuses on training individuals to modify their unrealistic systems.

Likewise, Ellis and Beck (1978) noted that individuals

are not disturbed by the things that happen to them but by their view of the events and that, "changing their views significantly helps them to ameliorate their emotional disturbance". Ellis (1962) identified a number of irrational beliefs, expectations or assumptions with which some individuals tend to approach situations. In as much as individuals are likely to maintain certain irrational beliefs, they increase the probability of misinterpreting situations to their disadvantage. Consequently, whatever type of irrational beliefs exhibited by the subjects of academic failure would form the basis of the therapeutic approach in this study.

The implications of these empirical studies for the high schools students who failed their examinations or who under-achieve, is that adequate attention needs to be paid to the cognitive realm of the subjects of academic failure in order that they can be more productive and self fulfilling in their effort to receive education.

EMPIRICAL BACKGROUND

Study Skills Training:

Study Skills training is very crucial to effective study behaviour. Consequently, many scholars have demonstrated their concern on improving study habits among

students with a view to improving their academic performance and enriching their life. For example, Staats et al (1964), Staats and Butterfield (1965) in their studies discovered that the use of reinforcement and behaviour modification techniques led to improved study habits among subjects. Other studies which led to improved study habits included those carried out by Hendricks (1972); Kane (1973); Miler and Gimpl (1872); and Stillwell et al (1974) which did bring to focus the effects of contingency contracting in conditioning more efficient study habits. Similarly, the efforts of the following scholars are noteworthy, in effecting study skills training to improve academic performance, Brown and Holtzman (1967) Charmazi (1958) and Glynn (1970).

Study skills training involves among other things a great deal of input by the subjects as much training required concerted effects of the subjects. The training is essentially self-directed education involving interest, the judicious use of one's time, vision, defined goals, purposeful demonstration of sense of reception, reflection and expression, self-discipline and so on.

Skinner (1953) throws light on the foregoing when he

noted that an individual might be capable of controlling his own study behaviour by dispensing his own reinforcement contingent upon making certain responses. In many studies on self-reinforcement, Kanfer, Bradley and Marston (1962) Bandura and Kupers (1964) and Bandura and Perloff (1967) allowed subjects themselves to take over the reinforcing function of the researcher by rewarding themselves with appropriate tokens. It was believed that such self-administered reinforcing systems do possess elements of behaviour maintenance potentialities. For instance, Beneke and Harris (1972) carried out a study on teaching self-control of study behaviour by using a self-control procedure. The study made use of 38 volunteers at the University of New Mexico Summer School. In the study, the utilization of stimulus control procedure, and the SQ3R of Robinson (1946) method of study were involved. Subject who received these trainings in study habits showed a significant improvement in grade average point when compared with subjects who did not receive lessons.

Similarly, Akinboye (1974) has confirmed that study habits modification led to change in the cognitive component of study attitudes and change in the subjects' feelings about the academic task which enhanced academic performance

among the participants in the study.

Also, Greiner and Karoly (1976) using 96 subjects who, prior to the treatment strategies did not differ on measures of scholastic achievement or study habits, were assigned into six groups including a control group. The subjects in the treatment groups received training in standard study method, SQ3R of Robinson (1946). The five treatment groups received different degrees of training in the components of self-control. The results indicated that neither training in self-monitoring plus self-reward techniques produced significantly better performance than training in study methods alone. Thus, the group which received training in self-monitoring, self-reward and planning strategies improved significantly than other groups on virtually all the measures.

Another study carried out by Michael et al (1973), among college students of 27, centred on effects of continuous monitoring and intermittent self-monitoring on academic behaviour. The results of the study indicated that the continuous self-monitoring was superior to intermittent self-monitoring in maintaining the subjects' review efforts.

However, it should be pointed out that the success of self-control programme on individuals who participate in

any study training skills depends upon a number of variables. For example, Marston and Feldman (1971) noted that the strength of the commitment act (covert decision to change one's study behaviour) is very important as well as the effectiveness of the self-monitoring responses. Subjects' input into any study skills training programme is very crucial because study skills training is essentially a self-directed type of education.

Bakare (1970), in his effort to probe the study problems confronting the high school students with a view to alleviating their behaviour problems, constructed the Student Problem Inventory (SPI) and the Study Habits Inventory (SHI). Uwakwe (1986) using the SHI investigated the magnitude of the study habits problems of Nigerian University Students. Uwakwe's subjects comprised 300 stale students of equal sex distribution. The study revealed that study habits problems exist among even the University students particularly the fresh ones. The outcome of the study reinforced the researchers efforts to want to carry out study skills training among the extra-mural students in order to improve their academic performance and minimize their study behaviour problems.

Uwakwe (1984) established the fact that, well-programmed

intervension into the study behaviour of subjects could have significant effects on subjects factual recall of learned task. He confirmed that students with negative attitude towards study scored significantly lower than those with positive attitude.

LOCUS OF CONTROL (I-E)

Empirical Background:

The significance of Locus of Control in personal study has been documented by many scholars using a variety of student population: Rotter (1966), and (1975); Lefcourt (1966); Phares, Richtie, Davis (1968) and Joe (1971). In all these research works, the findings have exhibited a consistent relationship between locus of control, goal attainment, academic aspiration, academic performance and personal psychological adjustment.

Psychological adjustment has been found to be related to perceptions of control. The internal subjects have been found to have obtained a more effective adjustment than external subjects. Gilbert (1976) tried to delineate the relationship between stress, perception of control, and psychological adjustment. In the study, internal students who experienced a temporary externality

at the time of seeking counselling were compared with those who did not. The results exhibited the effect of environmental stress on perceptions, on the chance dimension of locus of control and supported the model of psychological adjustment in which internality for some clients represented a regaining of control over their environment.

Work and Joseph (1973) in two different studies, used the locus of control as a moderator variable while investigating the correlation between achievement motivation and several dependent variables. Among the variables investigated were preference for intermediate risk, estimation of future success and classroom test performance. The result showed that only subjects characterized as internals on Rotter's I - E scale produced results which were correlated with predictions from achievement-motivation theory.

Also, Strickland (1970) in his study on effects of I-E on performance in a "Modified Taffed-Type verbal conditioning task", verbal responses were reinforced with, "mmm-hmmm". This was followed by a series of extinction trials. Subsequently, subjects were interviewed after being given a "recall recognition task" to ascertain awareness.

The aware subjects were further classified as "influenced" or "denied-influence" on the basis of their responses to questions. Strickland found that the aware-influenced subjects were significantly more external than subjects who were denied influence. In addition, there was a tendency within the denied-influence group for conditions to be more external than non-conditioners.

Rotter's (1966) monograph makes available a detailed analysis of locus of control theory and research. Arising from the studies he reviewed, Rotter hypothesized that internals are more resistant than external to subtle attempts to sway them. Similarly, Lefcourt (1966) noted that internals are more likely than externals to believe that they are in control of the sources of reinforcement available to them. This means in effect that the internals have more faith in their effort to control sources of reinforcement in a given task than do the externals. Gore and Rotter (1963), Davis and Davis (1972), and Seeman (1963) observed that internals are more sensitive than externals to those aspects of their environment which are relevant to their set goals.

Furthermore, in the study carried out by Jolley and

Spielberger (1973), on the relationship between locus of control and responsiveness to reinforcement in a verbal conditioning, found out that the high-anxiety externals were more responsive to social reinforcement than high-anxiety internals. In addition, they also discovered that low-anxiety internals were more responsive to social reinforcement than the low-anxiety externals.

Pines and Julian (1972) and Pines (1973) indicated that persons who score high on internal control are more able to process information and are better able to use previous information and decision-making tasks than high external persons.

DEFINITION OF TERMS:

(i) Cognitive Restructuring (CR)

Cognitive Restructuring is used in this study as a deliberate and purposeful effort to attack a negative and unhelpful thought-process with a view to achieving a rational reversal of that state of mind as quickly as possible.

(ii) Study Skills Training (SST)

Study Skills Training herein implies a programme

through which the individual acquires appropriate knowledge for dealing with unforeseen and incidental problems associated with learning.

(iii) Adjustment

Basically, adjustment is herein construed as ability to recognise, accept and handle successfully one's deficiencies, particularly those which militate against academic success and are therefore attributable and/or traceable to illogical reasoning, poor study habits, poor self-concept and or self-conceitendness, undue anxiety, undefined goals, superstition and mis-direction of efforts. In this study, subjects who score high will be seen as maladjusted. That is, the higher the score the more maladjusted the subject and the lower the score the more adjusted the subject.

(iv) Academic Failure

This refers to the performance level of a candidate who has failed to attain the set standard for success in a given examination. In the case of this study, failure in West African School Certificate Examinations and/or General Certificate Examination once or twice is construed as academic failure.

(v) Extra-Mural Studies

These consist of students from diverse academic background. Some of them are genuinely struggling to overcome the academic failure of earlier years. Others are not fully appreciative of their lapses on their personal study habits, while others are unaware of their limitations for strictly academic pursuits.

(vi) Systematic Rational Restructuring

This refers to the gradual application of therapy in restructuring illogical thinking process.

(vii) Self-Control

Self-control is herein construed to mean a persistent effective application of will-power in various but consistent way to obtain a set goal in study situation.

Hypotheses:

The following hypotheses were tested at .05 level of significance:

1. There will be no significant difference in the level of academic performance between the subjects in the different groups.

2. There will be no significant difference in the level of Adjustment Problems associated with academic failure of subjects exposed to the treatment programmes when compared with the control.
3. There will be no significant difference in the study problems of subjects exposed to the treatment strategies when compared with the control.
4. There will be no significant difference in the level of the general anxiety of subjects exposed to the treatment strategies when compared with the control.
5. There will be no significant difference between the level of examination anxiety of subjects exposed to the treatment strategies when compared with the control.

The Conceptual Model:

The conceptual model on which the present study is based is illustrated in Figure I. The model shows the independent variables I and II, intervening variables I, II, and III and dependent variables I and II.

The independent variables, cognitive restructuring (CR)

made use of systematic rational restructuring techniques. Also the study skills training (SST) employed the Robinson's SQ3R method of study along with self-control techniques. The self-control techniques consists of self-monitoring, self-evaluation, self-intervention, self-sustenance and self-reinforcement. All these methods and techniques were presumed to be capable of engendering logical thinking and effective application of will-power in order to obtain a set-goal in a study situation.

The independent variables are described in Chapter Two. The CR and SST constituted the treatment strategies which were manipulated by the researcher. Cognitive restructuring was expected to result in the subjects engaging in logical thinking. On the other hand, SST was expected to influence effective study behaviour. The intended goal of the two treatment strategies was to enable subjects attain psychological adjustment to academic failure.

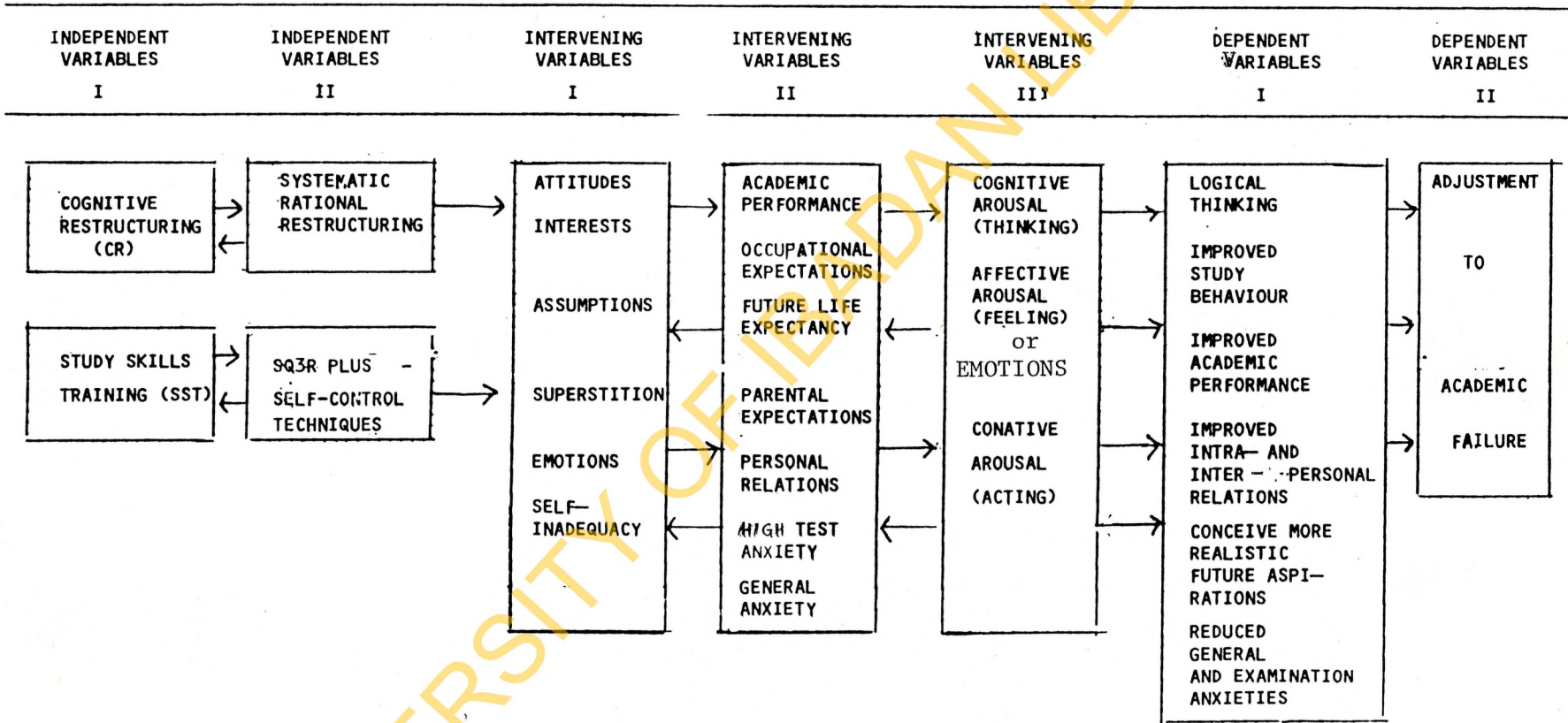
Since intervening variables I and II are so complex such that they encompass diverse behaviour patterns, other simpler personality correlates of academic such as cognition (thinking) affect (feeling) and conative(acting) which were believed to be capable of being manipulated

were manipulated by the researcher. The manipulation of intervening variables III through CR and SST was expected to produce measurable effects on dependent variables I and II, viz: logical thinking, improved study behaviour, improved academic performance, improved intra-and inter-personal relations, conceiving more realistic future aspirations, reduced general and examination anxieties and finally achieved adjustment to academic failure.

All the variables, viz: independent variables (I and II) intervening variables (I, II and III) and dependent variables (I and II) are all linked. Thus, the various components of the conceptual model are mutually inclusive and function inter-dependently.

THE CONCEPTUAL MODEL

FIGURE I



CHAPTER TWO
DESIGN AND PROCEDURE

Research Design:

Chapter Two sets out to state the design adopted in this study and the procedure used in carrying it out.

A 3 x 2 factorial design was used in the study. In the design the effects of the independent variables on the dependent variables were examined. There were three main groups. Each of which was again sub-divided into two. Altogether, there were six cells. The two treatment strategies, Cognitive Restructuring (CR) and Study Skills Training (SST) as well as the Control (CT) were on the rows while the internal and external (I - E) subjects were on the columns. Four cells were for the experimental groups while the remaining two served as Control. All the groups were randomly assigned to treatment and Control groups. Figures 2 and 3 show the diagrammatical representation of the design.

Subjects:

The subjects who were involved in the study were students who have failed their West African School Certificate Examinations (WASCE) or the General Certificate

of Education Examination (GCE) Ordinary level. They were registered with the Extra-Mural Unit of the Department of Adult Education, with a view to retaking the examinations. This category of students is usually placed in Year II classes where they have a revision of the syllabus for ten months before they repeat the public examinations which they had previously failed.

Ninety-six (96), forty-eight internal and forty-eighty (48) external subjects participated fully in the programme. The 96 students were randomly drawn from Year II English Language classes. Year II English Language classes were used because they contained subjects who had failed their WAEC/GCE examinations, particularly English Language which is core to virtually all disciplines offered higher institutions of learning. These English Language classes used were similarly randomly drawn from a large number of English Language Year II classes. The students were categorised into internal versus external (I - E) Locus of Control for reinforcement, Rotter (1966). The I - E subjects were later assigned randomly into groups, using the scores on the I - E scale.

The groups were randomly assigned to go through the

treatment packages as well as the control (CT). There were three main groups, I, II and III. Group I was sub-divided into Group I(a) and Group I(b). Group I(a) consisted of eight internal (8) and eight external (8) subjects. Group I(b) consisted of eight internal (8) and eight (8) external subjects. Altogether, there were thirty-two (32) subjects in Group I. Similarly, Group II was sub-divided into Group II(a) and Group II(b). Group II(a) contained eight (8) internal and eight (8) external subjects. Group II(b) comprised (8) internal and eight (8) external subjects. Altogether Group II consisted of 32 subjects. Group III was similarly sub-divided into Groups III(a) and III(b). Group III(a) consisted of eight (8) internal and eight (8) external subjects. Group III(b) comprised eight (8) internal and eight (8) external subjects. There were 32 subjects in Group III.

Subjects in Groups I(a) and I(b) were exposed to Cognitive Restructuring (CR), subjects in Groups II(a) and II(b) were exposed to Study Skills Training (SST) while Group III(a) and III(b) were used as Control (CT), i.e. Group III was not exposed to any of the two treatment strategies.

RESEARCH DESIGN: 3 x 2 FACTORIAL DESIGN

Treatment is a factor at 3 levels; I - E is a factor at 2 levels

FIGURE 2Assignment of Subjects to Treatment Groups

TREATMENTS	SUB-GROUPS		MAIN GROUPS
Cognitive Restructuring (CR)	Group Ia	Group Ib	Group I
Study Skills Training (SST)	Group IIa	Group IIb	Group II
Control (CT)	Group IIIa	Group IIIb	Group III

The total number of subjects in each of the three main groups as indicated above is as follows:-

Group I Consists of 32 subjects exposed to Cognitive Restructuring

Group II Comprises 32 subjects, subjected to study skills training while

Group III Contains 32 subjects who served as control.

FIGURE 3
Treatment Groups And Their Features

TREATMENT GROUPS	LOCUS OF CONTROL I-E	NO. IN EACH SUB-GROUP	NO. OF SUBJECTS	TREATMENT PROGRAMMES
I(a)	Internal	8	16	Cognitive
	External	8		
I(b)	Internal	8	16	Restructuring (CR)
	External	8		
II(a)	Internal	8	16	Study Skills
	External	8		
II(b)	Internal	8	16	Training(SST)
	External	8		
III(a)	Internal	8	16	Control (CT)
	External	8		
III(b)	Internal	8	16	
	External	8		

As can be seen above, the rows are made up of groups as stated below:

- I. Cognitive Restructuring Group for 32 subjects made up of equal number of internally and externally oriented subjects.
- II. Study Skills Training Group for 32 subjects comprising equal number of internally and externally oriented subjects.
- III. Control Group Consisting of 32 subjects made up of equal number of internal and external subjects. The total number of subjects used in the study were 96 with an age range of 16 - 25 years.

In order to get fairly adequate number of subjects in the right proportion, a sample of 50 students in each English Language class were selected using the following methods:

- (a) Making announcements in the English Language classes.
- (b) Those who were interested in participating in the programme were required to register with their respective class teachers. On the whole, 50 students from each English Language class registered. There were 6 classes having 50 students each which registered.

Thus 300 registered subjects went through a pre-assessment screening programme to identify students who really needed the programme, and were equally interested in being a part of it. In other words, only those who were aware that they had adjustment problems associated with academic failure were assembled for the study.

However, after the first few meetings it became apparent that not all the subjects maintained regular attendance. Consequently, the therapist decided to randomly select 96 of the 300 subjects who initially registered for the programme. The 96 selected subjects were assigned into the three main groups of 32 each. Therefore, concerted efforts were made to sustain the active participation of these selected subjects throughout the therapy.

Instruments Used For The Study:

The following instruments were used for the study:

1. Locus of Control (I - E) Scale:

The Locus of Control (I - E) scale which consists of twenty nine items was used. The items referred to differences in the belief that what happens to the individual

is the result of his own behaviour and attitudes (internal control) versus the result of luck, fate, chance or other more powerful individuals (external control). It is an expectancy dimension of personality which refers to a person's belief about whether or not contingency relationships do exist between the individual behaviour and the reinforcements that ensue.

Rotter (1966) obtained an internal consistence reliability co-efficient of .70 from a sample of 400 college students (200 males and 200 females). Similarly he obtained test retest reliability of co-efficient of .72 for college students. On the other hand, the researcher in a pilot study among 37 extra-mural students (20 boys and 17 girls) obtained a test-retest reliability co-efficient of .67, age means of 19.3 and with a standard deviation of 2.2 within an interval of two weeks. Furthermore, Olayinka (1977) confirmed the applicability of the I - E scale which provided reliable and valid measurements applicable to people of different cultural background. Also, Joe cited by Phares (1973) noted that the psychometric properties of the scale have been generally satisfactory. Nsamaneng (1980) also, established a test-retest reliability co-efficient of .92 within one

week interval among a group of Form V Secondary school students.

The I - E scale was used to assign the subjects into the three main groups.

2. Adjustment Problems Associated with Academic Failure Inventory (APAWAFI) Constructed by the Researcher(1987)

The test which is self-reporting was designed to enable subject describe the problems associated with his academic failure according to his awareness of the problems. The test contains fifty-four (54) items in form of simple statements to which the subject was expected to indicate on a five-point Likert type scale, the extent to which he agreed with each statement.

The validity of APAWAFI was ascertained by four experts. Three out of the four were Guidance and Counselling Psychologists while the fourth expert was a Learning Psychologist. The four experts scrutinised all the items for the face and content validity as well as the phrasing of the items. The scale was then modified by the writer, according to the advice offered by the experts. Thus, the items were reduced from seventy(70) to fifty-four (54) items.

The test retest reliability of APAWAFI was .82 within a four-week interval. The mean age of the subjects, 27 males and 14 females extra-mural students was 20.2 with a standard deviation of 3.1.

The test comprises four sections:

Section A:

Academic Concerns:

This section consists of sixteen (16) items which direct attention of the subject to what he agrees as unpleasant experiences which he encounters as a result of his academic failure.

Section B:

Emotional Disturbances:

This section consists of fifteen (15) items which were based on feelings of inadequacies, neglect, and superstitions in the study life of the subject.

Section C:

Social Relationship Problem:

The third section of the instrument deals with problems of being socially acceptable to subject's brilliant mates and friends. The section contains twelve (12) items.

Section D:

Future Concerns:

This last section contains eleven (11) items which pertain to the subjects furtherance of education, good employment and acceptable social status.

3. Student Problem Inventory (SPI) By Bakare (1970):

The SPI is another test used in the study. The test has eleven sections but the writer made use of sections E, F, I and K which were relevant to the present study.

Section E:

Social Psychological Problems:

The section deals with the problems of being socially acceptable and with questions of overall social adjustment.

Section F:

Personal Psychological Problems:

This concerns itself with the problems of individual self-concept i.e. of the individual view of himself or herself and with questions of individual adjustment

Section I:

Problems About The Future:

This borders on concerns for security and well-being in the future.

Section K:

Schooling Adjustment Problems:

This section deals with problems of overall adjustment to the school situation.

The SPI was administered twice on the randomly selected Group of 36 Form V pupils, all males with mean age of 15.6 years, standard deviation, of 1.2 years and within an interval of six weeks between the two administrations.

The test-retest reliability was found to be .64. The inventory was administered twice to a randomly selected group of 28 Form V girls with a interval of six weeks between the two administrations. The retest reliability obtained was .79.

4. Sarason General Anxiety:

The scale was developed by Sarason (1972) as the name of the test indicates. The scale consists of seventeen (17) items with true or false response format. It measures general anxiety in the subjects.

The scale is applicable to Nigerian subjects as confirmed by Morakinyo (1984) who administered it on class IV secondary students and obtained .78 reliability

and .65 validity.

5. Sarason and Mandler's Exam Anxiety Scale:

Sarason and Mandler (1972) developed the scale which consists of sixteen (16) items with true or false statement which described responses related to examinations. Bakare (1969) found out that the scale correlated at 0.45 ($\rho < .05$) with manifest anxiety scale for male college students and 0.53 ($\rho < 0.01$) for female college students. Morakinyo (1984) reported that the test differentiated anxious subjects from non-anxious, using t-test, he obtained 1.99 mean score of anxious subjects was significantly higher than normal subjects ($\rho < 0.5$). Morakinyo (1984) administered the test on secondary school subjects and with a two-week interval of test-retest administration obtained .75 reliability.

6. The West African Examinations Council and General Certificate of Education Examinations, Ordinary Level English Language Test by WAEC (1986).

The test consists of six (6) sections. It is an achievement test in passage analysis: words and their opposites; sentence completion sentence interpretation; vocabulary and sentence construction. It contains one hundred 100 items to be completed by subjects within one hour

The test-retest reliability of the test was .79 within a two week interval. The mean age of the subjects was 20.5 and standard deviation of 3.2.

Rational For The Use of Many Scales:

Psychological adjustment to academic failure could be claimed to constitute a multidimensional phenomenon in which adaptation in one set of study circumstance might not necessarily predict the subject's adaptation in another set. The psychological adjustment to academic failure which is the ultimate objective of this study could be said to have been achieved as portrayed by the significant reduction in the levels of the various identified problems of subjects. The identification of the various problems had been made possible through the use of many relevant tests which measured the various indices. The indices of adjustment to academic failure measured were, academic performance, adjustment problems associated with academic failure, student problems, general and examinations anxieties. These indices are all inter-related in a study situation.

The above claim has been strengthened by Crabbe and Scott (1972) findings that psychological adjustment consisted

of many facets. They found out that adaptation in one facet may not necessarily predict adjustment in another.

Procedure:

This study was carried out over a period of twelve weeks. Subjects were students who volunteered to participate in the training programme. Voluntary participation was advocated as only those subjects who felt a need for such a programme would actually come forward and participate meaningfully. It was believed that subjects who volunteered were most likely to benefit from the programme.

Subjects were from one main source, the extra-mural unit of the Department of Adult Education, University of Ibadan. The extra-mural unit of Adult Education was selected because it runs extra-mural classes for various categories of subjects, especially students who have failed their West African School Certificate Examinations (WASCE) and General Certificate of Examinations (GCE) Ordinary Level. It was from only this source that a large concentration of subjects especially those who have failed English Language at WASC/GCE level were chosen. The failure of English Language, a core subject crucial to gaining admission into any higher institution of learning by the

subjects, in addition to other subjects had been a source of concern to them. Subjects who had failed their English Language were placed in English Year II classes where they were exposed to Lessons in English Language for about ten (10) months to prepare them with a view to retaking the subject. The English Language Year II classes used were randomly selected among thirty (30) classes.

The researcher (therapist) obtained the consent of the Department of Adult Education to use its extra-mural English Language Year II classes. Also, the researcher obtaining permission of the teachers of the English Language classes selected for the study. Thereafter, the researcher met with the selected classes who were briefed about the training programme. The arrangements on when and where to meet were concluded with subjects.

Roster For Treatment:

The researcher carried the treatment out separately once a week with the two treatment groups. The treatment modalities used were Cognitive Restructuring (CR) and Study Skills Training (SST). The one session per treatment per group lasted ninety (90) minutes. The method used to

effect Cognitive Restructuring was Systematic Rational Restructuring (SRR). In it, self-statements, arguments, role-play, illustrations, teaching, reviewing of previous session and home-assignment featured, to effectively engender Cognitive Restructuring. This in turn was expected to beget rational thinking and behaviour.

Similarly, one session per treatment per group for the Study Skills Training (SST) lasted ninety (90) minutes. SQ3R Study method which employed self-control techniques encompassing, self-monitoring, self-evaluation, self-intervention, self-sustenance and self-reinforcement were used to engender effective study behaviours.

Group I consisting of two English Language Classes I(a) and I(b) met in their respective classes. Group I(a) met from 8.30a.m. - 10.00a.m. Group I(b) met from 10.00a.m. - 11.30a.m. There was a break 11.30a.m. - 12.30p.m. to allow the therapist (researcher) take some rest before the afternoon session commenced.

Also, Group II, comprised two English Language classes II(a) and II(b) which met in their respective classes. Group II(a) met from 12.p.m. - 2.00p.m. While Group II(b) met from 2.00p.m. - 3.30p.m. The groups except the Control Group met on Saturdays.

Cognitive Restructuring (CR) Group I (See Appendix B
For Details) Session 1.

The therapist (researcher) welcomed all subjects to the training session. The therapist introduced herself and this was followed by self-introduction of all subjects.

The subjects were told that the first session would be devoted to completing the psychological tests designed to measure the level of subjects' problems associated with academic failure.

It was emphasized to subjects that they had to complete the various tests which were to be given out shortly, to enable the therapist render relevant assistance to them. In order to be able to obtain relevant clues from the tests, subjects were therefore implored to be very honest in providing adequate and genuine information to the tests.

Subjects were also urged to be punctual and committed to the training programme designed to alleviate the problems facing them as a result of their academic failure. The therapist however informed subjects that individual subjects's success in the training programme depends on the efforts and commitment on the part of each subject. Thus, subjects were urged to appreciate that the knowledge

they would acquire from the training programme would depend on subject's personal inputs in terms of commitment and conscientious attendance and participation at all sessions.

Essentially, the therapist's role in the programme was to assist subjects learn to think logically and act rationally in problematic study situations such as they were experiencing. The therapist pleaded for maximum co-operation for rewarding learning throughout the training sessions.

Thereafter, the psychological tests were administered on all subjects including the control. When subjects had completed and handed over the tests, the therapist expressed appreciation for the co-operation so far received and urged subjects for continuing co-operation during subsequent sessions.

Subjects were told to be prepared for English Language achievement test during Session 2.

2. Session:

Session 2 was devoted to the completion of the achievement test designed to measure the level of subjects' academic performance in English Language Objective Test.

The test contained 100 items which were to be completed by subjects within one hour. After the completion of the achievement test by all subjects, they were subsequently assigned to the treatment and control groups. However, the control groups were requested to stop attending the subsequent sessions until they were recalled by the therapist. The therapist made it clear to the control groups that since every subject needed close attention while receiving the treatment, the fewer the subjects the better the attention each of them would get from the therapist. They were told that as soon as the therapist has completed the treatment with the other groups (the treatment groups) she would recall the subjects in the control groups for their treatment. Thus the second session ended.

The scores derived from the tests administered during the first two sessions formed the pre-treatment scores.

Details of the training programmes are in the Appendix B under programme for treatment.

Actual Treatment Sessions: Cognitive Restructuring, Group I Session 3:

(i) Session 3 was devoted to full briefing of subjects exposed to Cognitive Restructuring (CR) Group I. Subjects

were told that Cognitive Restructuring using Systematic Rational Restructuring (SRR) was chosen to assist them sort out their negative and illogical self-statements, misconceptions, beliefs, wrong attribution, feelings of inadequacies, wrong interpretations of academic failure situations, etc. The systematic Rational Restructuring technique was adopted to enable subjects evaluate and re-evaluate given situations in a systematic manner such as would engender Cognitive Restructuring before they jumped into conclusions.

(ii) Subjects were given home-assignment (I) meant to arouse their consciousness on self-identified study problematic situations and urged them to evaluate circumstances leading to and maintaining such problems.

Session 4:

(i) Session 4 commenced with a review of session 3 and brief discussion of the home-assignment I.

(ii) This was followed by the Presentation of the Rationale, for the Rational Restructuring. In the presentation of the rationale to subjects, the therapist explained the underlying assumptions of rational restructuring in which examples to demonstrate that, what subjects tell themselves could affect their

feelings were presented. The therapist impressed it upon subjects that they might not literally tell themselves things which could cause emotional disequilibrium because such self-statments had been so well learnt that they have become automatic. At this juncture, the therapist attempted to make subjects understand the importance and singificance of self-statements.

(iii) The subjects having understood the basic rationale, the therapist made use of the following illustration to explain the idea of anxiety:

Therapist:

The concept of anxiety could be viewed from the point of view of how one interpreted a situation in which one was anxious. For example, if the therapist took a short stick and pointed it at a subject, what would be the reaction of the subject? The answer was, nothing. The subject did not feel afraid. But if the therapist pointed a gun (not a toy one) at a subject, the subject's reaction would not be the same. A subject at whom a gun was pointed would be afraid essentially

because he knew the danger of a gun. In this situation the subject was not reacting to the gun but what he knew about the gun i.e. that the gun was dangerous because it could kill. In coming to the idea of the gun being dangerous, the subject had had quick evaluation of the situation and came to a conclusion. He could not imagine telling himself something because his reaction had become automatic, it had been over-learned.

(iv) With the above illustration, the therapist thus laid the groundwork for more complicated application of systematic rational restructuring to subjects problems.

(v) Subjects were given home-assignment II to enable them develop an awareness of their thought process, ability to reflect and interpret situations or ideas and to evaluate situations as logically as possible.

Session 5:

(i) The therapist reviewed session 4 with subjects and treated home-assignment II with them.

(ii) The therapist presented an Overview of Irrational Assumptions. Prior to discussing the subject's problems in rational terms, the therapist attempted to get the subjects' reactions to some irrational self-statements. This was with a view to getting them actively involved in the exercise. Such irrational self-statements included:

(a) Subjects having the belief that some evil-minded people interfered with their brains especially when examinations were approaching and during examinations.

(b) Subjects nursing the belief that WAEC deliberately passed while they failed certain candidates every year, etc.

(iii) The therapist discussed these and other irrational beliefs associated with subjects' current plight.

(iv) Subjects were given home-assignment III designed to make them review what they had learnt thus far.

Session 6:

(i) The therapist reviewed Session 5 briefly with subjects.

(ii) The Analysis of Subjects' Academic Problems in Rational Terms commenced:

The subjects having agreed that self-statements could engender emotional dis-equilibrium and that certain beliefs/assumptions were irrational, the therapist began to focus more closely on subjects' problems. Subjects' problems were analysed from two sources of irrationality:

(a) The subjects were made to realise how likely it was that interpretation or labelling of given situations could be unrealistic.

(b) The subjects were encouraged to imagine what the ultimate implications of their unrealistic interpretation of mislabelling of situations could be.

(iii) The therapist provided the following examples to illustrate irrational view points and interpretations:

(a) There was a situation in which a young male class V student was excessively disturbed because a young female class V student declined a gift which included a Valentine Card from him. His interpretation of this situation was that the girl did not love him. Consequently, the boy became disturbed and confused leading to his messing up of the last two papers in his WASCE which he took the

next day. He confessed that he passed all the papers he had written before the episode but failed the last two he took after the event. He admitted that his failure was as a result of his state of mind at that time. How rational the boy's interpretation could be, could be viewed from the possibility of other reasonable explanations for the girl's refusal of the gift. Such reasonable explanations included:

(a) the girl could be adhering to the instruction given to her by her mother not to accept such gifts from any boy;

(b) that the girl refused the gift not because she did not love the boy but because it was against her religious faith to do so before marriage;

(c) another source of the irrational belief of the boy was that what if the girl did not love him? Why must he be loved by that particular girl? Why should he be upset to the level of failing his examinations?

(d) there were other things most probably, which the boy might implicitly have told himself about the girl not loving him;

(iv) The therapist made the subjects to realise that what the boy might have been telling himself in such a situation arose from a prior misconceived irrational belief that, that girl must love him; and that the girl's refusal of a gift from him could make him perform poorly in his examinations.

(v) Subjects were given home-assignment IV. The assignment was to enable subjects have further probe of themselves with a view to evaluating their interpretations and or labelling of situations which caused them emotional upset.

Session 7:

(i) The therapist began session 7 by reviewing Session 6.

(ii) The therapist started, Teaching Subjects to Modify Their Irrational Self-Statements or Beliefs.

Thus far, the therapist has succeeded in laying groundwork for the real treatment. The groundwork was essential to enable subjects understand how their self-statements or internal sentences could engender emotional upset. It was important that subjects understood the

cause of their problems and it is equally crucial that they made deliberate efforts to get themselves out of the disturbing situations. The emotional reactions were subsequently to serve as warnings for them to stop and think, evaluate and re-evaluate given situations. Subjects were encouraged to learn to divorce their thoughts from what was before their automatic unrealistic reactions and replace them with realistic appraisal of the situations.

This exercise, that is, modification of self-statements might not have been easy initially with the subjects but with practice during sessions and outside them, subjects became acquainted with the exercise. Imaginations were used as a means of emphasizing the salient point of the training programme in order to enable subjects cope while in problematic situations. The therapist provided a number of problematic situations and subjects were to imagine themselves in such situations, taking note of how upset or nervous they would have been. This involved subjects having to personalize the imagined problematic situations and supply relevant details. Subjects also provided situations which were also treated.

(iii) Subjects were given home-assignment V which was aimed at helping them identify and modify what they considered as irrational self-statements.

Session 8:

(i) The therapist reviewed session 7 with subjects.

(ii) Thereafter, session 8 was devoted to treating a variety of problematic situations experienced by subjects. The exercise involved role-playing and role-reversal exercises by subjects. The role-reversal exercise was aimed at assisting subjects get in closer touch with part of them which they were either unaware of or have denied existence of.

Session 9:

Essentially, role-playing, role-reversal and discussion exercises featured throughout Session 9.

Session 10:

Session 10 was devoted to the reviewing of the training programme in Cognitive Restructuring which made use of systematic Rational Restructuring.

Session 11:

Session 11 was devoted to the administration of the various psychological tests which all subjects including the control had completed prior to the actual treatment sessions.

Session 12:

(i) The therapist administered the last of the tests, the achievement test on all subjects including the control.

(ii) The therapist commended the efforts of all who started, participated and completed the training programme.

(iii) The control groups were told to report in the subsequent week for their own training programme. Subjects who had completed their therapy were assured of continued assistance whenever there was the need for it.

(iv) The scores obtained in these last two sessions formed the post-treatment scores.

Study Skills Training (SST) Group II - (See Appendix C
For Details) Session I:

(i) Like the first treatment groups, subjects were welcomed to the training programme. This was followed by self-introduction of the therapist and subjects. The therapist told the subjects that the training programme was designed to improve the study habits of subjects and to make them psychologically adjusted to academic failure which had engendered the shattering experience through which the subjects were passing.

(ii) Subjects were told that they had to complete some tests which would provide information that would enable the therapist assess the level of their academic failure problems. The therapist advised subjects that it was important that each subject completed the various tests properly. They were urged to provide adequate and genuine information which would assist the therapist in appreciating the seriousness or otherwise of their problems.

(iii) The therapist explained her role in the training programme which was inter alia to assist, guide, discuss, teach and advise subjects as well as direct the training programme in such a way that the psychological as well as

academic problems of subjects would be ameliorated.

(iv) The psychological tests were administered on all subjects including control. The completed tests were collected by the therapist who expressed appreciation for the co-operation so far received. Subjects were urged for continuing co-operation during the subsequent sessions. Subjects were informed that they would complete an English achievement test in Session 2.

Session 2:

Session 2 was devoted to the completion of an English Language achievement test by all subjects. The test consisted of 100 items which they completed within one hour. After the test had been completed and collected by the therapist, the Control Groups were requested to stop attending subsequent sessions until they were recalled by the therapist. The reason was to allow the therapist treat subjects in smaller groups for close attention to individual members of the groups. Subjects were implored to attend the next session promptly. Subjects were told that the real treatment sessions would commence with Session 3.

Scores obtained from the tests completed during Sessions I and 2 formed the pre-treatment scores.

Session 3:

- (i) The therapist welcomed the subjects to the real treatment programme which had just started.
- (ii) The therapist briefed subjects fully on the training programme particularly on their prompt attendance and commitment to it. They were taught how to use the Self-Monitoring Study Time and Subjects Study Behaviour Weekly Record Forms.
- (iii) The therapist discussed the traumatic effects of academic failure with subjects and what could be done to minimize them for subject's general good mental health.
- (iv) Subjects were taught to develop awareness of their study behaviours, reflect on the number of hours and periods of the day they studied on the forms provided which they showed from time to time on demand.
- (v) Subjects were told to state their study objectives, i.e. why they were studying and how far their study inputs had matched their stated study objectives. Some of the

stated objectives were discussed during the session.

(vi) Home assignment I was given. The purpose of the home-assignment was to make subjects make conscious efforts to get their pattern of study behaviours and to identify their lapses with a view to getting them fully prepared and involved in the training programme.

Session 4:

(i) The therapist reviewed session 3 including the home assignment with the subjects.

(ii) The therapist further probed into the study behaviours of subjects to elicit information on what could be done by subjects to realise their academic objectives.

(iii) The therapist examined the self-monitoring study time and other study behaviours through the forms which subjects were required to complete daily and weekly. This was to assist the therapist and subjects assess progress being made on the training programme.

(iv) The therapist offered general advice on what could be done by the subjects to be educationally

self-actualizing.

(v) The therapist gave the subjects home-assignment II designed to make subjects address themselves to the forms given out to them to ascertain their progress as the training programme continued.

Session 5:

(i) The therapist having welcomed subjects into Session 5, reviewed home - assignment II with them.

(ii) The therapist introduced the topic for discussion during the session. The discussion was centred on How to Utilize fully Their Study Time by Using the SQ3R Study Method, involving intensive use of self control techniques as set-out in the forms already given out to subjects.

(iii) The SQ3R Study method was explained to subjects, starting with the 1st Task, the Survey(S). Subjects were taught how to go about surveying a reading assignment.

(iv) The purpose of surveying was to assist subjects develop study readiness and conditioned minds for a

good attack on the study assignment.

(v) A class exercise was carried out on surveying exercise with a view to ensuring that subjects really understood what steps they were to take to carry out a surveying exercise.

(vi) The therapist gave out the home-assignment III to subjects. The assignment focussed on all that were involved in surveying exercise.

(vii) The home-assignment III was to enable the therapist evaluate subjects' performance on the surveying task, and to ensure the adequate use of the monitoring forms given out to subjects.

Session 6:

(i) The therapist reviewed session 5 and the home-assignment III with subjects.

(ii) The topic for treatment during session 6 was introduced. It was the 2nd Task; Questioning (Q).

(iii) Subjects were taught what they were expected to

do during the Questioning exercise in the SQ3R method of study.

(iv) The therapist gave out a class exercise to complete the preparation stage of surveying and questioning exercises.

(v) Home-assignment IV was given to subjects. The assignment was to fully prepare subjects for the reading exercise which followed the surveying and questioning exercises and to make subjects use the self-monitoring forms adequately.

Session 7:

(i) Session 6 was reviewed.

Subjects' efforts were commended. On the progress so far made on the training programme.

(ii) The therapist introduced the topic to be treated in session 7 - The 3rd and 4th Tasks: Reading and Recalling (R & R), subjects were told that the Reading Task was the middle one in SQ3R. Subjects learnt that Reading devoid of the preparation tasks of Surveying and Questioning would result in poor comprehension and mind-wandering. Later, the therapist started discussing the

Recall Task which involved going over in subjects' minds what they had just read or learnt. Recall entailed retelling orally by making notes, or summarizing which would enable subjects answer relevant questions earlier on formulated.

(iii) Subjects were taken through the necessary steps in Read-and-Recall Tasks.

(iv) The therapist gave the subjects home-assignment V which involved practice in Surveying, Questioning, Reading and Recalling.

Session 8:

(i) The therapist reviewed session 7 with subjects.

(ii) The 5th Task in the SQ3R method of study was introduced and discussed - Reviewing. Subjects were told that Reviewing regularly what they had learnt would consolidate their memory. Subjects were told that Review of read or studied text ensured that the stored information was easily retrieved when it was needed.

(iii) Subjects were then taken through the steps which they were to follow in Reviewing Task.

(iv) The therapist then recapitulated the SQ3R method of study.

(v) Subjects were told to go over all the previous home-assignments, see how they had applied the SQ3R method of study which had involved the intensive use of self-control techniques. They were told to apply it in other courses and to continue to monitor their progress by continuing to fill the forms provided for them accordingly.

Session 9:

(i) The therapist reviewed extensively session 8 with subjects.

(ii) The therapist examined individual subjects self-monitoring study behaviour forms to see how much progress each subject had made since the training programme commenced.

(iii) The therapist commented on her findings and further implored subjects to continue and improve on their study behaviours.

(iv) Session 9 topic for discussions was on Preparation for Examinations. The therapist emphasized the importance of early preparation for examinations. The therapist illustrated this point with a case of a boy who failed to start early on preparation for his examinations.

(v) The therapist provided and discussed the steps to be followed in preparing for examinations.

(vi) The therapist then discussed with subjects on how to overcome examination anxiety.

(v) Subjects were educated on taking examinations as well.

Session 10:

(i) The therapist reviewed with subjects sessions 3 - 9 and urged subjects to note listed salient points for productive study life.

Session 11:

Session 11 was devoted to completing all the psychological tests by all subjects including the Control.

Session 12:

(i) During session 12, subjects including Control completed the achievement test.

(ii) The therapist expressed appreciation for the co-operation received from the subjects. Subjects were urged not to hesitate in consulting the therapist in their efforts to resolve any study problem subsequently. The therapist told the subjects that she was available at the University of Ibadan.

(iii) Subjects were advised to continue to practice the SQ3R method of study in which subjects were expected to carry on using the self-control techniques which had engendered an almost absolute involvement of subjects in the training programme.

(iv) Subjects in the control groups were told to resume in their respective classes in the following week to start

their own training programme.

Control of Extraneous Variables:

Extraneous variables were taken care of in the study by having equal number of internal and external (I - E) subjects in each of the four treatment groups and also in the control groups. Subjects were randomly assigned to experimental and control groups. Different English Language year II classes were used to avoid contamination through exchange of ideas between the experimental and the control groups. Two well illuminated and ventilated fairly large rooms adjacent to each other were used for pretest and post-test sessions.

During the treatment sessions of Cognitive Restructuring (CR) therapy, only the therapist and subjects were present throughout. No extra-mural tutor was allowed into any of the twelve (12) sessions so that the element of bias might not be introduced, and also to ensure free participation of subjects in the group therapy. The CR groups were required to practice Cognitive Restructuring at home on their own.

Also, in the Study Skills Training (SST) therapy, only the therapist and subjects were present throughout.

No extra-mural tutor was allowed access to the group throughout the twelve (12) sessions. Again, it was to prevent any element of bias from being introduced by such tutor(s). By this precaution subjects were free to participate in the programme throughout. In addition, subjects in SST groups were, on their own required to put into constant practice the various self-control techniques without any reference to tutor except to the therapist when such a need arose. The reward for any study assignment completed on schedule was to be administered personally, using any object or activity that could enhance such positive action.

All treatment sessions came up on Saturdays between 8.30 a.m. and 3.p.m. with a break of one hour half-way to allow the therapist take some rest prior to afternoon sessions. Saturdays were free of lectures for the subjects throughout the period of the experiment.

Analysis of Data:

The data obtained from this study was statistically analysed to determine the effects of independent variable on the dependent variable.

The main effects of Cognitive Restructuring and Study Skills Training (on the rows) and internal and external (I - E) subjects (on the columns) on the adjustments to academic failure were determined. In addition, the interactive effects of Cognitive Restructuring and Study Skills Training (on the rows) and internal and external (I - E) subjects (on the columns) were also determined. Furthermore, the differential effect of these treatment programmes among the internal and external (I - E) subjects were investigated.

The analysis of covariance (ANVOCA) was adopted with due cognisance of its advantages in increasing precision in randomized experiments. Analysis of covariance is a form of analysis which tests the significance of the differences which exist between means of final experimental data by taking into consideration the correlation between the dependent variable and one or more covariates, and by adjusting initial mean differences in the experimental groups, Kerlinger (1973).

Analysis of covariance corrects initial mean differences in the pre-test measured between the experimental groups,

taking into account the correlation between the pre-test and post-test measures. Smith (1957); Cochran (1957) and Evans (168) have noted that analysis of covariance reduces the effect of extraneous variations in the pre-test and post-test measures. Variations in initial measures might be due to inherent or environmental factors capable of staying through and influencing the experiment.

The t-test statistics, using standard error of means was employed to ascertain the differential effectiveness of independent variables.

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CHAPTER THREE
RESULTS AND CONCLUSIONS

This chapter presents the results from the test of the five hypothesis stated earlier in this write-up. The results which are presented in form of tables to which references are made, essentially form the content of this chapter.

The results are presented hypothesis by hypothesis.

Hypothesis 1:

The first hypothesis states that, there will be no significant difference in the level of academic performance between the subjects in the different groups.

Table 1 reveals that there are significant statistical differences between the different groups. The adjusted post-test mean scores are as follows: 60.66; 61.81 and 65.49; 66.48 and 45.90; 47.43 . Table 1 shows that Study Skills Training (SST) is superior to Cognitive Restructuring (CR). It is to be noted that the higher the post-test adjusted means scores, the better the treatment strategy and the greater the level of academic performance. The analysis of covariance (Table 2) shows that the treatment strategies had significant effect on the subjects

($F = 3.09$, $Df 2/90$, $p < 0.05$). (See Table 3 for details).

Table 3 shows that:

(i) Internal and external subjects treated with Cognitive Restructuring performed equally well ($t = 0.18$).

(ii) External subjects treated with Study Skills Training scored significantly higher than the internal subjects treated the same way ($t = 7.14$; $p < .001$).

(iii) Internal subjects in the Control Group did not perform significantly better than the external subjects in the Control Group ($t = 0.35$).

(iv) Internal subjects treated with CR scored statistically significantly higher than the internals in the control ($t = 2.25$; $p < 0.05$).

(v) External subjects treated with Cognitive Restructuring scored significantly higher than those in the Control ($t = 2.25$; $p < 0.05$).

(vi) Internal subjects treated with SST scored significantly higher than those in the Control ($t = 3.58$; $p < 0.0001$).

(vii) External subjects treated with SST scored significantly higher than those in the Control ($t = 10.48; p < .001$)

(viii) Internal subjects treated with CR did not perform significantly better than their counterparts treated with SST ($t = 0.96$).

(ix) External subjects treated with CR performed significantly higher than their counterparts treated with SST ($t = 8.24; p < 0.001$).

On the basis of the results contained in Tables 1, 2 and 3 hypothesis one is rejected.

TABLE 1

THE ADJUSTED Y-MEANS SHOWING THE EFFECT OF COGNITIVE RESTRUCTURING (CR) AND STUDY SKILLS TRAINING (SST) ON ACADEMIC PERFORMANCE OF SUBJECTS

ROWS*	COLUMNS**					
TREATMENT PROGRAMMES	ACADEMIC PERFORMANCE					
	INTERNAL			EXTERNAL		
	N	\bar{X} -MEANS ***	ADJUSTED ****	N	\bar{X} -MEANS	ADJUSTED Y-MEANS
Cognitive Restructuring	16	48.93	63.43	16	48.93	61.04
Study Skills Training	16	49.87	65.49	16	51.06	85.00
Control	16	46.73	48.48	16	48.12	48.41

*ROWS: TREATMENTS:

- (i) COGNITIVE RESTRUCTURING
- (ii) STUDY SKILLS TRAINING

**COLUMNS: ACADEMIC PERFORMANCE OF THE INTERNAL AND EXTERNAL SUBJECTS

***X-MEANS REPRESENT PRE-TEST

****ADJUSTED Y-MEANS REPRESENT POST-TEST

TABLE 2

ANALYSIS OF COVARIANCE ON THE ADJUSTED Y-MEANS OF SUBJECTS' ACADEMIC PERFORMANCE.

SOURCE OF VARIANCE	SUMS OF SQUARES	DF	MEANS SQUARES	F	P
*ROW	2103.86	2	1051.93	3.09	.05
**COLLUMNS	389.04	1	389.04	1.11	NS
INTERACTION	654.04	2	327.02	0.02	NS
WITHIN	504379.43	90	350.06	-	-

$p < .05 =$ SIGNIFICANT AT .05

NS = NOT SIGNIFICANT

*ROWS: 1 = COGNITIVE RESTRUCTURING

2 = STUDY SKILLS TRAINING

3 = CONTROL

**COLUMNS: 1 = INTERNAL SUBJECTS

2 = EXTERNAL SUBJECTS

TABLE 3

INTER-TREATMENT GROUP t-TEST COMPARISON OF ROWS AND COLUMNS OF ADJUSTED Y-MEAN ON ACADEMIC PERFORMANCE OF SUBJECTS USING STANDARD ERROR (S.E.) OF MEANS

TREATMENT GROUPS	DF	N	LMS	POOLED S.E.	t Obs	c
1(1) VRS 1(2)	30	16	327.02	6.37	0.18	NS
2(2) VRS 2(1)	30	16	327.02	6.37	3.06	0.001
3(1) VRS 3(2)	30	16	327.02	6.37	0.24	NS
1(1) VRS 3(1)	30	16	327.02	6.37	2.30	0.05
1(2) VRS 3(2)	30	16	327.02	6.37	2.25	0.05
2(1) VRS 3(1)	30	16	327.02	6.37	3.09	0.001
2(2) VRS 3(2)	30	16	327.02	6.37	5.89	0.001
1(1) VRS 2(1)	30	16	327.02	6.37	0.76	NS
1(2) VRS 2(2)	30	16	327.02	6.37	3.64	0.001

EXAMPLES: :

GROUP 1(1) VRS 1(2): Stands for internal and external subjects exposed to Cognitive Restructuring Programme.

GROUP 2(1) VRS 2(2): Represents internal and external subjects exposed to Study Skills Training Programme.

GROUP 3(1) VRS 3(2): Indicates internal and external subjects with no treatment programme i.e. the Control Group.

Hypothesis 2:

Hypothesis two states that, there will be no significant difference in the level of Adjustment Problems Associated with Academic failure of subjects exposed to the treatment programmes when compared with the Control

Tables 4,5 and 6, indicate that there are significant statistical differences between subjects exposed to different treatment strategies particularly between real treatment and the Control. The results reveal the adjusted post-test means socres as follows: 80.45; 85.17; and 124.83; 134.18 and 195.19; 179.83 respectively (Table 4). The analysis of covariance indicates that the treatment strategies are effective ($F= 39.90; 2/90$ $p = 0.01$) Table 5). The fact that subjects were internal or external had no significant effect ($F= 0.0; p = NS$). Also there are no significant interactions ($F= 0.0; p = NS$).

Table 6 indicates that:

(i) The internal subjects treated with Cognitive Restructuring Programme, scored significantly lower than their external counterparts ($t= 26.28; p = 0.001$).

(ii) The internal subjects treated with Study Skills Training scored significantly lower than the external

subjects ($t = 52.01$; $p < 0.001$).

(iii) The internal subjects in the Control Groups scored significantly lower than the external subjects in the Control Group ($t = 2.84$; $p < 0.001$).

(iv) The internal subjects exposed to Cognitive Restructuring Programme scored significantly lower than the internals in Control ($t = 637.50$; $p < 0.001$).

(v) The external subjects exposed to Cognitive Restructuring scored significantly lower than the externals in Control ($t = 52.83$; $p < 0.001$).

(vi) The internal subjects exposed to Study Skills Training Programme scored significantly lower than the internal in the Control ($t = 390.94$; $p < 0.001$).

(vii) The external subjects exposed to Study Skills Training Programme scored significantly lower than the externals in the Control ($t = 253.5$; $p < 0.001$).

(viii) The external subjects in the Cognitive Restructuring group scored significantly lower than the internal subjects

in Study Skills Training ($t = 8.24; p < 0.001$).

(ix) The internal subjects exposed to Study Skills Training scored significantly lower than the external subjects exposed to the same programme ($t = 9.07; p < 0.001$).

The implication of these results is that subjects treated with CR and SST Programmes exhibit significant reduction in the level of the problems associated with academic failure. On the other hand, the Control did not. This is clearly indicated in Table 4.

It is worthy of mention that the lower the adjusted post-test mean scores, the better the treatment.

Therefore on the basis of the results contained in tables 4, 5 and 6, to which references have been made thus far, hypothesis two is rejected.

TABLE 4.

THE ADJUSTED Y-MEAN SHOWING THE EFFECT OF COGNITIVE RESTRUCTURING (CR) AND STUDY SKILLS TRAINING (SST) ON ADJUSTMENT PROBLEMS ASSOCIATED WITH ACADEMIC FAILURE OF SUBJECTS

ROWS*	COLUMNS**					
TREATMENT PROGRAMMES	ADJUSTMENT PROBLEMS ASSOCIATED WITH ACADEMIC FAILURE					
	INTERNAL			EXTERNAL		
	N	X-MEANS ***	ADJUSTED Y-MEANS *****	N	X-MEANS	ADJUSTED Y-MEANS
Cognitive Restructuring	16	163.18	80.48	16	153.00	85.17
Study Skills Training	16	176.81	124.83	16	186.18	134.18
Control	16	169.25	195.19	16	180.62	179.83
ALL	48			48		

*ROWS

1. COGNITIVE RESTRUCTURING
2. STUDY SKILLS TRAINING
3. CONTROL

**COLUMNS

1. INTERNAL SUBJECTS
2. EXTERNAL SUBJECTS

***X-MEANS

REPRESENTS PRE-TEST

*****ADJUSTED Y-MEANS REPRESENT POST-TEST

TABLE 5

ANALYSIS OF COVARIANCE ON THE ADJUSTED Y-MEANS ON SUBJECTS' PROBLEMS ASSOCIATED WITH ACADEMIC FAILURE.

SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEAN SQUARES	F	P
ROWS*	1,004.62	2	5502.31	37.90	0.01
COLUMNS**	0.25	1	0.25	0.0	NS
INTERACTION	172.93	2	86.46	0.60	NS
WITHIN	2,090.83	90	145.19		

P < 0.01 = SIGNIFICANT AT 0.01

NS = NOT SIGNIFICANT

ROWS* 1 COGNITIVE RESTRUCTURING
 2 STUDY SKILLS TRAINING
 3 CONTROL

COLUMNS**1 INTERNAL SUBJECTS
 2 EXTERNAL SUBJECTS

TABLE 6

INTER-TREATMENT GROUP t-TEST COMPARISON OF ROWS AND COLUMNS OF ADJUSTED Y-MEANS IN RELATION TO PROBLEMS ASSOCIATED WITH ACADEMIC FAILURE USING STANDARD ERROR (S.E.) OF MEANS

TREATMENT GROUPS	DF	N	LMS	POOLED S.E.	t Obs	ρ
1(1) VRS 1(2)	30	16	0.25	0.18	26.28	0.001
2(1) VRS 2(2)	30	16	0.25	0.18	52.01	0.001
3(1) VRS 3(2)	30	16	0.25	0.18	2.84	0.001
1(1) VRS 3(1)	30	16	0.25	0.18	637.50	0.001
1(2) VRS 3(2)	30	16	0.25	0.18	52.83	0.001
2(1) VRS 3(1)	30	16	0.25	0.18	390.94	0.001
2(2) VRS 3(2)	30	16	0.25	0.18	253.5	0.001
1(1) VRS 2(1)	30	16	0.25	0.18	8.24	0.001
1(2) VRS 2(2)	30	16	0.25	0.18	9.07	0.001

NOTE : Please see page 112 for details (examples).

Hypothesis 3:

Hypothesis three states that, there will be no significant difference in the student problems of subject exposed to the treatment strategies when compared with the Control.

The results in Tables 7, 8 and 9 show that, Cognitive Restructuring and Study Skills Training are effective in reducing the Student problems of subjects. Table 7 exhibits the adjusted post-test means score of the two treatment programmes and the Control. However, Cognitive Restructuring Strategy exhibits superiority in effectiveness over the Study Skills Strategy. It is noteworthy that the CR yielded a better result with the internal subjects than the external ones. The adjusted Y-Means are 27.4 and 29.84 respectively. On the other hand, the SST yielded better results with the external subjects than the internal subjects. The adjusted Y-means are 31.41 and 34.06 respectively. The adjusted Post-means score of the Control external subject demonstrate an increase in the student problem when compared with the internal 42.96 and 40.83 respectively. It is to be noted that the lower the adjusted post-means score the better

the treatment strategy.

Table 8, clearly demonstrates the effectiveness of the two treatment strategies, ($F = 47.65$; $DF 2/90$, $p < 0.05$). The results indicate no statistical significant difference in the Columns and no interactions.

Table 9 illustrates the following:

(i) Internal subjects treated with CR scored significantly lower than the external counterparts ($t = 8.62$; $p < 0.001$).

(ii) Internal subjects treated with SST scored significantly higher than external subjects ($t = 9.14$; $p < 0.001$).

(iii) The internal subjects in the Control scored significantly lower than external subjects in Control ($t = 7.52$; $p < 0.001$).

(iv) Internal subjects treated with CR scored significantly lower than the internal subjects in the Control ($t = 46.52$; $p < 0.001$).

(v) External subjects treated with CR scored significantly lower than the external subjects in Control ($t = 45.28$; $p < 0.001$).

(vi) Internal subjects treated with SST scored significantly lower than the internal subjects in the Control ($t = 23.34$; $p < 0.001$).

(vii) External subjects treated with SST scored significantly lower than the external subjects in the Control ($t = 39.86$; $p < 0.001$).

(viii) The internal subjects exposed to CR scored significantly lower than external counterparts exposed to SST ($t = 23.52$; $p < 0.001$).

(ix) The external subjects exposed to CR scored significantly lower than external counterparts exposed to SST ($t = 5.55$; $p < 0.001$).

The lower the adjusted Y-means score, the more effective the strategy.

The conclusion reached after taking the results in Tables 7, 8 and 9 into consideration is that hypothesis 3 is hereby rejected.

TABLE 7

MEANS SHOWING THE EFFECT OF COGNITIVE RESTRUCTURING AND STUDY SKILLS TRAINING ON STUDENT PROBLEMS OF SUBJECTS

ROWS*	COLUMNS**					
TREATMENT PROGRAMMES	STUDENT PROBLEMS					
	INTERNAL			EXTERNAL		
	N	M-MEANS ***	ADJUSTED Y-MEANS ****	N	X-MEANS	ADJUSTED Y-MEANS
COGNITIVE RESTRUCTURING	16	43.18	27.4	16	41.06	29.84
STUDY SKILLS TRAINING	16	43.68	34.06	16	45.06	31.41
CONTROL	16	43.20	40.83	16	41.06	42.96
ALL	48			48		

*ROWS
 1. COGNITIVE RESTRUCTURING
 2. STUDY SKILLS TRAINING
 3. CONTROL

**COLUMNS
 1. INTERNAL SUBJECTS
 2. EXTERNAL SUBJECTS

***X-MEANS REPRESENT PRE-TEST

****ADJUSTED Y-MEANS REPRESENT POST-TEST.

TABLE 8

ANALYSIS OF COVARIANCE OF THE ADJUSTED Y-MEANS ON STUDY PROBLEMS
OF SUBJECTS

SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEANS SQUARES	F	ρ
ROWS*	185.496	2	92.74	47.65	0.05
COLUMNS**	0.656	1	0.656	0.34	NS
INTERACTION	8.293	2	4.146	2.13	NS
WITHIN	2741.96	90	1.94		

$P < 0.05 =$ SIGNIFICANT AT 0.05

NS = NOT SIGNIFICANT

*ROWS
 1. COGNITIVE RESTRUCTURING
 2. STUDY SKILLS TRAINING
 3. CONTROL

**COLUMNS
 1. INTERNAL SUBJECTS
 2. EXTERNAL SUBJECTS

TABLE 9

INTER-TREATMENT GROUP t-TEST COMPARISON OF ROWS AND COLUMNS OF ADJUSTED Y-MEANS IN RELATION TO STUDY PROBLEMS OF SUBJECTS USING STANDARD ERROR (S.E.) OF MEANS

TREATMENT GROUPS	DF	N	LMS	POOLED S.E.	t Obs	p
1(1) VRS 1(2)	30	16	0.656	0.29	8.62	0.001
2(1) VRS 2(2)	30	16	0.656	0.29	9.14	0.001
3(1) VRS 3(2)	30	16	0.656	0.29	7.52	0.001
1(1) VRS 3(1)	30	16	0.656	0.29	46.52	0.001
1(2) VRS 3(2)	30	16	0.656	0.29	45.28	0.001
2(1) VRS 3(1)	30	16	0.656	0.29	23.34	0.001
2(2) VRS 3(2)	30	16	0.656	0.29	39.56	0.001
1(1) VRS 2(1)	30	16	0.656	0.29	23.52	0.001
1(2) VRS 2(2)	30	16	0.656	0.29	5.55	0.001

NOTE: Please see page 112 for details (examples).

Hypothesis 4:

Hypothesis four states that there will be no significant difference in the level of the general anxiety of subjects exposed to the treatment strategies when compared with the Control.

Tables 10, 11 and 12 illustrate that the two treatment strategies are effective in reducing the general anxiety of subjects. Table 10 shows that the CR strategy is more effective than the SST strategy as portrayed by the adjusted post-test means scores. The lower the post-adjusted Y-Means score the more effective the treatment strategy. The subjects exposed to the two strategies had their general anxiety reduced when compared with the Control. The analysis of Covariance in Table 11 exhibits the differential effectiveness of the treatment strategies ($F = 126.75$ 2/90; $p < 0.01$). The fact that subjects were internal or external made no significant difference in their response to the treatment programmes which reduced the level of their anxiety. This means in effect that the internal and external subjects benefited almost equally from the programmes.

Table 12 reveal the following results:

(i) Internal subjects treated with CR did not score significantly lower than the external subjects ($t = 2.63; p < 0.01$).

(ii) The external subjects treated with SST scored significantly lower than the internal subjects ($t = 2.50; p < 0.05$).

(iii) Internal Control scored significantly lower than the external Control ($t = 9.25; p < 0.001$).

(iv) The internal subjects treated with CR scored significantly lower than the internal Control ($t = 115.0; p < 0.001$).

(v) The external subjects treated with CR scored significantly lower than the external in the Control ($t = 120.00; p < 0.001$).

(vi) Internal subjects treated with SST scored significantly lower than the internal Control ($t = 83.13; p < 0.001$).

(vii) External subjects treated with SST scored significantly lower than external Control ($t = 92.75; p < 0.001$).

(viii) Cognitive Restructuring internal scored significantly lower than SST internal ($t = 39.60; p < 0.001$).

(ix) Cognitive Restructuring internal scored significantly lower than SST external ($t = 27.38; p < 0.001$).

On the basis of the results in Tables 10, 11 and 12 the fourth hypothesis is hereby rejected.

TABLE 10

MEANS SHOWING THE EFFECTS OF COGNITIVE RESTRUCTURING (CR) AND STUDY SKILLS TRAINING (SST) ON THE GENERAL ANXIETY OF SUBJECTS

ROWS*	COLUMNS*					
	GENERAL ANXIETY					
	INTERNAL			EXTERNAL		
TREATMENT PROGRAMMES	N	X-MEANS ***	ADJUSTED Y-MEANS ****	N	X-MEANS	ADJUSTED Y-MEANS
COGNITIVE RESTRUCTURING	16	10.18	4.50	16	10.43	4.54
STUDY SKILLS TRAINING	16	11.87	6.93	16	11.20	6.73
CONTROL	16	13.37	13.40	16	14.12	14.14
ALL	48			48		

*ROWS
 1. COGNITIVE RESTRUCTURING
 2. STUDY SKILLS TRAINING
 3. CONTROL

**COLUMNS
 1. INTERNAL SUBJECTS
 2. EXTERNAL SUBJECTS

***X-MEANS REPRESENT PRE-TEST

****ADJUSTED Y-MEANS REPRESENT POST-TEST

TABLE 11

ANALYSIS OF COVARIANCE OF THE ADJUSTED Y-MEANS ON
SUBJECTS' GENERAL ANXIETY LEVEL

SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEANS SQUARES	F	p
ROWS*	95.90	2	47.95	126.75	0.01
COLUMNS**	0.05	1	0.05	0.15	NS
INTERACTIONS	0.148	2	0.07	0.20	NS
WITHIN	532.92	90	0.37		

P < 0.05 = SIGNIFICANT AT 0.01

NS = NOT SIGNIFICANT

- *ROWS
1. COGNITIVE RESTRUCTURING
 2. STUDY SKILLS TRAINING
 3. CONTROL

- **COLUMNS
1. INTERNAL SUBJECTS
 2. EXTERNAL SUBJECTS

TABLE 12

INTER-TREATMENT GROUP t-TEST COMPARISON OF ROWS AND COLUMNS ON ADJUSTED Y-MEANS IN RELATION TO GENERAL ANXIETY OF SUBJECTS USING STANDARD ERROR (S.E.) OF MEANS

TREATMENT GROUPS	DF	N	LMS	POOLED S.E.	t Obs	ρ
1(1) VRS 1(2)	30	16	0.055	0.08	2.63	0.01
2(1) VRS 2(2)	30	16	0.055	0.08	2.50	0.05
3(1) VRS 3(2)	30	16	0.055	0.08	9.25	0.001
1(1) VRS 3(1)	30	16	0.055	0.08	115.00	0.001
1(2) VRS 3(2)	30	16	0.055	0.08	120.00	0.001
2(1) VRS 3(1)	30	16	0.055	0.08	83.13	0.001
2(2) VRS 3(2)	30	16	0.055	0.08	92.75	0.001
1(1) VRS 2(1)	30	16	0.055	0.08	39.60	0.001
1(2) VRS 2(2)	30	16	0.055	0.08	27.38	0.001

NOTE: Please see page 112 for details (examples).

Hypothesis 5:

Hypothesis five states that there will be no significant difference between the level of examination anxiety of subjects exposed to the treatment strategies when compared with the Control.

Tables 13, 14 and 15 reveal that the two treatment strategies, Cognitive Restructuring and Study Skills Training are effective in reducing the examination anxiety of subjects. The lower the adjusted post-test means score the more effective the treatment programmes were and the greater the reduction of examination anxiety of the subjects.

Table 13 shows the adjusted post-test mean scores of the two treatment strategies. Table 13 reveals that Cognitive Restructuring and Study Skills Training therapies were effective in reducing the level of examination anxiety of subjects. The adjusted post-test means score of internal and external subjects treated with CR and SST were, 5.84; 6.65; 7.64 and 6.75 respectively, while those of the Control were 13.56 and 13.69 respectively. Table 14 shows the effectiveness of the two treatment strategies ($F= 63.71$; $DF 2/90$, $p < 0.1$). The results in

Table 14, do not show any statistical significant difference in the Columns (i.e. internal and external subjects) and also no interactions.

Table 15 presents a break-down of the differences in terms of statistical significance between the various groups. The data in Table 15 reveals the following:

(i) Internal subjects treated with CR scored significantly lower than the external subjects treated with CR ($t = 81.00$; $p < 0.0001$)..

(ii) Internal subjects treated with SST scored significantly higher than their external counterparts ($t = 56.00$; $p < 0.001$).

(iii) Internal subjects in Control scored significantly lower than external subjects in Control ($t = 130.00$; $p < 0.001$).

(iv) Internal subjects treated with CR scored significantly lower than the internal subjects in Control ($t = 772.00$; $p < 0.001$).

(v) External subjects treated with CR scored significantly lower than external subjects in the Control ($t = 705.00$; $p < 0.001$).

(vi) Internal subjects exposed to SST scored significantly lower than internal subjects in the Control

($t = 593.00$; $p < 0.001$).

(vii) External subjects exposed to SST scored significantly lower than external subjects in Control

($t = 691.00$; $p < 0.001$).

(viii) Internal subjects exposed to CR scored significantly lower than internal subjects exposed to SST

($t = 180.00$; $p < 0.001$).

(ix) External subjects exposed to CR scored significantly lower than external subjects treated with SST

($t = 20.00$; $p < 0.001$).

On the basis of the results contained in Tables 13, 14 and 15, the fifth hypothesis is hereby rejected.

TABLE 13

MEANS SHOWING THE EFFECT OF COGNITIVE RESTRUCTURING AND STUDY SKILLS TRAINING ON THE EXAMINATIONS ANXIETY OF SUBJECTS

ROWS*	COLUMNS**					
TREATMENT PROGRAMMES	EXAMINATION ANXIETY					
	INTERNAL			EXTERNAL		
	N	X-MEANS ***	ADJUSTED Y-MEANS ****	N	X-MEANS	ADJUSTED Y-MEANS
COGNITIVE STRUCTURING	16	9.93	5.84	16	9.68	6.65
STUDY SKILLS TRAINING	16	11.75	7.64	16	20.75	6.75
CONTROL	16	13.81	13.56	16	13.93	13.69
ALL	48			48		

*ROWS

1. COGNITIVE RESTRUCTURING
2. STUDY SKILLS TRAINING
3. CONTROL

**COLUMNS

1. INTERNAL SUBJECTS
2. EXTERNAL SUBJECTS

TABLE 14

ANALYSIS OF COVARIANCE ON ADJUSTED Y-MEANS OF EXAMINATIONS ANXIETY
OF SUBJECTS

SOURCES OF VARIANCE	SUMS OF SQUARES	DF	MEANS SQUARES	F	p
ROWS*	64.35	2	32.17	63.71	.01
COLUMNS**	0.001	1	0.001	0.00	NS
INTERACTIONS	0.710	2	0.35	0.70	NS
WITHIN	733.49	90	0.509		

$P < 0.05$ = SIGNIFICANT AT 0.01

NS = NOT SIGNIFICANT

- *ROWS
1. COGNITIVE RESTRUCTURING
 2. STUDY SKILLS TRAINING
 3. CONTROL

- **COLUMNS
1. INTERNAL SUBJECTS
 2. EXTERNAL SUBJECTS

TABLE 15

INTER-TREATMENT GROUP t-TEST COMPARISON OF ROWS AND COLUMNS OF ADJUSTED Y-MEANS IN RELATION TO EXAMINATION ANXIETY USING STANDARD ERROR (S.E.) OF MEANS.

TREATMENT GROUPS	DF	N	LMS	POOLED S.E	t-Obs	ρ
1(1) VRS 1(2)	30	16	0.001	0.01	81.00	0.001
2(1) VRS 2(2)	30	16	0.001	0.01	56.00	0.001
3(1) VRS 3(2)	30	16	0.001	0.01	130.00	0.001
1(1) VRS 3(1)	30	16	0.001	0.01	772.00	0.001
1(2) VRS 3(2)	30	16	0.001	0.01	503.00	0.001
2(1) VRS 3(1)	30	16	0.001	0.01	593.00	0.001
2(2) VRS 3(2)	30	16	0.001	0.01	691.00	0.001
1(1) VRS 2(1)	30	16	0.001	0.01	180.00	0.001
1(2) VRS 2(2)	30	16	0.001	0.01	20.00	0.001

NOTE: Please see page 112 for details.

Summary of Results

Following the test of the hypotheses the following have emerged as the highlights of the results:

Hypothesis 1:

There will be no significant difference in the level of academic performance between the subjects in the different groups:

(i) The results indicate no statistical significant differences between internal and external subjects exposed to CR. The treatment had more or less equal impact on both the internal and external subjects.

(ii) The Study Skills Training therapy (SST) was found superior to Cognitive Restructuring and the Control but the CR group had seemingly higher scores than the Control which means that the treatment had positive impact on them vis-a-vis the control.

(iii) External subjects treated with SST scored significantly higher than their internal counterparts. This might be due probably to the fact that they were more motivated towards the therapy. Therefore the SST has

been most effective with the external subjects than any of the other groups. The higher the post-test adjusted means score the better the treatment strategy.

(iv) There was no significant interactions between the groups.

Hypothesis 2:

There will be no significant difference in the level of adjustment problems associated with academic failure of subjects exposed to the treatment strategies when compared with the Control.

(i) There was statistical significant difference between the subjects exposed to the Cognitive Restructuring and Study Skills Training (SST) and those in the Control.

(ii) The internal subjects treated with CR scored significantly lower than the externals treated with same CR. What this means in effect is that the internal subjects were more responsive to the treatment than the external subjects.

(iii) Similarly, the internal subjects treated with SST scored significantly lower than the external treated with the same therapy.

(iv) The Adjustment Problems Associated with Academic Failure significantly reduced among the internal subjects than the external ones who were exposed to the CR and SST respectively.

(v) However, the two groups exposed to treatment programmes improved significantly on the adjustment problems associated with academic failure when compared with Control.

Hypothesis 3:

There will be no significant difference in the student Problems of subjects exposed to the treatment strategies when compared with the Control.

(i) The level of student problems of subjects exposed to the treatment strategies, Cognitive Restructuring and Study Skills Training reduced significantly when compared with the Control.

(ii) Cognitive Restructuring exhibits superiority over the Study Skills Training in this study.

(iii) Cognitive Restructuring therapy yielded better results with internal subjects, than the external subjects exposed to the same treatment.

(iv) Study Skills Training therapy yielded better results in reducing the level of student problems with external subject than the internal ones exposed to the same treatment.

Hypothesis 4:

There will be no significant difference in the level of the general anxiety of subjects exposed to the treatment strategies when compared with the Control.

(i) The two treatment strategies, Cognitive Restructuring and Study Skills Training were effective in reducing the level of the general anxiety of subjects when compared with the Control.

(ii) Cognitive Restructuring therapy was more effective than the Study Skills Training strategy in reducing the level of general anxiety among subjects.

(iii) Internal subjects exposed to CR therapy improved significantly than the externals exposed to the same treatment in this present study.

(iv) The external subjects treated with SST had their level of general anxiety reduced significantly than the internal subjects.

Hypothesis 5:

There will be no significant difference between the level of examinations anxiety of subjects exposed to the treatment strategies when compared with the Control.

(i) The level of the examination anxiety of subjects exposed to the treatment strategies, Cognitive Restructuring and Study Skills Training, reduced significantly than the Control.

(ii) The two treatment strategies, Cognitive Restructuring and Study Skills Training, have proved effective in fostering adjustment to academic failure among the subjects confronted with examinations anxiety.

(iii) The internal subjects exposed to the two treatments strategies, CR and SST were more responsive to the

treatment strategies than their external counterparts.

(iv) The examinations anxiety of internal subjects exposed to Cognitive Restructuring and Study Skills Training reduced significantly when compared with their external counterparts exposed to CR and SST.

(v) Similarly, the examinations anxiety of external subjects exposed to Cognitive Restructuring and Study Skills Training reduced significantly when compared with their counterparts in the Control Groups.

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CHAPTER FOURDISCUSSION

This chapter discusses the findings of the study in relation to the five hypotheses stated in chapter One. Also, the findings are compared and contrasted with the results and observations of previous studies.

The research hypotheses were derived from the conceptual model as the objective of the study was to validate the model. Consequently, the treatment programmes, Cognitive Restructuring (CR) and Study Skills Training (SST) appeared to have affected the intervening variables. As a result, the outcome of the treatment programmes affected the dependant variables.

The various tests, Achievement, Adjustment Problems Associated with Academic Failure (APAWAFI), student Problems Inventory (SPI) Sarason General Anxiety and Sarason and Mandlers Test Anxiety were all used to measure the specific aspects of adjustment in order to establish the baseline and after-treatment behaviours of subjects. It was envisaged that at the end of the treatment, a positive change in cognition and study behaviour would be reflected in the level of adjustment among subjects.

Discussion of Results:

The study was designed to investigate academic failure among a group of Nigerian students. Also, the study aimed at improving the study habits of subjects by changing the focus from the negative and non-achieving orientation which characterised subjects' perceptual systems to the rational and achieving individuals who are capable of living fulfilled lives.

Hypothesis 1:

There will be no significant difference in the level of academic performances between the subjects in the different groups.

The results of the data in Tables 1, 2, and 3 indicate that there were significant differences in the academic performances of the groups. The adjusted Y-Means score shows that subjects in Study Skills Training, that is, Group II scored highest, followed by subjects in Cognitive Restructuring, that is, Group 1, while subjects in Control Group III scored the least. It is to be noted that the higher the adjusted Y-Means score, the better the treatment strategy. Thus SST is more efficacious than CR in improving the academic

performance of subjects. One must add that CR did improve the academic performance of subjects generally.

Furthermore, it should be pointed out that the results emanating from the analysis of hypothesis I are capable of varied interpretations. The subjects who responded better to SST treatment than those exposed to CR treatment in terms of academic performance might have realised the need for effective study skills. Thus, when the skills were introduced to them, they readily acquired them for productive study. Similarly, arguments can be advanced in favour of the CR subjects who had a felt-need for improved academic orientation. Moreover, the problem with the CR subjects might have been that they lacked the services of qualified personnel to put them through the relevant programme. Thus, when they had advantage of treatment, they responded positively.

The SQ3R Study Method in which intensive self-control techniques of self-monitoring, self-evaluation, self-intervention, self-sustenance and self-reinforcement were used by subjects necessitated a great deal of self-commitment before their benefits were fully realised by the subjects. Although, all subjects were exposed to the same treatment, the external ones appeared

to have performed better than the internal ones probably because they were more conscientious in reliance on self-control techniques contained in the programme. Thus, these findings indicate that the external subjects can excel their internal counterparts if exposed to the appropriate treatment in improving their study behaviours. The self-control techniques placed the responsibility of application on subjects rather than on luck or fate thereby the external subjects realised that the solution to their academic problems did not necessarily lie in chance or powerful others but in their own effort and ability.

The findings in hypothesis I seem to have established the fact that the externally oriented subjects who had hitherto believed that their success in any task in life depends on luck, fate and powerful others could henceforth be encouraged to believe that they could achieve success without these external forces. The findings also reveal that if the externally oriented subjects were exposed adequately to self-control techniques which placed responsibility and success on their inputs rather than on external forces, they were capable of relying on their own effort and ability in

in order to attain success academically. The findings thus negate the fact that externally oriented subjects could not attain success except on the platform of luck, fate and powerful others, Rotter, (1966). Therefore, it is feasible as confirmed in the results of hypothesis I of this study that externally oriented subjects are capable of relying on their own effort and ability to achieve success if they were made to go through relevant training.

These findings lend credence to Jolley, Spielberger's (1973) claims that high-anxiety external subjects were more responsive to psychological intervention than the internal ones. Similarly, the findings correlate Beneke and Harris's (1971) results on teaching self-control of study behaviour. Subjects who received the training exhibited significant improvement in their academic performance. Also, the results are in consonance with the findings of Akinboye (1974), Greiner and Karely (1976) and Uwakwe (1984) which established that well-programmed therapeutic intervention significantly affect subjects' academic performance positively. Furthermore, the findings corroborate Martson and Fieldman's (1971) observation that the strength of the commitment act is very

crucial as well as the effectiveness of self-monitoring responses in a given learning situation. Mahoney, Moore, Wade and Moura's (1973) findings on the use of self-monitoring support the result of the current study.

Furthermore, the results emanating from this present study have established that Cognitive Restructuring therapy which made use of systematic Rational Restructuring could be used to foster improved academic performance. Hitherto, the therapy had been used to ameliorate test-anxiety, Meichenbaum (1972), negative thoughts, Malkiewich and Merluzzi (1980) poor communication in marriage, Filani, (1984), stressful social situations Sanchezcraig (1976) and Socially undesirable behaviours of prison inmates, Akinranti (1984). The present study has added to the list above, improved academic performance as one of live problems which can be fostered by Cognitive Restructuring, using Systematic Rational Restructuring Technique.

Hypothesis 2:

There will be no significant difference in the level of Adjustment Problems Associated with Academic Failure of subjects exposed to the treatment strategies when compared with the Control.

The results of the data in Tables 4, 5 and 10

reveal that there are significant differences in the level of adjustment problems associated with academic failure of subjects exposed to the treatment programmes and that of the Control. Subjects exposed to the Cognitive Restructuring and Study Skills-Training programme scored significantly lower than those in the Control. The lower the level of adjusted Y-Means score, the better the strategy. The CR treatment demonstrated superiority over the SST treatment. However, the two treatment programme were effective although the CR was more efficacious in ameliorating adjustment problems associated with academic failure.

The high reduction in the level of adjustment problems of subjects exposed to CR could be attributed to the intensive utilization of subjects' thinking process. On the other hand, the noticeable improvement recorded by the SST subjects could be due to the incipient development of their inherent study skills.

The subjects who were exposed to CR and SST programmes experienced reduction in the level of adjustment problems associated with academic failure than those in the Control Groups. This could be due to subjects awareness of their problems and consequent determination to avail themselves of the training programme.

The results emanating from the data on hypothesis 2 in this study appear to have established that Cognitive Restructuring and Study Skills Training therapies were capable of ameliorating problems of adjustment associated with academic failure. Such problems included, academic, emotional disequilibrium, inter and intra-personal relationships and future concerns. The results however, reveal that in treating these problems, Cognitive Restructuring has proved more efficacious than Study Skills Training. The combination of these therapies could proved extremely effective in engendering a state of well-being in academic failure subjects.

These results substantiate Parson's (1975) claim that, individuals who are aware of their deficiencies, accept responsibility for such and rationalize their thoughts are more readily able to attain self-suffilment than those who are unable to assess themselves and situation correctly.

Thus, the considerable reduction in the adjustment problems of subjects exposed to CR could be attributed to realistic re-evaluation of their academic failure. Again, these results correlate Malkiewich and

Merluzzi's (1980) study which made use of systematic rational restructuring technique to reduce a number of negative self-statements. The results also give credence to Ellis and Beck (1977) assertions that individuals are not disturbed by what happened to them but their views of such events. They opined that modifying the views of subjects would significantly assist them to ameliorate their level of maladjustment. The adjustment problems of the CR subjects had been considerably ameliorated by the treatment. In addition, the internal subjects in the treatment programmes scored significantly lower than their external counterparts. This is probably because the internal subjects accepted responsibility for their academic failure and also demonstrated determination to improve their lot.

The results are also in consonance with those of Gilbert's (1976) which state that internal subjects obtained a more effective psychological adjustment than the external subjects exposed to the same treatment. However, over a period of time, the level of problems of the Control increased probably due to lack of training programmes. These results reveal that the internals in

the Control Groups seemed to have become more maladjusted than their external counterparts. This could be due to the fact that the internal subjects in the Control had become more dis-organised than the externals. Again, this could be attributed to the fact that they had hitherto relied on their ability to improve their lot and that ability seemed to have eluded them probably due to their being complacent. These results also lend credence to claims by Gore and Rotter (1963), Seeman (1963), Davis and Davis (1972) that internals could be more dis-organised than the externals to the various aspects of set goals. In addition, what the internal and external subjects in the Control Groups have demonstrated agreed with Seligman's (1973) observation that individuals who had experienced failure in a given task also demonstrate motivational and performance decrements in subsequent tasks.

Hypothesis 3:

There will be no significant difference in the level of student problems of subjects exposed to the treatment strategies when compared with the Control.

The data in Tables 7, 8 and 9 indicate significant differences in the adjusted Y-Means scores of subjects exposed to the treatment programmes when compared with the Control. The level of student problems of subjects, (internal and external) exposed to the CR reduced significantly when compared with their counterparts exposed in the SST. A possibility for this finding could be that rational thinking in problematic situations is basic to coping performance in those instances. Reasonable thinking engenders rational approach to solving study behaviour problems. Cognitive Restructuring attacks specific as well as general irrational ideas and induced subjects to adopt more rational views on a given study problem. Thus CR has successfully dealt with subjects' basic irrational thinking processes which underlined their maladjusted study behaviour. Hence, the significant reduction in the level of student problems of internal and external subjects exposed to the CR treatment could be expected.

Similarly, the adjustment of student problems of internal and external subjects exposed to SST programmes reduced significantly when compared with the Control. However, the reduction may be due to the treatment strategy

from which the Control subjects did not benefit. Furthermore, the reduction in the adjustment of student problems of subjects exposed to SST could be due to the fact that study skills training which made use of self-control techniques as used in this study is crucial to the maintenance of adjustment disposition in a study situation which subjects seemed to have lacked previously.

The results lend support to the belief that if the external subjects are left over a period of time without any therapeutic intervention in their study problems, such problems are likely to be on the increase as demonstrated by this study. It is however possible that the internal subjects succeeded in attaining reasonable level of adjustment as the results of this study indicate. This might be due to the belief of internal subjects that they were capable of controlling their own fate. This view is also held by Rotter (1960). He asserted that one's actions are the result of one's own efforts. Again, these findings agree with Phares's (1957) conclusion that if a subject believed that his performance was due to skill, he would have a higher expectancy than when he believed that his performance resulted from chance. The internal subjects had probably

believed that what happened to them in respect of their academic failure was due to their in-effective study habits contrary to the views probably held by the externals in academic failure situations.

Furthermore, the SST yielded better results with external subjects than with the internal subjects. This could be due to the fact that the external subjects embraced the SST which entailed intensive application of self-control techniques more readily than the internal subjects. Thus, the SST programme had more positive impact on the external subjects than on the internals who relied more on their own personal coping skills.

Hypothesis 4:

There will be no significant difference in the level of general anxiety of subject exposed to the treatment programmes when compared with the Control.

Tables 10, 11 and 12 show that there are significant differences in the level of general anxiety of subjects exposed to the treatment strategies when compared with the Control. Subjects who were exposed to the treatment strategies had the level of their general anxiety reduced when compared with the Control. The significant reduction

in the level of general anxiety of subjects could have been due to the treatment intervention. The general anxiety of subjects in the Control did not improve. It is to be noted here again that the lower the post adjusted Y-Means score, the better the treatment strategy.

The present study appeared to have established the fact that the level of general anxiety of subjects who had experienced academic failure could be significantly reduced through therapeutic intervention encompassing Cognitive Restructuring and Study Skills Training. The level of the general anxiety of internal and external subjects exposed to CR has reduced significantly when compared with their counterparts in SST. A probable explanation for this finding could be that systematic rational restructuring of the Cognitive realm of anxious subjects is crucial in coping with situations which gave rise to general anxiety. Thus CR has effectively dealt with subject's illogical thinking which had hitherto precipitated general anxiety. Consequently, significant reduction in subjects' general anxiety could be expected.

Also, the significant reduction in the level of

general anxiety of subjects exposed to SST when compared with their control counterparts could be due to the treatment strategy which made use of intensive self-control techniques which kept the subjects fully involved throughout the therapy. Thus the effective manipulation of the self-control techniques used in the treatment could have succeeded in fostering self-control of general anxiety of subjects in academic failure situations.

The claims in CR and SST above can be strengthened by the fact that the general anxiety of subjects in the control did not reduce significantly, if anything, the level of their general anxiety increased. It is therefore, to be noted that academic failure subjects should not be left on their own without psychological treatment to alleviate their problems.

These results are in agreement with the findings of Goldfried, Decenteceo and Weinbergs (1974) which indicated that systematic rational restructuring constitutes insight oriented therapy thus leading to subjects modifying their thinking and reasoning rationally. Also, the results support Linehan and Smith's (1978) conclusion that subjects who were exposed to systematic rational restructuring had greater anxiety reduction than those

who did not benefit from such programme.

Furthermore, the results in this study agree with Sanahazraig's (1976) claims that cognitive-change and coping training led to reduction in the level of stress suffered by both men and women used in his study. Again, this study lends credence to Akinboye's (1974) findings that study behaviour modification of subjects led to change in the cognitive component of study attitude and change in subjects' feelings about academic performance.

The internal subjects in the various treatment groups had the level of their general anxiety significantly reduced compared to that of the internal subjects in the Control. This situation might be due to the general acceptance by the internal subjects that they had and did believe in their ability to cope effectively if and when exposed to treatment strategies. This underscores the needs for counselling programmes for all subjects who study, particularly the under-achievers. In this connection, Pine (1972) and Julian (1973) have indicated that persons who scored high on internal control are more able to process information and also better able to use previous information on decision-making tasks than

high external persons.

Hypothesis 5:

There will be no significant difference between the level of examination anxiety of subjects exposed to the treatment strategies when compared with the Control.

Tables 13, 14 and 15 show that there are significant differences in the level of examinations anxiety of subjects exposed to the treatment programmes, (CR and SST) when compared with the Control. The significant reduction in the level of examination anxiety could be attributed to the positive response to treatments by subjects. The significant reduction in the level of examination anxiety of CR subjects could be attributed to the fact that Cognitive Restructuring which made use of Systematic Rational Restructuring had succeeded in dislodging the illogical thinking of subjects and replacing it with rational thinking. This claim is strengthened by the assertion under hypothesis 4 that in treating academic failure problems, Cognitive domains needed to be tapped. Thus, in ameliorating the examination anxiety of subjects who had experienced failure, their cognitive domain should be subjected to rational restructuring which would enable

subjects to think more objectively and rationally.

The significant reduction in the level of examination anxiety of subjects exposed to SST could be as a result of their commitment to the practicing of the self-control techniques used in the therapy. Since they succeeded in practising the self-control techniques to enhance their academic performance, it follows therefore that they succeeded in using self-control to reduce their examination anxiety having gained some measure of self-confidence in dealing with the failure situation. The fact that the level of the examination anxiety of subjects in the control did not reduce support the arguments above. They were not exposed to any treatment hence they continue to live with their examination anxiety.

The level of examination anxiety of subjects exposed to CR dropped remarkably more than that of the SST subjects. On the other hand, the level of examinations anxiety of subjects exposed to SST dropped significantly more than that of the Control. The significant reduction in the level of examination anxiety of subject exposed to CR could be due to their rational approach as well as exposure to the strategy. These results therefore support the view that rational thinking is fundamental to minimizing

problems of adjustment in examination situations.

The focus of CR treatment was on changing subjects' self-defeating statements which led to ineffective study behaviour and examination anxiety. Since subjects had been trained to modify their illogical self-statements, it became feasible for them to be able to cope more effectively with examination situations.

Similarly, the remarkable reduction in examination anxiety of subjects exposed to SST when compared with that of the Control can also be explained in terms of an appropriate exposure to study skills. The self-control techniques of study behaviour which subjects had practised seemed to have been beneficial to them. Since they succeeded in practising the self-control techniques to enhance their academic performance, if followed therefore that they succeeded in using self-control to reduce the level of their examination anxiety. The control who did not benefit from any of the two treatments did not improve in the level of their examinations anxiety.

In this connection, the results on CR in the present study support the findings of Underwood (1961), Wine (1971), Meichenbaum (1972), Linehan and Smith (1978) that systematic Rational Restructuring can be used to foster reduction in

examination anxiety of subjects. Similarly, the results on SST are in consonance with the findings of Greiner and Karely (1976) and Robinson (1970) which stress that training in self-control techniques generally lead to subjects' state of equilibrium and hence improved academic performance.

Conclusions From Findings:

The main focus of this study has been to evaluate the relative effectiveness of CR and SST in adjustment to academic failure. The treatments applied, data collected, analysis and discussions in the foregoing chapters reveal the following major conclusions:

(i) It is evident that treatment techniques can be used to foster appropriate behaviour as demonstrated by CR and SST techniques. By subjects' acquisition of relevant information and techniques, there is less tendency of persisting in study behaviours which militate against adjustment.

(ii) Acquisition of appropriate Cognitive Restructuring and Study Skills Training could directly influence the level of academic performance (Table 1) reduction of adjustment problems associated with academic failure

(Table 4) magnitude of study problems (Table 7), general anxiety and complexity of examinations anxiety (Table 10 and 13) respectively.

(iii) It is apparent that CR and SST programmes are efficacious in the treatment of varied problems of academic failure adjustment. For instance, SST is more effective than CR in fostering academic improvement while CR is a superior strategy for the treatment of adjustment problems associated with academic failure, in-effective study behaviour, general anxiety and test anxiety.

(iv) On its own, CR accompanied by systematic rational restructuring involving teaching, discussions, role-play and appropriate illustrations are found to be capable of modifying irrational beliefs, superstitions and unhealthy assumptions relating to academic failure.

(v) With SST which is dependent on SQ3R study method plus self-control techniques comprising self-monitoring, self-evaluation, self-intervention, self-sustenance, and self-reinforcement, ineffective study behaviours

could be considerably minimized.

(vi) This study has highlighted the importance of Cognitive Restructuring using systematic Rational Restructuring and Study Skills Training involving SQ3R method of study which made use of self-control techniques as well, in dealing effectively with adjustment problems associated with academic failure at the high school level.

(vii) In the course of the study, the researcher made use of the following tests, Academic Achievement, (AA) Adjustment Problems Associated with Academic Failure Inventory, (APAWAFI) Study Problems Inventory (SPI) Sarason General Anxiety (SGA), Sarason and Mandlers Examinations Anxiety Test, (SAMEAT). The results obtained appeared to have confirmed the validity and reliability of these instruments for measuring the level of the specific aspect of adjustment in study failure situations. For instance, the findings obtained from scales 2 - 5 were consistent throughout in identifying psychological problems of Adjustment in study situations.

(ix) Suffice it to say that occasionally when exposed to appropriate training in SST, external subjects as (shown in Tables 4 and 13) may perform even better than their internal counterparts.

(x) The results in this study point to the fact that the personal construct, internality and externality of subjects are subject to variations. In effect, subjects' internality and externality can change with circumstance and treatment to which subjects are exposed; particularly treatments which require considerable commitment and inputs on the part of the subjects.

(xi) Finally, the results of this study have focussed attention on the complementarity of cognitive restructuring and study skills training in fostering adjustment to academic failure. Hitherto, modification of study behaviours had largely been undertaken to the exclusion of the cognitive restructuring strategy. Thus, this study has revealed strong reliance on the use of the two treatment strategies in effecting a desirable level of change in study situations.

Problems of the Study:

A major problem encountered by the researcher was the level of participation of subjects. Originally, subjects were to be recruited from regular high schools, however, it proved difficult to obtain an adequate number of subjects who had experienced academic failure in any one class and within the same school. Consequently, the study was confined to the Extra-Mural Unit of the Department of Adult Education which, for years, has been handling large numbers of subjects who had failed their WAEC/GCE examinations. Having succeeded in locating sufficient number of subjects, there was the additional difficulty of obtaining a good number of subjects from the Extra-Mural students. To overcome this problem, the researcher had to make it clear to subjects that the service was free as they had earlier on believed that they would be asked to pay. Subjects were informed that the service was free and only volunteer subjects would be recruited. Consequently, as many as 50 volunteered from each of the six classes already randomly selected. However it was through perseverance that the researcher ended up with a minimum of 16 subjects in each of the four treatment groups as a result of drop-outs. There was no

problem with the Control Groups.

Secondly, it was not easy to randomly assign the day of the week to subjects who were scattered in various English classes. However, the researcher made herself available at the time convenient for each of the treatment group on Saturdays. It requires the Grace of God, great sense of commitment interest and rapport to sustain the interest and enthusiasm of the fairly grown-up subjects for 12 whole weeks, meeting once a week.

The financial involvement of the researcher in the study was considerable due to the many instruments which were used, the copies of the progress reports which each of the SST subjects had to keep and use and the snacks and drinks party held at the end of the programme. The party was intended to serve as the researcher's reinforcement for full participation and a boost to continue with the various skills acquired. In order to minimise the use of more stationaries, home assignments were dictated and done in subjects' exercise books which eventually could be consulted at subjects' own time.

Initially, it was not easy to make subjects role-played, particularly, the reverse roles. However, when the researcher demonstrated a couple of times, subjects

learnt and became interested in practical demonstrations as a result, concrete improvement was probably achieved by subjects.

Peculiarity of the Study:

- A peculiarity of this study pertains to the fact that it is probably the first attempt to systematically investigate the level of adjustment to academic failure among subjects at the WASCE/GCE Ordinary Level in Nigeria. The study represents a definite effort to subjects' experiencing academic failure to attain self-potential and fulfilment through adjustment.

The successful execution of this study among a group of subjects from non-regular high schools and who had other events competing for their interest and time is in itself peculiar.

Limitation of the Study:

Important limitations of this study are the following:

(i) Only a small number of subjects who enrolled in the Extra-Mural Unit of the Department of Adult Education, University of Ibadan was used. The study did not include similar subjects from other Extra-Mural institutions and

high institutions not only in other parts of Ibadan Metropolis but also in other parts of Oyo State. In order to include similar subjects from other parts of Ibadan town and indeed other parts of Oyo State, one would require a grant to support the study.

In addition, this study was carried out with subjects who were within the age range of 16 - 25 years who had failed either WASCE/GCE Ordinary Level.

Another limitation borders on the fact that it was a study that was carried out over a period of twelve weeks. Perhaps, a longitudinal study on the same subject would have yielded varied results.

However, it should be noted that well defined study must necessarily have its own core of subjects for generating valid data for general application.

Implications of Findings:

The results obtained in this study have demonstrated the relative effectiveness of CR and SST in the treatment of adjustment to academic failure. The various techniques used in fostering academic adjustment among subjects who have experienced academic failure have implications for application.

The CR programme could be used for ameliorating academic failure maladjusted behaviour of subjects where the maintaining factors have been identified. However, SST could be more effective in improving academic performance of subjects. The two treatment strategies can be used to treat most ineffective study behaviour problems of students. The self-control techniques involved can make the treatment programme usable by both young and adult students who are determined to improve their lot especially in academic sphere of life. Since the techniques involved in the programmes were based on the level of commitment of subjects, the decision to stay on throughout the period of treatment was entirely that of the subjects. Thus, subjects who participated throughout the duration of the programme seemed to have benefited while the drop-outs appeared to have been resistant to adjustment therapy.

Furthermore, the sense of commitment on the part of subjects and the process of choice after due consideration of the consequences of subjects' action, would enhance self-responsibility and actualization. Thus, responsibility for subjects actions and behaviours would enable subjects to handle their thinking and study problems more rationally

than hitherto.

Suggestions for Further Research:

This study is a pioneering work in the treatment of adjustment to academic failure, through the use of CR and SST. Even though this study has indicated the effectiveness of the two treatment approaches, nevertheless, the researcher is conscious of not over-attributing the effectiveness of the treatment to the experimental manipulations. Thus, replication of the study is required to validate the experimental manipulations. Some modification of the study could be investigated in order to examine other dimensions, such as continuous assessment of subjects', academic performances at the subsequent WAEC/GCE examinations and the decision taken on vocations by subjects after the WAEC/GCE results might had been obtained. A longitudinal study of problems of adjustment to academic failure among subjects is desirable to establish and improve the long term effectiveness of the two treatment strategies.

Cognitive Restructuring is suggested for treating other related problems in academic life to further ascertain its effectiveness. However, the combined use

of the CR and SST in treating subjects who suffer from academic failure is desirable to further establish the effectiveness. A follow-up study could bring into focus how long the positive gains and interactions lasted, bearing in mind the diffusion of the experimental treatment from the treated and the non-treated groups.

Recommendations:

- (i) The results of this study should be of interest and concern to the guidance counsellors who could now adopt the CR and SST singly or jointly to assist their clients in order to attain high level of adjustment in study situations.
- (ii) The findings of this study clearly demonstrate the advantages of having effective counselling services in all high schools and institutions of higher learning. At present many high schools and institutions of higher learning do not have guidance counsellors and yet the multitude of students encountering psychological study problems are at a greater disadvantage in such situations.
- (iii) It is apparent from the increasing rate of academic failure and the attendant human and economic wastages that the special

requirements of this category of subjects have been unduly neglected both in the curricular and the provision of relevant expertise to institution of learning. Therefore this situation should be urgently rectified.

(iv) It is evident to the researcher that study skills training in schools seemed to have been taken for granted. It is important today more than ever before that study skills are taught not only in high schools but also in institutions of higher learning in order to maximise academic performance for the largest number of Nigerian students.

(v) The strong effect of home and society on the cognitions and learning abilities of students seem to deserve greater attention with a view to facilitating improved academic adjustment among students. These days, many parents seem to abdicate their responsibilities to institutions for solutions to study problems of their wards. It is desirable therefore that counsellors should liaise more closely with parents and guardians from time to time. Such liaison will go a long way in

complementing the roles of the parents/guardians with those of the guidance counsellors.

(vi) In order to enhance the functionality of education it is essential to orientate Federal government and State governments toward factors and types of psychological interventions to which little or no attention is being paid in schools and institutions of higher learning. In view of the continuing rapid social and technological changes and much more importantly because of the recent change to the 6-3-3-4 system of education, there is an urgent need for guidance counsellors' services to improve the level of adjustment in study situations to minimize the various causes of academic failure through:

- (a) preparation and selection of students for successive stages of the educational system;
- (b) preparing students who could not proceed to the next stage of educational ladder for relevant employment and productive living;
- (c) identifying the talented students and nurturing them to the optimal level of social, educational and economic development;

- (d) assisting individual students to achieve his self-direction, self-understanding; self-awareness, self-fulfilment and good mental health;
- (e) guiding students on course/programme selection to ensure that there is a correlation between students interest and ability on the one hand and study programme on the other;
- (f) assisting students to develop logical thinking abilities through cognitive restructuring in order to remould the young minds along positive lines. This is desirable in a culture such as ours which is permeated by superstitions and irrational beliefs. This will enable the youths who are the future leaders of Nigeria to address their minds to functional self-development at all times and
- (g) organising study training programmes for the students to engender effective study behaviours.

Generalisability of Findings:

The findings of this study apply most particularly to the institution where the study was executed and most especially to the category of subjects who participated in the study. However, its generalisability is also partly depended on additional results from other workers who might engage in similar studies and partly, on the evolution of other techniques for fostering adjustment in study situations.

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APPENDIX A

A DISTURBING PICTURE OF PERCENTAGE FAILURES IN THE VARIOUS SCHOOL CERTIFICATE EXAMINATIONS IN THE VARIOUS SUBJECTS BETWEEN 1983 AND 1985

FIGURE 1

YEAR	SUBJECTS	PERCENTAGE FAILURES
1983	English Language	89.04
1984	English Language	85.5
1985	English Language	94.86
1983	Mathematics	91.11
1984	Mathematics	89.52
1985	Mathematics	88.44
1983	Biology	91.07
1984	Biology	89.40
1985	Biology	88.27
1983	Chemistry	87.70
1984	Chemistry	74.48
1985	Chemistry	80.22
1983	Physics	85.44
1984	Physics	84.02
1985	Physics	84.73
1983	Economics	55.51
1984	Economics	64.57
1985	Economics	77.70

YEAR	SUBJECTS	PERCENTAGE FAILURES
1983	Government	48.01
1984	Government	60.99
1985	Government	71.33
1983	Commerce	71.35
1984	Commerce	88.80
1985	Commerce	70.42
1983	Bible Knowledge	82.28
1984	Bible Knowledge	75.78
1985	Bible Knowledge	81.63
1983	English Literature	86.06
1984	English Literature	91.58
1985	English Literature	78.61
1983	History	79.08
1984	History	74.04
1985	History	47.64
1983	Geography	82.30
1984	Geography	87.92
1985	Geography	83.81

APPENDIX B
TREATMENT PROGRAMME FOR GROUP I

1. COGNITIVE RESTRUCTURING (CR) USING SYSTEMATIC RATIONAL-RESTRUCTURING (SRR) TECHNIQUE.

In Systematic Rational Restructuring, a general gradual approach was applied to anxiety-provoking situations requiring adjustment in academic failure situations. In this treatment package, the therapist and subjects related to one another informally, using relevant illustrations which were designed to benefit the subjects.

The systematic rational restructuring treatment was introduced by Goldfried, Decentecce and Weinbergs (1974) borrowing examples from Ellis' (1962) rational emotive therapy. In the treatment, the therapist relied on examples throughout the sessions which featured, discussions, teachings, role-playing arguments, etc. The therapist made subjects to understand how their own interpretation of anxiety-provoking situations could either be self-defeating or self-fulfilling. Subjects were encouraged to ascertain those situations relating to their study behaviour which they improperly appraised as well as assumptions and other worries agitating their minds.

In the treatment, the therapist encouraged subjects to be conscientious and develop as well as maintain a positive frame of mind from the onset. Thus, they would, hopefully be able to cope better with real-live problems especially, academic failure.

Therapeutic procedures in Systematic Rational Restructuring were developed on the assumptions that behaviours change could be brought about by modifying an individual's general expectations, Beck (1970); Ellis (1962); Kelly (1955); Meichiembbaum (1974) and Staats (1972). Goldfield (1975) described the concepts of expectancy and assumptions as a "set" as being significant aspects of belief system. They observed that if the frame of mind with which a subject approaches an experimental task was varied, subjects' emotional reaction to and actual performance on the task could be greatly affected. Since the results emanating from the above studies have revealed that an individual could be taught to approach specific experimental tasks with a type of frame of mind or another, it could be assumed that individuals possess varied levels of preparedness as they approach live situations. Thus a subject with positive tendency would persist longer at a learning

task on the belief that he or she would eventually succeed. On the other hand, subject with negative tendencies would readily be discouraged at a learning task on the assumption that he or she might not succeed after all.

Goldfried and Goldfried (1975) have noted that rational restructuring would appear to be appropriate in treating any maladaptive emotional reaction or behaviour pattern which is maintained essentially by the person's unrealistic and illogical reactions and inappropriate interpretations of situations.

The treatment has proved to be efficient in test anxiety, depression, anger as well as public speaking and interpersonal anxieties. In test-anxious-students for example, subjects have been found to experience difficulties in placing examination situations rightly. The difficulties may be due to the fact that such subjects saw success in life as being dependent on success in their examinations and also for being socially acceptable. Thus their attempt to put examinations into real perspective might not be easily realised.

Therefore, in the Cognitive Restructuring Programme, Systematic Rational Restructuring was chosen to assist

subjects identify their fears, beliefs and assumptions and to gradually develop coping skills particularly those which relate to their academic plight. The training programme was split into the following sections:

- (a) General Briefing on Cognitive Restructuring;
- (b) Presentation of the rationale on Systematic Rational Restructuring (SRR);
- (c) An overview of irrational beliefs/assumptions;
- (d) Discussion on some irrational statements made by subjects.
- (e) A rational analysis of subjects' problems;
- (f) Instructions to subjects on how to modify their internal or self-statements.

I. Treatment Sessions:

Session I:

Subjects were welcomed to the training programme by the therapist. The therapist introduced herself and this was followed by self-introduction of subjects. The subjects were informed that the first two sessions would be devoted to completing the psychological tests designed to measure the level of subjects' problems and the achievement test intended to measure the level of subjects'

academic performance.

It was emphasized to subjects that they had to complete the various tests to enable the therapist render relevant assistance to them. Therefore, in order to be able to obtain relevant clues from the various tests, subjects were implored to be very honest in providing adequate and genuine information to the questionnaires.

Subjects were also urged to be punctual and committed to the training programme designed to alleviate their psychological problems confronting them as a result of their academic failure. The therapist however informed subjects that individual subject's success in the training programme depended largely on the efforts and commitment on the part of each subject. Thus subjects were urged to appreciate that the learning they would acquire from the training programme would depend on their inputs in terms of commitment and conscientious attendance at all sessions.

Essentially the therapists role in the programme was to systematically expose subjects to the new learning experiences. Therefore, what subjects learnt, how it was learnt and the use to which the new knowledge was put

would depend largely on subject's own efforts. The therapist pleaded for maximum co-operation for rewarding interactions throughout the training sessions.

Thereafter, the psychological tests were distributed to all subjects for completion and to be returned during the same session. When subjects had completed and submitted the tests, the therapist expressed appreciation for the co-operation so far received and urged subjects for continuing co-operation during subsequent sessions.

Session 2:

Session two was devoted to the completion of the achievement test by all subjects. The test contained 100 items which were to be completed within one hour. After completion of the test by all subjects, they were subsequently assigned to the treatment and control groups. However, the control groups were requested to stop attending the subsequent sessions. The therapist made it clear to the control groups that since every subject needed close attention while receiving the treatment, the fewer the subjects the better for them. Subjects in Control Group were advised that as soon as the therapist had completed the treatment with the selected

groups, she would recall the Control Groups for their own therapy. Thus the pre-treatment test administration sessions ended.

The scores obtained from the tests administered during the first and second sessions formed the pre-treatment scores.

Session 3:

General Briefing on Cognitive Restructuring:

(a) Therapist:

In the new learning experience, the therapist was to render as much assistance as she could which would, hopefully, assist subjects in appreciating live problems and how to handle them particularly those relating to academic pursuits. It was possible that subjects might be suffering from self-defeating image of their personality. This unfortunate image which they carved for themselves might have kept them from utilizing their intellectual ability appropriately for satisfying their personal needs, growth and actualisation. Essentially, self-image is a belief of what one thinks other people think of oneself: It was the subjects' primary duty in the learning experience to appreciate that they did not have to judge themselves

always through the opinion of others and that they were capable of helping themselves to attain success and become self-fulfilled in life. Subjects were made to realise that what they become in life was to a large extent their own making. Therefore, they were to accept responsibility for their actions, that is, responding positively or negatively to the demands of academic pursuit. Their undue concern about their academic plight existed largely in their minds. Subjects were to note that they had ability to resolve their own worries on their academic plight.

(b) Subjects were told that as a result of their academic failure they had probably developed and maintained an overtly self-defeating and negative attitudes and behaviours to the extent that, the passing of their West African School Certificate Examination (WASCE) and the General Certificate Examinations (GCE) was crucial to their academic, economic and social well-being. Therefore, they felt that it was imperative that they passed these examinations.

(c) Therapist explained how the human mind works in daily life. Subjects were told that if they pre-conditioned their minds to success in their academic endeavour, they would achieve it. By and large, human

mind is subject to one's will and wishes. Generally, the human mind is capable of doing what individual desires it to do. Thus, subjects were urged to feel relaxed, and tune their minds to the training programme in order to benefit from it.

(d) Subjects were told that they might recall specific experiences which they might have had and which contributed to or caused their failure. It was possible also that they might not be able to identify specific experiences which could be attributed to their academic failure. In fact, recalling such experiences might not necessarily be of help to them in their current plight. Rather, what could help them to get over their concerns was to make available to them new learning experiences which could assist in ameliorating their problems in their current plight.

(e) What one tells oneself or thinks about or believes can have negative or positive effects on one. One self-statement or internal sentences can cause one undue anxiety and lower one's morale. Similarly, what one says or tells oneself can make one happy and heighten one's morale.

(f) What then are these self-statements or internal sentences They are one's thoughts. One's reactions to such thoughts usually portrays one's disposition at any given time. Thus one may exhibit well-adjusted disposition to particular situations and also portray maladjusted to others. For instance, the researcher observed from the questionnaires which the subjects completed earlier on in the programme that many of them were worried and appeared to be in a state of disequilibrium.

(g) The researcher then asked subjects one after the other what they were thinking about as the therapist was addressing them.

(h) The subjects stated one after the other the thoughts they had in mind as the therapist was speaking.

(i) Therapist advised subjects that what each of them said at different times when he or she was confronted by the therapist should be regarded as internal sentences or self-statements at that point in time, and these were what subjects were to manipulate positively for their benefits throughout the training programme.

(j) The therapist provided illustrations for subjects.

Illustration I:

Therapist provided more illustrations "Before you left home this morning, you had a thought in respect of a lecture which you had to attend at 9.00a.m. It occurred to you that if you did not leave home at 8.30a.m. or thereabout, you would be late and thereby miss part of the lecture if not all. You reacted by setting out on time so that you could be in class at 9.00a.m. prompt. As a result of your positive reaction to your self-statement you arrived in class before the teacher came in. Whereas, if your self-statements or thoughts on the lecture had been negative, your reaction might have been negative. In other words, you would have arrived class late and might have missed part of the lecture if not all, if you did not make deliberate efforts to sustain your positive self-statements."

(k) Illustration II:

"When this programme was first introduced to you, you probably reflected on it and you decided to participate in the programme. During the course of your

decision there might have been negative thoughts. However, after careful consideration, you allowed yourself to be guided by rational reasoning and thus decided to participate in the programme. You had probably interpreted the situation rationally hence the rational decision. These are the sort of positive/negative thoughts which we encounter from time to time at any given situation".

(1) The therapist asked subjects to reveal some of their thoughts on their academic plight, that is, what they said or told themselves about their academic plight and what they considered to be the implications of such thoughts.

Many of the subjects expressed their thoughts or self-statements on their academic failure and it's economic and social consequences. Virtually all the subjects statements were irrational and full of emotions. The therapist offered explanations on the expressed thoughts subjects as follows:

(i) The therapist told subjects that their statements consisted of negative self-statements and images which were inimical to their mental health. She told subjects that the training they would receive was to modify such

negative thoughts.

(ii) Subjects were told to try and be conscious of their frame of mind and their thoughts especially on their study life.

(iii) They were urged to focus their attention henceforth on their thoughts and feelings and note their reactions and interpersonal behaviours.

(iv) They were told that they would be taught in the programme how to translate their negative thinking processes to new positive cognitive structures which would allow them to view problematic situations differently and to produce thoughts and behaviours which are compatible with adaptive ones.

(v) Subjects were informed that the reconceptualisation process which would ensue would, hopefully, lead to a redefinition of the problematic situations in manners which would give them a sense of understanding and a feeling of control and hope which were required for acts of needed change.

told themselves could create emotional upset. Also, subjects were to appreciate that certain beliefs and expectations were unreasonable. Subjects were told that they had got to the stage where they could deal more closely with some of the problems associated with academic failure in WAEC/GCE examinations.

The therapist then called on individual subjects to state personal study problems encountered and how they dealt with them. In analysing the check-list of study problems produced by subjects, the therapist emphasized that subjects should use the following approach:

(a) When subjects were to interpret a particular situation, they were to endeavour to think and re-think whether their interpretation was realistic or not. Subjects were urged to ask themselves if there were other possible alternatives to their line of action.

(b) Subjects were to ask themselves what the ultimate implications of the way in which they were interpreting a given situation would be.

(c) When they had evaluated their self-statements in this way, they were not likely to jump into irrational conclusions.

(d) Before taking a final position on a study problem, subjects were to consider their views such that reason and objective judgement would prevail at the end. It was important that subjects noted that, success in WAEC/GCE examinations wasn't a matter of life and death. Rather they would be doing themselves a lot of good if they maintained the attitude that it would be a good thing if they could pass these examinations.

The following was typical of subjects' irrational self-statments which the therapist attempted to modify:

Subject: (a) "It is a matter of must that I pass my WAEC/GCE examinations.

Subjects: (b) If I don't pass my WAEC/GCE examinations, it would be very bad.

Subject: (c) "WAEC/GCE certificate is a passport to achieving greater heights in life. What would become of me if I don't pass the examinations in the next attempt?

Subject: (d) If I don't pass my WAEC/GCE examinations in the next attempt, my parents would be greatly disappointed in me. They looked up to me to bring fame to the family.

Therapist: What these subjects were saying was that it would be disastrous if they failed their WAEC/GCE examinations in the next attempt. The pertinent point at this juncture is whether the subjects should maintain such unhealthy frame of mind considering the following observed implications:

- (i) that the passing of the examinations is, to the subjects, a matter of life and death.
- (ii) that subjects must pass by all means otherwise they would result to examination malpractice or any other means which might lead to more serious problems.
- (iii) that success at these examinations was more crucial to them than anything else, and

(iv) that they failed to see themselves capable of achieving and self-actualizing outside academic pursuits.

It is apparent that subjects' attitudes to the situation were generally negative. It is not realistic to enter any situation with the fixed attitude that one must attain this or that and that if one failed to do so, one would remain as non-achiever. If one enters any given situation with set attitudes, then one would create for oneself undue anxieties and unwittingly plugging oneself into a failure syndrome. Rather, one should maintain a more relaxed frame of mind if one tells oneself from time to time that, "it would be a good thing if I could pass the examinations at the next attempt. If I do not pass them, I would try hard to identify a profession in which I can creatively use my hands and intellect in order to attain success and be self-fulfilling in life."

Therefore, the therapist urged subjects that when they found themselves in the foregoing situation, they should imagine themselves in the position of successful entrepreneurs, tailors, bricklayers, carpenters, mechanics, etc. in their neighbourhood and beyond. Thus, it is

important that subjects evaluate situations intellectually and rationally before drawing a conclusion so that they could minimise frustrations which are inherent in the struggle to develop and attain socially acceptable personality.

The therapist then proceeded to engage subjects in brief dialogues:

Therapist: "Do you still share the belief that WAEC/GCE is the only passport to achieving greatness? Does it mean that if you don't pass it you cannot become important members of the society"?

Subjects: (a) I now realise that it is not the only passport to achieving greatness. Chief Ebenezer Obey, the renown Juju Musician for instance, did not graduate from the secondary school. He himself confessed that he left secondary school in class IV, yet today he has become a very important personality in Nigeria. If anybody is unable to pass the WAEC/GCE he/she should not see that as the end of the road.

There are many areas of human endeavour today where younger ones who are not lazy but might not be academically oriented could become achievers, e.g. painting, weaving, motor mechanic, etc.

Subjects: (b) I believe now that WAEC/GCE is not the only passport to success in life. For example, I learnt that Chief (Dr.) Lawrence Omole, a great businessman in Nigeria who owned a chain of companies today did not receive any formal education beyond Primary IV and yet today, he has become a successful industrialist. He has many children in major professions including medicine, engineering, banking, etc.

Therapist: The therapist noted with delight the way the subjects had started to reason. The therapist then reminded subjects that what they were to note was that, they should be able to differentiate between what was causing them a set-back in the meantime and what they could do

positively to help themselves but which they had failed to do all the time. Subjects were made to realise that what they had suffered because they failed their examinations should be regarded as a temporary set-back and if they maintained realistic and rational approach to their plight, they would get over it and be able to find an alternative way to improve their lot in life.

Furthermore, the therapist gave a few other illustrations on how subjects could modify their illogical self-statements.

Assignment IV:

Subjects were told to identify and analyse as many of their personal academic problems as possible, bearing the following in mind:

- (a) Subjects were to ask themselves why they maintained or had beliefs or assumptions which remained sources of threat to their well-being.

- (b) Could that be attributable to circumstances surrounding the particular situations or to their wrong perception of the situations?
- (c) Subjects were to ask themselves what other alternative options they had in any given situation.

After they had treated the above questions, they were to proceed to analyse the statements listed below which many of them had identified as problems earlier on in the programme. Subjects were to propose logical and tenable factors responsible for their current academic plight.

Subjects:

- (i) Some forces have prevented me from passing my WAEC/GCE examinations.
- (ii) I have bad luck.
- (iii) I am confused about my future.
- (iv) I feel inferior to my brilliant mates.

- (v) I cannot keep my mind on one thing at a time.
- (vi) I worry most of the time about the marks I would get in examinations.
- (vii) I am bothered about my poor performance.
- (viii) My self-esteem has been greatly affected by my failure in the WAEC/GCE examinations.

Purpose of Assignment IV:

The purpose of assignment IV was to make subject analyse critically their beliefs or assumptions of study problematic situations.

Session 7:

- (i) Review of session 6. The therapist reviewed session 6 briefly with subjects before proceeding to the day's topic which was:

(ii) Teaching subjects to modify their irrational self-statements or beliefs:

Therapist: The therapist told subjects that they had realised that illogical or negative self-statement or beliefs could cause them emotional upset. She added that while it was good to find out what might be

upsetting them, it was very important that they made concerted efforts to deal with the disturbing situation rationally in order to restore themselves to a state of good mental health any time they were emotionally disturbed. When subjects were upset, they were to take the upsetting feelings as an indication of what would follow and they should then pause, and think again and again of a rational antidote of the upsetting feelings. Therefore, they should ask themselves what they were thinking about or telling themselves that was upsetting them. While they were in this state of mind, they were to endeavour to restructure or modify their thought process, get out of the upsetting feelings and allow rational reaction to follow. Subjects were to bear in mind that the exercise might not be forthcoming readily, but with constant practice and faith in their ability to acquire and sustain the skill, the procedure would

Subsequently became automatic.

The general procedure as subjects had observed involved getting them to think positively in situation which may be emotionally disturbing. As they practiced rational restructuring of their thought they would learn gradually to see things in the right perspective. Thus, the rational line of action should be such that would alleviate their emotional disturbances.

Therapist: The therapist took subjects through the following illustrations:

Case 1 (Imaginary Illustrations)

An Ex-Student:

"The principal of my former secondary school invited the 1980 final year set of students who were resident in Ibadan town to an end-of-academic-year party in which he wanted a few of us present to give a short talk to the present students' body on our professions. The first speaker addressed the students on Mechanical Engineering. The second person spoke on Pharmacy. The third person addressed the students on Food Technology. The fourth

person dwelt on Accounting, and so on. In the meantime, I was getting nervous of what I would say because I was the least educated of those present. Nine out of ten of us present at the party were University graduates who had been successful in their respective professions. I did not pass my WAEC examinations. I was a shoemaker by profession. I could not speak fluently the English Language like the others. Therefore, I began to worry about what I would say and in what Language I would present it.

As I was getting upset, I told myself to stop worrying and getting nervous unduly. I warned myself that if I did not stop worrying, I would do more damage to my person than I could imagine. Therefore, I said to myself, "I am proud of my profession and I can present my talk in my mother tongue which is Yoruba. After all, English Language is foreign to me. Thus, by the time I was called upon to speak, I was fairly calm and collected. I requested the Principal to make available to me an interpreter. An interpreter was provided. The Principal informed the students that I would make my presentation in Yoruba for a change and an interpreter

would interpret for those who do not understand Yoruba Language. I presented my talk on shoe-making as a respectable and profitable profession. The talk was highly applauded, even more than those who had spoken before me".

Questions:

- Therapist: (1) How did the ex-student see himself in the upsetting situation through which he passed
- (1) What did he do in the circumstance?
- (3) What specific lesson did you learn from the way he handled the situations?

Case II:

There was a case of two students who were children of the same parents. Both of them, a boy and a girl, failed their WAEC examinations previously. They started to prepare for a reseat of the examinations at the next attempt. Their father got a job abroad and had to go with two other children who had passed their WAEC examinations. The father told the two children who had failed their examinations that they could not join him

because of their failure. Meanwhile, the father and the other children left the country, leaving his wife, two other younger children, and those who failed their WAEC examinations. Now, the WAEC examinations were approaching.

These two children who were preparing hard to retake the WAEC examinations ask each other "what would become of us if we did not pass these examinations at the next attempt"? The boy said, 'I am worried, more so because I am not sure I would pass this time. I worked hard enough for the last examinations, yet I still failed". The girl said, "I am equally disturbed". The boy again said, "You would recall, we had been boastful of the trip. Our friends would make fun of us. It is a big shame!" Pause... the girls said, "My brother, let's stop upsetting ourselves unduly. Let's settle down and work hard so that we can pass our examinations. Mind you, if we tried our best and we still failed that should not be the end of life for us. We just have to continue with the struggle to better our lot. Thousands of young people had failed their WAEC/GCE examinations a couple of times and according to what one

of our teachers said, many of such young ones had become successful today since they did not allow the temporary set-back to prevent them from venturing into other areas of human endeavour where they eventually excelled. Therefore, let's continue to put in our best in our studies", the girls concluded. But the boy asked the sister 'have you not heard that unless one passed the WAEC/GCE examinations, one could not further one's education and one may end up as a dropout, with no specific aim in life. I am really in trouble!', the boy maintained. My dear brother, brooding over this situation might blindfold us to see the reality of our current situation. Come on let us go to the place where we study to start the day's studying' the sister encouraged. 'Go and I will join you later when I am better disposed to studying', the brother retorted.

Questions:

- (i) Which of the two students has been rational in the handling of their study problem?

- (ii) What exactly did the student who was rational do?

(iii) What do you think was responsible for the frame of mind of the student that was not rational?

Therapist : Now, let us have two subjects come our to stage an improvised short play for the class on how to practice rational restructuring in everyday life situations. Just pick on any event relevant to your studies or social life and act.

Subjects: Subjects role-played and also acted behaviours which were opposite their irrational behaviours, having been put through the therapy.

Cases From Subjects:

- (a) A case of subjects who feared to answer questions in class for fear of producing wrong answers.
- (b) A case of subjects who feared to retake the examinations which they failed for fear of second failure experience.
- (c) A case of subjects who became anxious when they wanted to address an audience.

- (d) A case of fearing evil forces.
- (e) A case of subjects wanting to be like friends who do well in their studies and social-life, etc.

Therapist:

As the subjects role-played the therapist assisted and corrected statements not well put. Thereafter the therapist commended subjects for efforts made so far. As a follow-up exercise, a home assignment was given.

Home Assignment V:

Subjects were told to identify a number of situations ranging from academic to social and interpersonal cases in which subjects had succeeded in modifying self-statements which they considered irrational and those cases in which they failed to do so. Such cases were to be examined together in the next session.

Purpose of Assignment V:

The purpose of assignment V was to expose subjects to the modification of their illogical self-statements in their own quiet time.

Session 8:

(i) The subjects came up with a variety of situations which ranged from academic to social and interpersonal relations in which they had succeeded and or failed to practise rational restructuring. The cases were treated in form of role-playing followed by discussions.

(ii) Subjects were asked to play roles or act behaviours which were opposite their irrational behaviours.

(iii) The role-reversal exercise was to assist subjects get in closer touch with part of them which they were either unaware of or have denied existence.

Session 9:

Essentially, role-playing and discussions of cases as demonstrated in sessions 7 and 8 were repeated in session 9. However, the therapist instructed subjects to pair up and role-play modification of irrational statements. As the skill was being intensified among the groups, subjects were also urged to practise modification of irrational self-statements at home.

Throughout sessions 8 and 9, subjects were gradually gaining confidence and skill in expressing their thoughts on many problematic situations. It was observed that many subjects appreciated the group inputs on the appropriateness or otherwise of their own rational/irrational statements and reactions.

The role-play and discussions considerably enhanced the understanding of self-statements and the gradual modification technique.

Session 10:

Session 10 was devoted to reviewing the training programme. In particular, subjects were told to note the following:

(i) that, it was important to practice self-statements modification by analysing, synthesizing and evaluating given situations before reaching conclusions.

(ii) it was emphasized that they would be confronted with conflicting thoughts on many situations but they should bear in mind that they possess the ability to interpret situations and thereby arrive at reasonable solutions.

(iii) they should continue to practice rational restructuring especially role-playing with one another as frequently as possible and discuss thereafter.

(iv) they should feel free to discuss problems they were unable to resolve with guidance counsellors.

(v) they should constantly maintain faith in their ability to succeed.

(vi) they should bear in mind that life consists of periods of success and failure and that each subject had the responsibility to continually strive to succeed in the ever-changing circumstances of life.

Session 11:

Session 11 was devoted to the administration of psychological tests to all the subjects, including the Control Groups.

Session 12:

During session 12, subjects including those in the Control Groups completed the achievement test.

After the test, the therapist expressed deep appreciation for the wonderful cooperation received from a good number of subjects especially those who started and attended all the sessions with full participation and completed the necessary tests.

The Control Groups were told to resume meeting in the following week with the therapist in their respective classrooms.

Thereafter, soft drinks and snacks were served to all the subjects. The therapist informed the subjects that she would be available at the University of Ibadan for any follow-up on the training programme.

APPENDIX C

STUDY SKILLS TRAINING (SST) FEATURING THE ROBINSON'S (1970) SQ3R METHOD OF STUDY INVOLVING EXTENSIVE USE OF SELF-CONTROL TECHNIQUES.

Treatment Programme for Group II:

Determined efforts to read and digest text materials are vital to successful study behaviours. Robinson (1970) has noted that the greatest hindrance to improving study behaviour is the inability of therapist to inculcate relevant skills to subjects for dealing with particular

study problems. In meeting the challenge, the therapist strived to expose subjects to the right techniques leading to increasing and formidable reliance of self-control.

Self-control in a given situation could be interpreted as persistent application of will-power to attain a self-goal, be it studying, learning a new trade or attaining higher level of performance in daily chores. It is in this context that Erikson (1975) observed that the attainment of self-control foster the use of initiatives, self-esteem, appropriate attitudes and self-fulfilment. On the other hand, lack of self-control generates inadequacies such as poor self-concept, wrong assessment of issues, etc.

A proven method for changing maladaptive study behaviour is the behaviour modification technique which relies on a variety of contingencies. In reversing poor study behaviour, Goldiamond, (1955), Harris (1969); Kanfer (1970; Stuaat, (1970) Feldman (1971) and Beneke and Harris (1972) have dwelt a great deal on the significant of self-control procedures. Since ineffective study behaviour is directly dependent upon, ineffective

self-control, the therapist stressed it to subjects the short and long term benefits of effective study programme towards positive-oriented strategies.

In this connection, Lyle, Tussing (1969); Robinson (1970) and Goldfried and Merbaum (1973) have emphasized the need for the therapist to follow a systematic programme through which subjects could be stimulated to adopting conscientious study behaviour thereby discovering their weakness and strength circles, the circumstances for the inconsistencies and the desirable remediation. Here in Nigeria, Akinboye (1974) has established that most Nigerian secondary school subjects study effectively only when they are availed with planned psychological support. One support that has proved useful is the Premack's principle which states that for any pair of responses, the preferred response will reinforce the less preferred. For instance, low probability behaviour such as settling down to study is enhanced by a preferred scheduled activity like watching a video-tape programme or going to a party immediately after the learning assignment had been completed. It should be noted that in applying self-reinforcement,

individual subjects were encouraged in objective self-evaluation of their study behaviours before they reinforced themselves accordingly. The ultimate aim of the training in self-reinforcement was to produce a level of functioning at which subjects could control their own behaviours with minimum external support and incentives, Badura, (1969). Similarly, for subjects to undertake objective self-evaluation they were urged to engage in the self-monitoring of their performances in specific activities. Thus the point of interest was that when well applied, reinforcing techniques could prove very useful for modifying maladaptive behaviours.

However, timing is a crucial element in programming reinforcement. For instance, Krumboltz and Thoresen (1976) have emphasized the use of a reinforcer immediately subject has achieved the desired behaviour. Thus, subject was encouraged to select a reinforcer that was within his reach at the appropriate time.

Further, a lot of self-control is required in the effective use of the SQ3R study method, of Robinson (1970). This method compels a considerable deal of inputs by subjects who have to operate the method with or without

therapist's intervention. The method comprises the tasks - Surveying, Questioning, Reading, Reciting and Reviewing all of which are abbreviated as SQ3R.

(i) Surveying:-

Here subjects were expected first and foremost to run through the text heading in order to have an overview of the test.

(ii) Questioning:-

Subjects were required to convert into questions, the various headings and sub-headings of the text and where such did not exist, subjects were to endeavour to pose questions, relevant to certain portions of the text. In this way, subjects would get themselves actively involved in what they were about to read. They were expected to be able to provide answers to such questions later.

(iii) Reading:-

Subjects were expected to read the text with the intent and purpose of answering the questions which they had earlier on formulated.

(iv) Reciting:

Subjects were expected to recite their answers aloud to themselves to the questions they had earlier on formulated, using their own words.

(v) Reviewing:

This task involved subjects in refreshing their memories by going back over the main points, repeated the questions and attempted to answer them without consulting their text-books or notes. The reviewing was expected to strengthen the subjects' memory of the main ideas and assist them see the interconnections with one another.

Beneke and Harris (1972) have noted that the main problem in getting subjects use the SQ3R study technique is that, it requires a great deal of personal effort on the part of subjects. These scholars found out that many subjects tried the technique and abandoned it as a result of the intensive personal effort required which they failed to develop. They abandoned the method before they were able to realise its efficacy. In order to overcome this type of problem, the SQ3R method was

introduced and taught gradually to subjects. In this connection, Akinboye (1974) has confirmed that the use of positive reinforcement and the SQ3R study method proved effective in the study of Arts and Science subjects.

Consequently, the study skills training (SST) was designed for training subjects in certain strategies intended to foster effective study skills so that subjects could attain their right level of performances in private and public examinations.

To enhance the SQ3R method of study, additional self-control techniques were used. These comprised:

(a) Self-Monitoring:

Subjects were expected to watch closely and record daily on forms provided, specific number of hours spent on each course they had registered to study. Self-monitoring technique has been found to be effective in improving deviant behaviours which include obsessive thoughts, (Gullick and Balchard, 1973), gagging episodes, (Epstein and Mersen, 1974), sexual urges, (Barlow, Leitenberg and Agras, 1969).

John and White (1921) carried out a study in which they asked a group of subjects to self-observe other study

behaviours. The second group on this study was told to self-observe dating behaviours while the third group served as control. The researchers found out that the study group achieved significantly higher grades than the dating groups behaviours and control respectively.

(b) Self-Evaluation:

Subjects were required to find out the value of the study they carried out per week with a view to improving their study when they realised that they had been unable to obtain their study goal.

(c) Self-Intervention:

Subjects were expected to intervene positively in their study behaviours in order to rectify undesirable study habits.

(d) Self-Sustenance:

Subjects were urged to take note of time lost on irrelevancies and therefore endeavour to utilize approximate duration on productive study.

(e) Self-Reinforcement:

Subjects were expected to reward themselves with self-selected object(s) or activities which could enhance their study habit whenever they succeeded in executing planned study assignments. (See Appendix D for the forms).

The Study Skills Training Programme which was adopted from Akiboye's (1980) systematized methods of studying and Floyd (1984) study skills training was organised into the following:

1. General Introduction of the training programme.
2. Developing self-awareness of study behaviours.
3. Developing productive study habits.
4. How to utilize fully one's study time by using the SQ3R Method of Study which consists of Surveying, Questioning, Reading, Reciting and Reviewing involving extensive use of self-control techniques and
5. Preparation for and taking examinations.

Treatment Sessions:Session IStudy Skills Training (SST) Using SQ3R Method of Study Plus Self-Control Techniques.

Like the first treatment groups, subjects were welcomed to the training programme. This was followed by self-introduction of the therapist and subjects. The therapist explained that the training programme was intended to achieve. The training programme was designed to improve the study habits of subjects and to make them psychologically adjusted to study life.

Subjects were told that they had to complete some tests which would assist the therapist to fix the baseline behaviour of individual subjects. The therapist advised subjects that it was important that each subject filled the various tests and subjects were therefore urged to provide adequate and genuine information to enable the therapist appreciate the seriousness or otherwise of their problems.

The therapist explained their role in the training programme which was inter alia to guide, teach, discuss and advise subjects as well as direct the training programme.

The psychological tests were distributed to subjects for completion and to be returned during the same session. The completed tests were collected by the therapist who expressed appreciation for the co-operation so far received. Subjects were urged for continuing co-operation during subsequent sessions.

Session 2:

Session 2 was devoted to the completion of the achievement test by all subjects. The test consisted of 100 items which were to be completed within one hour. When the test had been completed and collected by the therapist, the Control Groups were requested to stop attending subsequent sessions until they were recalled by the therapist. The reason was to allow the therapist treat subjects in smaller groups for close attention to individual members of the groups. Subjects were implored to attend the next session promptly.

The scores obtained from the tests completed by subjects during sessions 1 and 2 formed the pre-treatment scores.

Session 3:A. General Introduction of the Training Programme:

(i) Therapist:

The therapist welcomed subjects to the third session which marked the commencement of the actual treatment. The therapist told subjects that the failure experience through which they were passing was an inherent risk in study life. They were told that it was not an unusual thing for anybody to fail public examinations. Sometimes such experience could be desirable especially for those who could be complacent or self-conceited in their studies.

One important fact the subjects were made to note was that study involved the total of the behaviour patterns, (such as, verbalising, psychomotor, emotional, cognition, remembering etc.). Added to these behaviour patterns were the determined purposeful and enforced practices on the part of the students which would engender effective learning and competence.

However, along the path of effective study life lied various problems which could hinder successful study life.

Some of these problems arose as a result of the unproductive attitude of students. As identified by Akinboye (1980), many students maintained the frame of mind which generated the following self-statement:

- (a) I cannot study any subject effectively.
- (b) Some subjects are too difficult to study and pass and they are made compulsory in public examinations.
- (c) When I study, I cannot concentrate.
- (d) When I make a time-table for my study, I find it virtually impossible to follow it.
- (e) Studying is very burdensome to me etc.

The therapist told subjects that these statements would not be disputed with them but that the training to which they would be subjected for the next couple of weeks should, hopefully get them out of this frame of mind. The training programme involved an intensive application of self-control techniques designed to make subjects' study more result-oriented and subjects more actualizing. The training involved the filling daily of self-monitoring study time and completing study behaviour weekly record forms.

(ii) Therapist:

The therapist taught subjects the self-control techniques and how subject can use the forms designed for them. Subjects were also told the implications of the regular or irregular use of the forms. Subjects were therefore urged to be attentive and fully committed to the training programme which focussed on the use of SQ3R method of study and application of self-control techniques.

B. Developing Self-Awareness of Study Behaviours:

(iii) Therapist:

The therapist discussed the effects of experiencing failure in public examinations and how such shattering experience could affect subsequent academic pursuits. In order to minimize such adverse effects on subjects, a new effective orientation was imperative hence the training programme on study skills using self-control techniques.

(iv) Therapist:

Subjects were told to reflect on their past study behaviours and take note of the current study habits.

In particular, they were instructed to note the periods of day or night they studied; how many hours at a stretch they were able to concentrate on study materials and record such information conscientiously in the forms provided.

(v) Therapist:

Subjects were told to state reasons why they wanted to improve their performances and live a more result-oriented and fulfilled life. This initial exercise was to prepare subjects for active and meaningful participation as well as sustaining their interest as the programme progressed. Since rewards for studying are not immediately obtained, it was necessary to strengthen the commitment of subjects to improved study behaviours. Martson and Fieldman (1971) have suggested that self-reinforcement should feature in a programme of self-management responses aimed at providing immediate reward for carrying out an act of study.

(vi) Therapist:

The therapist instructed subjects to reward themselves with what each of them could afford and was likely to enhance

the attainment of their study schedule. Similarly, they were to deny themselves of any reward if they failed to carry out their study schedule. After obtaining an inventory of subjects' favourite activities/menu, the therapist strongly urged each subject to adopt the most preferred activity/menu as the reward. Again subject were implored to be honest and sincere in employing the self-control techniques which were crucial to the success or otherwise of the programme.

Home Assignments 1:

1. Subjects were to state a list of reasons why they want to study.
2. They were to indicate as demonstrated to them, number of hours and periods of the day or night they studied.
3. They were to assess their study performances. They should ask themselves whether or not they had been conscientious on their studies. Subjects were required to fill the self-monitoring study forms already given out to them.

Session 4:

(i) The therapist reviewed session 3 including the home-assignment with subjects.

(ii) Therapist:

The therapist welcomed subjects into the fourth session and requested each subject to tell other members of the group why he wanted to study. The various reasons stated by subjects were discussed to elicit information on what could be done by subjects to enable them attain their academic goals.

(iii) Therapist:

Subjects were told to produce the forms on which each of them recorded the number of hours and periods of day they studied and the Subjects Study Behaviour Weekly Record Form. The therapist went round the group to ascertain how much progress had been made by subject on the number of hours each of them spent on his studies and the monitoring exercise throughout the preceding week. In the process, the therapist observed that many subjects had not been paying adequate attention to their various courses. The therapist then discussed and directed the attention of subjects to the following:

- (a) importance of putting oneself in an appropriate frame of mind in order to overcome the initial problem of settling down to study;
- (b) relevance of setting goals for effective study;
- (c) importance of studying with a study schedule;
- (d) relevance of developing effective study habits through sustaining interest;
- (e) importance of determining the level of understanding requirements to earn particular grades in examinations, e.g., by personally testing, paraphrasing; synthesizing, and being able to apply information appropriately.

(iv) Therapist:

Subjects were made to appreciate that those who obtained University degrees or other levels of education were not necessarily only those who had high-intellectual ability. Other things being equal subjects with reasonable level of intelligence are capable of attaining University education if only they can work conscientiously.

Schonell et al (1962) have confirmed that students of low

measured ability sometimes complete their University studies. On the other hand, some of the most promising students sometime fall by the wayside. High academic ability is not the only criterion for success, as noted by Schwart-Zinam et al (1961) in a comparison they made between failing medical students and successful counterparts. They recorded that substantial scholaristic disparity existed between the two groups while their approximate intellectual similarity also suggested that, in addition to innate ability, other factors contributed to the students' academic performance. Subjects were therefore urged to be dedicated to their studies in order to achieve their academic goals. Subjects were told that before they could obtain desired level of education, they needed to learn a number of study skills and apply them conscientiously. Subjects were made to appreciate that before new study skills could be acquired, such skills should be learned thoroughly. An individual who attempted to learn new skills should accept that perfection is attained through persistent application.

(vi) Therapist:

The therapist then tried to encourage positive

attitudes towards learning in general and for particular subjects. The therapist concluded session 4 by stressing that subjects were capable of learning and benefitting from the new study programme.

Home Assignment II:

1. Subjects were to continue studying and to note the hours they spent on each subject per day which were to be recorded on the forms earlier provided in order to monitor and assess their progress. The progress forms supplied to subjects were to be examined by the therapist in the next session to ensure that subjects complied.
2. Relevant act of study carried out was to be rewarded accordingly.

Session 5:

(i) Therapist:

The therapist welcomed subjects to the fifth session.

(ii) Therapist:

The therapist examined one after the other the progress form on which each subject had recorded the

number of hours of study spend on each course since the class last met. She commended the efforts of those who appeared to be working hard and encouraged subjects who seemed to be lagging behind in their studies.

1. How to Utilize Fully Study Time by Using the SQ3R Method of Study Involving Self-control Techniques:

(iii) Therapist:

The SQ3R method of study was intended to enhance subjects' systematic commitment to their studies. The SQ3R has a proven record. What made it effective was that it split reading assignment into manageable portions and required understanding before subjects proceeded from one portion to the next. It was believed that any study procedure which was able to enhance attainment of subjects' stated goals was desirable. Therefore, if subjects adopted this method, they would be able to effectively encounter various study situations and be better prepared for examinations. The SQ3R is an abbreviation of the five skills which the method required subjects to perform. These five skills are: Surveying, Questioning, Reading, Reciting and Reviewing of a given assignment.

(iv) Therapist:

Before the commencement of the training programme on the SQ3R method of study, subjects were urged to set aside a text in any of their courses which they found relatively easy, such a course could be History, Geography, Economics, Christian Religious Studies, Chemistry, Physics, etc. on which they could practise meaningfully the study method. They were told to stick to that text and as soon as subjects comprehended the method, they were told to start applying it in other courses.

1. 1st Task: Surveying(S):

(v) Therapist:

The therapist told subjects that before they started reading, they should quickly look through the reading assignments either in their notes or textbooks and endeavour to obtain a general overview of the text. They were also urged to look at the summary of the chapter if any in order to discern the main points. This exercise was intended to facilitate a study plan for subjects. Again, subjects were to ensure that before they proceeded to the next task, they had a good overview of the text

before them.

(vi) Therapist:

The therapist told subjects that in order to accomplish the survey task, the following steps, some of which were recommended by Folyd, (1984) were to be used.

1. Subjects were to commence the Survey Task by paying attention to important sections of the text. Subjects were to question themselves as follows:
 - (a) Is the reading assignment one of the several topics or sub-topics of a particular text?
 - (b) Does the text, expatiate on an earlier topic?
2. Subjects were to note the volume of the text and estimate the time required.
3. Subjects were to note the relative difficulty of the text and allocate appropriate time to it.
4. Subjects were to read the headings and sub-headings and identify the key words of the text by jotting them down in

notebooks. The headings and subheadings were then to be converted to questions.

5. Subjects were to read the introduction and summary in case of textbooks which had them.

6. Subjects were also to note the important sentences which contained salient points. They were also to note phrases which were used to express major points and state all of them in their exercise books for easy monitoring. Similarly, writing such important points down would also aid mental absorption.

7. Subjects were to pay special attention to visual aids such as pictures, drawings, graphs, diagrams etc. They should also note the inscriptions. They serve useful purpose.

8. Having carried out such a general survey of the text, subjects were to review the estimated time earlier on fixed bearing in mind the relative difficulty of the text.

Purpose of the Exercise:

Therapist:

The exercise stated above was to serve as effective mind conditioning for the reading schedule. Thus Akinboye (1980) has noted that the exercise "helps the student develop good study readiness and gather momentum for an all-out attack on the study assignment".

Class Exercise:

Therapist:

The therapist instructed subjects to carry out the following:

- (a) State as many of the steps as possible for accomplishing the Survey Task.
- (b) Check the accuracy of stated responses.
- (c) Supply the missing responses after the exercise had been generally discussed. The therapist went round to ensure that each subject did what was right.

Home Assignment III Plus Subjects' Self-Monitoring:

- (i) Subjects were instructed to practice Survey Task in any of their textbooks/notes on selected courses.

(ii) They were to explain in brief sentences in their exercise books the following:

- (a) Indicating how subjects commenced surveying of notes or text-books.
- (b) What subjects should do before they estimated the time needed to complete a text?
- (c) What subjects should do to identify key words and ideas of a text?
- (d) Why it was important to pay special attention to certain sentences, phrases, diagrams, pictures, graphs, etc. in a given text which have them.
- (e) What else should be done to ensure that Survey Task was properly executed?

Purpose of the Assignment:

1. To enable the therapist evaluate subjects' performance on survey task.
2. To enable subjects monitor their progress on Surveying Task.

3. Subjects were advised to adhere to the use of self-control techniques accordingly.

(i) Therapist:

The therapist welcomed subjects to the sixth session.

(ii) Home assignment III was collected by the therapist for marking.

(iii) She commended subjects efforts.

(iv) The therapist then proceeded to the discussion for the day.

2. 2nd Task:: Questioning (Q):

Therapist:

The "Questioning" Task was intended to increase the curiosity of subjects on the text. Also, it was to tune their reading into purposeful task leading to the identification of salient points in the text.

Since the Surveying Task had been undertaken, subjects were told to reflect on the heading of the same text and turn it into a question which should be written down. For example, if the heading of a text is, "Sources of Maladjustment in Academic Life", subjects' question

should read as follows:

"What is maladjustment?

(ii) What are the sources of maladjustment in academic life? ' Similarly, if the heading or sub-heading of the text is, "States of Nigeria before 1800". Then the heading or sub-heading could be turned into a question such as "what were the States of Nigeria before 1800 and what were their characteristic features?"

Questions such as these were intended to make subjects inquisitive of ideas, facts, clues, etc. which could enable them understand the text. Other questions which could also be raised by subjects include:

- (a) What does the title or heading of the text indicate?
- (b) Do I have previous knowledge of the text?
- (c) What are the salient ideas of the topic?
- (d) How are the sub-headings or paragraphs related to the headings or titles?
- (e) Which section or part of the text is likely to be most difficult for me?
- (f) How much can I possibly aim to complete meaningfully within a specified period?

- (g) What is the type of information that the author of the text or the teacher intend to impart?
- (h) What should I do to extract useful information from the text?

Therapist:

These and other related searching questions were intended to guide the reading task so that it could be effective.

Class Exercise:

Therapist:

In order to complete the preparation stage of Surveying and Questioning, subjects were told to do a mental survey of what they knew about the Surveying and Questioning Tasks. They were to state in their exercise books as many main or key words as possible to show how much they had understood the discussions.

Purpose of Class Exercise:

Therapist:

- (i) This was to improve subjects concentration and minimize day-dreaming.

(ii) For subjects to assure themselves that they had passed the commencement stage of the reading assignment.

(iii) To condition the minds of subjects for the reception of new information which they were about to encounter.

Home Assignment IV Plus Subjects' Self-Monitoring:

Therapist:

For subjects' home assignment, using their first selected reading task, they were required to answer the following questions, and submit them during the next meeting, i.e. session 7.

- (a) What does the title or heading of the text indicate?
- (d) Did you have previous knowledge of the selected text?
- (a) What were the salient points in the text?
- (d) Explain how the sub-heading or paragraph relate to the main title.
- (e) Which section or part of the text was likely to be difficult for you?
- (f) How much could you possibly complete meaningfully within a specified period of time?
- (g) What type of information did the author of the text require from you?

- (h) What were subjects required to do before they could extract useful information from any text?

Purpose of Home Assignment IV:

Therapist:

- (i) The purpose of the home assignment was to fully prepare subjects for the reading task which was to follow the Surveying and Questioning Tasks. It was intended to enable subjects evaluate their progress on the training programme.
- (ii) To allow subjects practise the self-control techniques and reward acts of study effectively carried out.

Session 7:

(i) Therapist:

The therapist as usual welcomed subjects to session 7 and reviewed session 6 with the them.

(ii) Therapist:

The therapist collected the home-assignment IV. She had a quick look at each of the submissions and commended subjects' efforts.

(iii) Therapist:

Then, the therapist introduced the topic for session 7.

3rd & 4th Tasks: Reading and Recalling (R & R):

(iv) Therapist:

The Reading and Recalling Tasks marked a very crucial stage in using the SQ3R study method. Subjects were told to note that any reading task devoid of Surveying and Questioning earlier on discussed usually resulted in poor concentration, daydreaming and much unnecessary repetitive reading. Similarly, reading devoid of the follow-up steps of Recalling and Reviewing would amount to forgetting most of what had been read. Subjects were to note that the Reading task was the stage at which the main information was obtained and could be repeated in addition to other steps as occasion demanded.

How To Begin The Reading Task:

Therapist:

(a) Subjects were told to start their reading task with a high speed drill, from about three to five minutes speed

training higher comprehension. It was expected that subjects would during the drill unconsciously absorbed substantial required information in order that they could understand faster when the actual reading commenced.

(b) Then, subjects were to go back to the beginning of the text to read for understanding at the fastest pace convenient for them.

(c) Next, subjects were to read for the purpose of answering the first major question posed during the Surveying and Questioning Tasks. Subjects were advised to State the important questions leaving enough space to fill in the answers after reading. Subjects were to endeavour to answers such questions from memory.

(d) Subjects were told to take a short break of about 5-10 minutes if they were getting fatigued. They were to resume task in order to identify the key words which could guide them.

(e) Next, subjects were told not to re-read difficult passages or search for meanings of unfamiliar words or go back to pick up missed detail during the first reading.

They were to read fast although

(f) Having accomplished that much, subjects were to proceed to the Recall Task. It was at this stage that subjects could know whether or not there was a need to repeat the Reading Task for all or certain sections only.

(g) Subjects were to note that without the Recalling Task, they would forget considerable amount of information. On the other hand, if they carried out the Recalling Task subjects were expected to be able to remember a lot of what they had read.

Monitoring How Much Subjects Have Understood And Remembered:

(i) At this stage, subjects were told to put their text aside for a while and endeavour to recall how much they understood and remembered of what they had read.

(ii) Subjects were to answer those questions posed earlier on in their own words.

(iii) Subjects were to sketch any pictures, diagrams, or graphs, if any, in the text. They were to do this exercise

without any reference to the text.

(iv) Subjects were to note any question(s) they were unable to answer or any part of the Reading Task they were not quite clear of.

(v) Subjects were advised to read the given text two or three times fast and then once slowly, especially in the repeat session.

(vi) Subjects were to open relevant pages of the text again. They were to identify any section of the text again in order to check the accuracy of their answers.

(vii) Next, subjects were required to repeat the Questioning, Reading, and Recalling Tasks as occasion demanded in order to clear-up any difficulties and complete their understanding to the required level.

(viii) Having completed the various stages enumerated above, subjects were to assist themselves in the Recalling Task by using every opportunity to Recall what they had learnt.

(ix) Subjects were advised to use their judgement on when to stop and recall the information in a given text.

(xi) They were to bear in mind that frequent stopping whiel reading could interrupt the flow of thought.

(xii) Similarly, reading too long without a break could lead to reduced concentration, low comprehension and fatigue.

(xiii) The therapist strongly suggested the adoption of Floyd (1984) recommendation that 20 minutes for a Recall and a two to three minutes break would do them a lot of good. A longer break was recommended at the end of one hour of continous reading.

Home Assignment V:

(i) Subjects were instructed to practice the Surveying, Questioning, Reading and Recalling Tasks all together on a reading text

(ii) They were told to practice it on the text earlier on selected with a view to monitoring their understanding and progress.

Session 8:

(i) Therapist: The therapist welcomed subjects to the eight session of the training programme. There was an exchange of views on the Home Assignment V.

(ii) The therapist introduced the last topic of the SQ3R method of study which is Reviewing.

5. 5th Task: Reviewing (R):

What is the purpose of reviewing a reading assignment?

(a) It consolidates memory

(b) It ensures that the stored information is easily recalled when it is required.

Therefore, it is a very important task which must be carried out in any reading assignment.

Steps To Follow In Reviewing:

(a) Subjects were told to review any given reading text immediately after they had finished it.

(b) They were to look through the given text in order to review the main points and obtain an overview of their relationship to one another.

(c) They were to ensure that they understood the meaning of the key words they had already identified.

(d) Then for the questioning and answering sections of the given text, subjects were to close the text immediately after reading the question, attempt to answer the question(s) and then uncover the text and check the accuracy of their answers.

(e) Subjects were told that the Reviewing Task, was intended to assist them in retaining the acquired information.

(f) Generally, they were to repeat the Reviewing Task of the text from time to time, at least once a week, so as to enhance the retention of the information.

(g) It was also intended to give an indication of the progress being made in each course.

(h) Subjects were told that the last intensive Reviewing Task should take place before an examination commenced.

(i) At this stage, if subjects had been diligent with the earlier reviews, they should have less rigorous reading for examinations.

Recapitulation of The SQ3R - Method of Study:

The therapist reviewed the various stages involved in the use of the study method. Subjects were told to note the following:

(a) Prior to the commencement of reading any text, subjects were to have a quick look at the headings of what they were to read. They should endeavour to obtain a general overview of the text.

(b)

(b) Next, they were to formulate questions from the text headings and sub-headings in order to increase their curiosity and also enhance purposeful study.

(c) They were to read the text carefully so that they could answer the questions. During this task 3, i.e. Reading, subjects were to focus their attention on the salient points of the text.

(d) During task 4, i.e. Recalling or Reciting, subjects were expected to put away the text or close it and recite to themselves from memory. This task is very important in retrieving the information from memory.

(e) Subjects were to undertake task 5 i.e. Reviewing as soon as possible after completing the text, especially the main points in order to have a coherent mental picture of the text.

- The therapist told subject that the SQ3R study method has been tested among students who found it to be efficacious in improving their academic performances, (Beneke and Harris (1972)). The therapist stressed that the main purpose of adopting the method was to assist subjects to remember and recapitulate information from given texts. They were urged to reflect on their various texts, and digest the main points. They were to relate the new information to previous knowledge, if any, and or connect new information to relevant experience. Subjects were to note that the SQ3R method of study is specifically geared to conventional text-books which have headings and sub-headings. However, subjects were to note that the method was also helpful in reading the notes taken in classes. The method has also been proved useful in reading and understanding both arts and science subjects. Nevertheless, the method should not

he applied rigidly because individuals do have their peculiar ways of doing things.

Subjects were told to apply the method on other courses which they were studying.

Home Assignment VI:

(i) Subjects were urged to go over all the previous Home assignments and see how much they have adhered to the self-control techniques in improving their study behaviour.

(ii) They were to apply the SQ3R method of study to other courses which they were studying.

(iii) They were to continue to fill in the number of hours spent on studying each of the courses they registered for in the extra-mural classes and bring the forms which also included the self-control techniques of study to session 9.

Session 9:Preparation For Examinations:

Therapist:

- (i) The therapist welcomed subjects to session 9.
- (ii) The therapist reviewed session 8 with subjects.
- (iii) The therapist went round each subject to inspect individual forms containing data on subjects hours of study and periods of day and other study behaviours.

Session 9: Topic For Discussion:Preparation For Examinations:

Therapist:

Subjects were told that preparation for examination should start the very day the teacher gave the first lecture on a course. The therapist provided a case study to illustrate poor preparation of examination by a boy.

Case:

The therapist overheard one day when the father of a student told him (student) that he should begin to read more seriously for his next examinations which were to commence in about six months from that time. The

student replied that the time for the examinations was still far. "So you have not started preparing for the exams?" The father asked. He said he would start to prepare for the examinations when they were nearer. The father was surprised to hear such comments from his son who had once failed his WASC examinations. Therefore, he told his son that he (son) was preparing to fail once again since it was impossible to complete a twelve-month study schedule within six months without having adverse effects on the subjects. (This is a true dialogue between father and son).

Of course, the father of the boy was quite right. Subjects were told that they started to fail their examinations gradually, when they waited until examinations were close-by before they began their studies.

The way to study and prepare for examinations were indicated as follows:

- (i) Begin to prepare for your examinations the very day your lessons start.
- (ii) Obtain necessary text-books
- (iii) Study with the syllabus.

- (iv) Attend your lessons punctually and regularly and take good notes.
- (v) Forestall forgetting what you have learnt by having regular revision.
- (vi) Find out what the examination would entail because the more you know about what to expect, the better you can plan for your study and less anxious you would be.
- (vii) Find out when the examinations would commence and where they would hold.
- (viii) Carry out your revision by doing what the examiners would require you to do.
- (ix) Study with past questions and resolve study problems with the assistance of your teacher or peers who are very good in particular courses.
- (x) Study consistently.

Overcoming Examination Anxiety:

Worrying or being too anxious could be dangerous during examinations. Subjects' anxiety during examinations might be due to the realization that they had not adequately prepared for the examinations. Therefore, it is very important that:

(i) Subjects should prepare adequately for their examinations in order to avoid worrying and becoming unduly anxious during examinations.

(ii) Subjects should recite after each vigorous study so that they would have some indication of how adequately and accurately they had mastered their texts and review the facts they could not recall on each occasion.

(iii) Subjects were required to maintain good health.

(iv) They should plan properly and maintain mental adjustment by concentrating on their examinations.

(v) They were to carry out routine study. This would mean that they would start work each day with defined objective — an immediate goal.

Taking Examinations:

(i) Subjects were advised not to sleep up late the night before their examinations.

(ii) They were to arrive early to the place of examinations and settle down, at least thirty minutes before the commencement of each paper.

(iii) Subjects were advised to avoid discussing with other candidates about their prospects before the examinations as some of them might undermine their confidence which should remain as high as possible

(iv) They were to adopt a rational attitude about what they did not know and concentrate on using the information at their disposal to the best advantages.

(v) If they could not stop thinking about the forthcoming papers, they were to make their thoughts specific and productive by organising in their minds answers to some possible questions.

(vi) After subjects had been given their question papers they were to do the following:

Preview, Question, Re-read, Select and Think.

(vii) They were to make sure that they understood precisely what each question required them to do.

(viii) They were to take note of key words in each questions and what they indicate in the context of a particular question.

(ix) Subjects were advised to select the questions they felt most able to answer and delay the difficult ones.

(x) Jot down their points in the order in which they intended to use them.

(xi) Subjects were to think about how best they could utilize the time at their disposal.

(xii) Subjects were advised to allocate a specific amount of time to each question.

(xiii) Give themselves some time to go over their answers, making sure they followed instructions strictly.

(xiv) Subjects were to ensure that all their answer sheets were tied together with the strings where necessary. This was important when they used extra sheets; graphs, etc. which were not part of the answer sheets from the onset.

(xv) They were advised to write legibly.

(xvi) Subjects were warned sternly against cheating.

(xvii) When they had done all the above, they should hope for the best.

Session 10:

The therapist reviewed the various sessions with subjects and urged them to note the following salient points:

- (a) Subjects were to justify their academic aspirations with diligent study.
- (b) They were to monitor their study habits, evaluate their performances and reward themselves accordingly.
- (c) Subjects were advised to set up a short and long term goals for their study.
- (d) Subjects were advised to make concerted efforts to sustain their interest in their studies.
- (e) Subjects were implored to make use of the SQ3R fully and also the self-control techniques.
- (f) Prepare adequately for and taking examinations.

Session 11:

Session 11 was devoted to the completion of all the psychological tests by all subjects including the Control Groups.

Session 12:

(i) Session 12 was devoted to the completion of the achievement test by all subjects including the Control Groups.

(ii) A party of snacks and soft drinks was held for all subjects.

(iii) The therapist expressed appreciation for the wonderful co-operation received throughout the programme.

(iv) She urged subjects not to hesitate to come to her at the University of Ibadan, Department of Guidance and Counselling whenever they needed her services.

(v) Subjects were urged to continue to practise conscientiously all that they had learnt during the training programme.

(vi) The therapist informed those in the Control Groups to resume in their respective classes in the following week.

APPENDIX D

HOME ASSIGNMENT ON SELF MONITORING
STUDY TIME TABLE

INSTRUCTION

FILL IN THE APPROPRIATE SUBJECTS AND DURATION OF
TIME SPENT ON STUDYING EACH SUBJECT EACH DAY OF
THE STUDY

NAME OF SUBJECT: _____

TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		SUNDAY	
	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time
a.m.														
6-7														
7-8														
8-9														
9-10														
10-11														
11-12														
p.m.														
12-1														
1-2														
2-3														
3-4														
4-5														
5-6														
6-7														
7-8														
8-9														
9-10														
10-11														
11-12														

SUBJECTS: ENGLISH LANGUAGE, ENGLISH LITERATURE, FRENCH, RELIGIOUS STUDIES, ISLAMIC STUDIES, GEOGRAPHY, HISTORY, ECONOMICS, COMMERCE, BIOLOGY, CHEMISTRY, PHYSICS, MATHEMATICS, AND OTHERS.

INSTRUCTIONS
PLEASE, COMPLETE THE FORM ACCORDINGLY
EVERY FRIDAY EVENING
USING EXAMPLE COLUMN

SUBJECT'S STUDY BEHAVIOUR WEEKLY RECORD FORM

SUBJECT NAME:

SST PROGRAMME

SELF-CONTROL COMPONENT	EXAMPLE COLUMN STUDY SCHEDULE NOT ADHERED TO	WEEK 1
(a) Self-Monitoring	(i) because I was watching T.V. (ii) playing football, or with friends (iii) just don't feel like studying	
(b) Self-Evaluation	Noting poor class performance in tests and discussion	
(c) Self-Intervention	(i) reduced time spent on watching T.V. and or doing irrelevant things. (ii) reduced time spent with friends etc.	
(d) Self-Sustenance	Time gained spent on doing purposeful study	
(e) Self-Reinforcement	(i) watched favourite T.V. programme (ii) go out to relax (iii) obtain small amount to buy something you value etc.	

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WEEK II	WEEK III	WEEK IV
(a)		
(b)		
(c)		
(d)		
(e)		

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WEEK V	WEEK VI
(a)	
(b)	
(c)	
(d)	
(e)	

WEEK VII

WEEK VIII

(a)

(b)

(c)

(d)

(e)

APPENDIX EPersonal Data Collection Form

Kindly provide the information about yourself as requested below:

1. Name:
2. Age:..... Sex:..... Male:..... Female....

Section B: I - E Scale:

This section covers important events which influence the life of individuals in our society.

The researcher is interested in finding out how the events in your society have influenced your life. She can find this out through your honest completion of this questionnaire.

These said events have here been spread out into a - 29 - item scale. Each item contains a pair of statements. You are to circle ONLY one of the two statements under each item. Please circle ONLY one of the pair of statements which is MORE RELEVANT to your Experience.

All Statements will be treated confidentially.

Thank you for your co-operation.

Example for the completion of the scale.

1. a. Children are also anxious to get rich quickly because they love wealth.

- b. Most children are anxious to get rich quickly because they imitate the adults.

For completion statement (b) has been circled because statement (b) is more relevant to the life of this particular child than statement(a).

You can now start on the items: Please, be very sincere in completing the scale.

1.
 - a. Children get into trouble because their parents punish them too much.
 - b. The trouble with most children nowadays is that their parents are too easy with them.
2.
 - a. Many of the unhappy things in people's lives are partly due to bad luck.
 - b. People's misfortunes results from the mistake they make.
3.
 - a. One of the major reasons why we have wars is because people don't take enough interest in politics.
 - b, There will always be wars, no matter how hard people try to prevent them.
4.
 - a. In the long run people get the respect they deserve in this world.
 - b. Unfortunately, an individual's worth often passes unrecognised no matter how hard he tries.

5.
 - a. The idea that teachers are unfair to students is nonsense.
 - b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6.
 - a. Without the right breaks one cannot be an effective leader.
 - b. Capable people who fail to become leaders have not taken advantages of their opportunities.
7.
 - a. No matter how hard you try some people just don't like you.
 - b. People who can't get others to like them don't understand how to get along with others.
8.
 - a. Heredity plays the major role in determining one's personality.
 - b. It is one's experience in life which determine what they're like.
9.
 - a. I have often found that what is going to happen will happen.
 - b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.
- b. Many times exam questions tend to be so unrelated to the course work that studying is really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
- b. The world is run by the few people in power and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
- b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune any how.
14. a. There are certain people who are just not good.
- b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
- b. Many times we might just as well decide to do by flipping a coin.
16. a. Who gets to be boss of ten depends on who was lucky enough to be in the right place first.
- b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
- b. By taking an active part in political and social affairs the people can control world affairs.
18. a. Most people don't realize the extent into which their lives are controlled by accidental happenings.
- b. There really is no such thing as 'luck'.
19. a. One should always be willing to admit mistakes.
- b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
- b. How many friends you have depends on how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
- b. Most misfortunes are the result of lack of ability, ignorance, laxness, or all three.
22. a. With enough effort we can wipe out political corruption.
- b. It is difficult for people to have much control over things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grade they give.
- b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
- b. A good leader makes it clear to everybody what their goals are.

25. a. Many times I feel that I have little influence over the things that happen to me.
- b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
- b. There's not much the use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
- b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
- b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
- b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX F

Adjustment Problems Associated with Academic
Failure Inventory (APAWAFI)

I. Information

This questionnaire is designed to study your reactions academically, emotionally, socially and your views about your future in respect of experiencing failure in your academic life. This is with a view to assisting you in minimizing your negative reactions to academic failure and taking your failures as one of the experiences in academic life through which some students must necessarily pass.

Your maximum co-operation which would facilitate the therapist's efforts is highly solicited. All responses shall be treated in strict confidence.

Thank you.

II. Student Personal Data

1. Name:
2. Age:..... Sex:..... Male:..... Female:.....
3. Your best three subjects in order of preference
.....
4. Career Preference:.....

III. Your experience has been categorised into four sections, academic, emotions, social, and concerns for the future. Each statement expressed in this questionnaire relates to your experience in having to retake WASC or GCE examinations.

Please, read the statement in each section, tick (✓) under each statement as it applied to you using the following guides stated on top right hand Column on each page .

SECTION A

	Means strongly agree	Means agree	Means undecided	Means Disagree	Means Strongly Disagree
1. My inability to pass my exams to go further in my education has caused a set-back for me	5	4	3	2	1
2. I am discouraged about education	5	4	3	2	1
3. I am frightened to attend classes	5	4	3	2	1
4. I am ashamed of failing my examinations	5	4	3	2	1
5. I am always bothered by my poor performance.	5	4	3	2	1
6. Studying is boring and uninteresting to me	5	4	3	2	1
7. I do not like participating in academic activities	5	4	3	2	1
8. I do not like the way most of my teachers teach	5	4	3	2	1
9. I am tensed and nervous during lessons	5	4	3	2	1
10. Very often, I feel like abandoning my studies	5	4	3	2	1
11. When I have problems with my subjects I find it difficult to discuss with my teachers	5	4	3	2	1

	Means strongly agree	Means agree	Means undecided	Means Disagree	Means strongly Disagree
12. I have problems in discussing academic difficulty with study mates.	5	4	3	2	1
13. I find it difficult to get over the thoughts of failure in my exams	5	4	3	2	1
14. I am frightened about academic matters	5	4	3	2	1
15. I feel I maynot be able to do the course I planned to study in higher institution of learning	5	4	3	2	1
16. I am disappointed about my academic performance.	5	4	3	2	1
<u>SECTION B</u>					
17. I am not sure I will make it academically	5	4	3	2	1
18. I hate being called upon to answer question in class	5	4	3	2	1
19. My self-concept has been badly affected by my academic failure	5	4	3	2	1
20. I worry much because of my academic failure	5	4	3	2	1
21. I feel academic is not worth the struggle	5	4	3	2	1
22. Most times, I wish I were like a friend of mine who does well in class	5	4	3	2	1
23. I feel neglected my my brilliant friends	5	4	3	2	1

	Means strongly agree	Means agree	Means undecided	Means Disagree	Means strongly Disagree
24. Sometimes I wish I was not born.	5	4	3	2	1
25. I feel hopeless and helpless in my studies	5	4	3	2	1
26. Sometimes, I don't have confidence in my ability.	5	4	3	2	1
27. Sometimes, I feel lonely both in and outside classroom	5	4	3	2	1
28. I feel that some of my teachers have contributed to my failure.	5	4	3	2	1
29. I feel that some forces are responsible for my failure	5	4	3	2	1
30. I am confused most of the time in class	5	4	3	2	1
31. I am disappointed with myself.	5	4	3	2	1
<u>SECTION C</u>					
32. Sometimes, I feel deserted (neglected by my former friends)	5	4	3	2	1
33. I am not reckoned with in my present class.	5	4	3	2	1
34. I find it uneasy to mix with my brilliant friends	5	4	3	2	1
35. When I see my former bright mates, I feel inadequate.	5	4	3	2	1

	Means strongly agree	Means agree	Means undecided	Means Disagree	Means strongly disagree
36. My self-esteem has been greatly affected by my failure.	5	4	3	2	1
37. Very often, I feel confused in my thinking.	5	4	3	2	1
38. Any time there is any social engagement involving my brilliant mates I don't feel like participating.	5	4	3	2	1
39. I find it difficult to get along with my brilliant mates	5	4	3	2	1
40. I feel inferior to my brilliant mates	5	4	3	2	1
41. As a result of having to retake exams, relationship with my peer group has been strained.	5	4	3	2	1
42. As a result of having to retake my exams, I find it difficult to discuss anything with my teachers/classmates.	5	4	3	2	1
43. I am unable to keep my old brilliant friends.	5	4	3	2	1
<u>SECTION D</u>					
44. I am confused about my future life.	5	4	3	2	1
45. I feel, I may not be able to further my education.	5	4	3	2	1

	Means strongly agree	Means agree	Means undecided	Means Disagree	Means strongly disagree
46. I feel my former mates and friends will be better than myself in the future	5	4	3	2	1
47. Right now, I feel, I don't have a promising future.	5	4	3	2	1
48. My academic future depends on luck	5	4	3	2	1
49. Evil forces are blocking my future progress	5	4	3	2	1
50. It appears I may not succeed academically	5	4	3	2	1
51. Continuing to study appears to me a waste of time.	5	4	3	2	1
52. It seems I may not become an important person in future.	5	4	3	2	1
53. I may end-up as a drop-out from academic.	5	4	3	2	1
54. My hope for the future is not bright.	5	4	3	2	1

APPENDIX GSTUDENT PROBLEM INVENTORY (SPI)

FORM S (SECONDARY SCHOOL FORM)

Name: Date:

Class, Year of Course: Age: -..... Sex: Male/Female
(in years) (Circle one)

School:

DIRECTIONS

This is a list of problems that boys and girls in school usually have. Read slowly through the list and as you come to a problem which is troubling you, put a tick () in the space provided before it like this:

..... 1. Getting sick too often.

If you do not have a particular problem, leave the space in front of it blank. You can mark as many problems as you have in each section. When you have finished reading through the list, answer the three questions which follow.

SECTION A

- 1. Not having many friends.
- 2. Nothing interesting to do in my spare time
- 3. In too few student clubs and societies.
- 4. Too little social life
- 5. Wanting to improve my appearance
- 6. Too careless with my cloths and belongings.

SECTION B

- 7. Being talked about
- 8. Being made fun of
- 9. Not getting along well with other people
- 10. Slow in making friends
- 11. Being timid and shy
- 12. Feeling inferior
- 13. Being criticised by others
- 14. Being left out of things.
- 15. Feeling very lonely
- 16. Wanting to be more popular
- 17. Finding it hard to talk about my troubles
- 18. No one to tell my troubles.

SECTION C

- 19. Being nervous
- 20. Worrying too much
- 21. Daydreaming
- 22. Being careless
- 23. Trouble making up my mind about things.
- 24. Sometimes wishing I have never been born
- 25. Too easily discouraged
- 26. Forgetting things
- 27. Failing in so many things I try to do
- 28. Unhappy too much of the time
- 29. Having bad luck.
- 30. Bothered by bad dreams
- 31. Wanting advice on what to do after leaving school.

- 32. Can't see any use in going to school
- 33. Afraid I won't be admitted into a university
- 34. Don't know how to look for a job
- 35. Afraid of the future
- 36. Missing too many days of school-
- 37. Not spending enough time in study
- 38. Not really interested in books
- 39. Unable to express myself well in words
- 40. Afraid to speak up in class discussions
- 41. Not getting studies done on time
- 42. Not liking this school
- 43. Can't keep my mind on my studies
- 44. Don't know how to study-effectively
- 45. Don't like to study.
- 46. Poor memory
- 47. Slow in reading
- 48. Worrying about my marks
- 49. Worrying about examinations
- 50. Getting low marks
- 51. Wanting to stop going to school
- 52. Wanting to know what to do

SECTION E

- 53. Having no suitable place to study
- 54. Forced to take subjects I don't like
- 55. Textbooks too hard to understand
- 56. So often feel restless in class
- 57. Teachers too hard to understand
- 58. Too little freedom in class
- 59. Not enough good books in the library

- 60. Too much work required in some subjects
- 61. Not getting along with a teacher
- 62. School is too strict
- 63. Lessons too dull
- 64. Teacher lacking interest in students
- 65. Teachers not friendly to students
- 66. Not getting personal help from the teachers
- 67. Teachers not considerate of student's feelings
- 68. Teachers not practicing what they preach
- 69. Too many poor teachers
- 70. Unfair tests
- 71. Students not given enough responsibility.

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QUESTIONS

1. Add any other problems troubling you which are not mentoned in the list above.

2. Write about two or three problems which are troubling you most of all
 - (a)
 - (b)
 - (c)
3. Would you like to talk to someone about your problems?
 (Put a tick in fron of one)
 - (a) Yes, very much
 - (b) Yes
 - (c) No, not now
 - (d) No, not at all

Do not write below this line

STAINESS DIAGNOSTIC PRIFILE

9-	A	B	C	D	E	F	G	H	I	J	
8-	-	-	-	-	-	-	-	-	-	-	
7-	-	-	-	-	-	-	-	-	-	7	
6-	-	-	-	-	-	-	-	-	-	6	
5-	-	-	-	-	-	-	-	-	-	5	
4-	-	-	-	-	-	-	-	-	-	4	
3-	-	-	-	-	-	-	-	-	-	3	
2-	-	-	-	-	-	-	-	-	-	2	
1-	-	-	-	-	-	-	-	-	-	1	
0-	-	-	-	-	-	-	-	-	-	-	
	A	B	C	D	E	F	G	H	I	J	K

SECTION	RAW	STANINE
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		

TOTAL

APPENDIX HSTUDENT BEHAVIOUR SCALE - SELF RATING SCALE
(SARASON GENERAL ANXIETY SCALE)

Name: Sex:

Age:

Are You Science ^{OR} Arts Student?

Tick appropriately - SCIENCE: ARTS: BOTH:

INSTRUCTIONS

Please fill in this form by putting a circle (o) around the "True" or "False" following each statement. If you find it difficult to decide, ask yourself whether you think the statement is on the whole true or false about yourself and put a circle around the appropriate words.

1. I feel like melting away in a competition situation True False
2. I worry about my mental health than do most people True False
3. I worry about my social adjustment more than do most people True False
4. I am a hard-hearted person True False
5. I wish I could be as happy as others are True False
6. I don't seem to be able to control worrying about something even when I know there is not basis for worry True False
7. I practically never show fear on my face True False
8. When I have to talk to a group I get very anxious True False
9. I am usually calm and not easily upset. True False

- | | | | |
|-----|---|------|-------|
| 10. | I perspire a lot when I am with a group of strangers. | True | False |
| 11. | I sometimes become so excited that I find it hard to go to sleep | True | False |
| 12. | When I go to a doctor, I worry that he will tell me that something is wrong with me | True | False |
| 13. | I am inclined to take things hard. | True | False |
| 14. | I have had periods in which I lost sleep over worry. | True | False |
| 15. | I have been afraid of things or people that I know could not hurt me. | True | False |
| 16. | I am easily embarrassed. | True | False |
| 17. | I have periods of such restlessness that I cannot sit long in a place. | True | False |

APPENDIX I

SARASON AND MANDLER'S EXAMINATION ANXIETY SCALE

SECTION A

Personal Data

Name:

Sex:

No. of years already spent at Secondary School Level:

SECTION B

The following statements are concerned with your feelings towards towards examinations. Circle "T" for "TRUE" and "F" for "FALSE" if the statement is true or false for you.

- | | | | |
|----|---|---|---|
| 1. | While taking an important examination, I perspire a great deal | T | F |
| 2. | I feel very panicky (afraid) when I have to take a surprise exam. | T | F |

- | | | | |
|-----|---|---|---|
| 3. | During tests, I find myself thinking of the consequences of failing | T | F |
| 4. | After important tests, I am frequently so tense that my stomach get upset | T | F |
| 5. | While taking an important exam, I find myself thinking of how much brighter the other students are than I am, | T | F |
| 6. | I freeze up on things like intelligence test and final examinations | T | F |
| 7. | If I were to take an intelligence test, I would worry a great deal before taking it. | T | F |
| 8. | During examinations, I find myself thinking of things unrelated to the examination | T | F |
| 9. | During an examination, I frequently get so nervous, that I forget facts I really known | T | F |
| 10. | If I know I was going to take an intelligence test, I would feel confident and relaxed before hand. | T | F |
| 11. | I usually get depressed after taking a test | T | F |
| 12. | I have an uneasy upset feeling before taking a final examination | T | F |
| 13. | When taking a test, my emotional feelings do not interfere with my performance | T | F |
| 14. | Getting a good mark on one test doesn't seem to increase my confidence on the second | T | F |
| 15. | After taking a test, I always feel I could have done better than I actually did. | | |
| 16. | I sometimes feel my heart beating very fast during important tests. | T | F |

APPENDIX JSCHOOL CERTIFICATE AND GENERAL CERTIFICATION
EXAMINATIONSENGLISH TWOOBJECTIVE TEST

TIME: 1 HOUR

NAME:

SEX: MALE: FEMALE:

(Tick appropriately)

AGE: CLASS IN EXTRA-MURAL

ANSWER ALL THE QUESTIONS

Each question is followed by four options lettered A to D or five options lettered A to E. Find out the correct option in each question and shade in pencil on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only one answer to each question.

Be sure you understood the instructions at the beginning of each section before you try to answer any of the questions that follow them.

Do not spend too much time on a question. If you find a question difficult leave it and go on and try it again later.

Use pencil throughout. If you wish to change an answer, erase your first answer completely and shade the appropriate space for the new answer.

SECTION 1

In the following passages the numbered gaps indicate missing words. Against each number in the list below each passage five choices are offered in columns lettered A to E. For each question choose the words that is the most

suitable to fill the numbered gap in the passage. Record on your answer sheet the column letter (A,B,C,D or E) of the words you have chosen. You are advised to mark your answer sheet only when you are satisfied with all the words you have chosen for the whole passage.

An example is given below:

Scientists are continually putting forward new -1- to try to explain the nature of the universe. At the same time they are devising a new -2- to study the world around them many of which may lead to discoveries that will cause us to change already -3- views.

- | | | | | | |
|----|---------------|-------------|-------------|------------------|-------------------|
| 1. | Intentions | Conceptions | Realization | prints | theories |
| 2. | Complications | Techniques | intrigues | paths | avenues |
| 3. | informed | undertaken | probable | establi-
shed | coven-
tional. |

From the five words written against Number 1, the word which best fills the gap numbered 1 is theories. The column letter of this word is E and therefore answer space E would be shaded.

1. (A) (B) (C) (D) (E)

Similarly the best answer for Gap 2 is techniques. The column letter of this word is B and therefore answer space B would be shaded for Number 2.

2. (A) (B) (C) (D) (E)

For Gap 3 the best word is established. The column letter of this word is D and therefore answer space D would be shaded for Number 3.

3. (A) (B) (C) (D) (E)

Now read passages A and B and answer the questions in the same way .

PASSAGE A

The second -1- of plant growth following -2- and the establishment of the young seedling is the -3- of the -4- parts, which comprise the rooting -5- in the soil and the stem and the leaves above the -6-. The -7- necessary for growth are obtained partly -8- through the root hairs in the soil and partly from the materials made in the -9- leaves. The most important of the -10- affecting plant growth is the -11- of water. A -12- plant contains at -13- percent of water and it is the water contained in the soft -14- of the plant such as the -15-, which keeps them in a firm and fresh condition.

	A	B	C	D	F
1.	state	stage	step	aspect	situation
2.	termination	fertilization	germination	semination	hargest
3.	development	growth	uprising	appearance	surfacing
4.	vegetable	virgin	vegetative	various	virile
5.	system	manner	style	way	method
6.	roots	surface	earth	ground	sealevel

7. matters	substance	materials	studds	food
8. adoption	drinking	sucking	feeding	absorption
9. grass	grown	great	green	grey
10. things	reasons	factors	facts	causes
11. sinking	supply	drinking	presence	flowing
12. grown-up	rising	growing	jundary	thirsty
13. large	minimal	least	maximum	about
14. aspect	area	surface	side	parts
15. stem	leaves	roots	bark	branches

PASSAGE B

A person is said to be -16- from fever when his body -17- has -18- above normal and the rise is not due to -19- or hot surroundings. In a sick person the rise in temperature; is caused by -20- set free by -21- into the blood -22- which may directly affect the heat regulating -23- in the brain, so that it no longer works -24-. More often the toxins cause chemical changes in the bodyfluids, which -25- results in blood -26- drained from the skin so that no heat is lost by -27- and the skin feels cold. This is turn -28- the cold receptors in the skin and heat is produced by muscular activity. This is why someone suffering from fever -29-. Gradually the heat loss and the heat production become roughly equal again but the body temperature stays at a higher level than -30-.

	A	B	C	D	E
16.	suffices	suffering	suffered	suffers	suffice
17.	temperature	temperature	coolness	temper	heat
18.	rising	rose	raised	risen	reason
19.	exciting	excise	exercise	exercise	excite
20.	cells	toxins	substances	pains	toxicants

- | | | | | | |
|-----|-------------|--------------|-------------|----------------------|------------|
| 21. | parachutes | proteins | paramount | pirates | parasites |
| 22. | road | street | river | stream | rivult |
| 23. | central | half | centre | court | origin |
| 24. | efficiently | sufficiently | effectively | affect-
tionately | affectedly |
| 25. | eventually | abnormally | effectively | eventually | reasonable |
| 26. | bean | being | been | having | become |
| 27. | radiant | radius | radiation | generation | heating |
| 28. | radiates | circulates | stipulates | stupidifies | stimulates |
| 29. | complains | accuses | shivers | complies | cries |
| 30. | normal | normalcy | abnormal | regular | accurate |

SECTION 2

In each of the following sentences, there is a word or group of words underlined and one gap. From the list of words lettered A to E, choose the word or group of words that is most nearly opposite in meaning to the underlined word or words and will at the same time correctly fill the gap in the sentence.

31. It is disturbing to note that goods which were sold at low prices are now selling at ... prices after the budget.
- A. controlled
 - B. severe
 - C. deflated
 - D. exorbitant
 - E. improved

32. He thought he would find the first year students respectful but he soon discovered that they were rather a pack of ... boys.
- A. Uncontrollable
 - B. impertinent
 - C. noisy
 - D. unrestrained
 - E. intolerable
33. The house which could not be reached following the heavy rains is now ...
- A. Accessible
 - B. available
 - C. developed
 - D. communicable
 - F. affable.
34. We had expected him to welcome our offer but he it.
- A. denied
 - B. rebuffed
 - C. misused
 - D. accepted
 - E. declined
35. Whether flippant or ... the comment made by James were unwanted.
- A. well-meant
 - B. false
 - C. provocative
 - D. serious
 - E. humorous
36. Tonye is open-handed by his wife is too ... for
- A. strict
 - B. austere
 - C. merciless
 - D. generous
 - E. stingy.

37. The winning team was delighted to hear the final whistle but the loser were obviously .. by the whistle.
- A. disgraced
 - B. offended
 - C. wounded
 - D. saddened
 - E. frightened
38. It is a wise thing to always put ... before play.
- A. practice
 - B. work
 - C. eating
 - D. pleasure
 - E. thinking
39. He is lucky, every effort he has made has always provide fruitful never...
40. The return journey was quite exciting because it afforded something different from the ... we'd started to experience.
- A. boredom
 - B. stilumation
 - C. attraction
 - D. sentiments
 - E. sensations

SECTION 3

From the words or groups of words lettered A to E, choose the word or group of words that best ecompletes each of the following sentences.

41. He score never to take any action that would ... his image or his reputation.
- A. polich
 - B. corrupt
 - C. disrupt
 - D. tarnish
 - E. scatter.

42. Bola and Kemi wanted to know more ... to see the principal tomorrow.
- A. about who has come
 - B. about who was coming.
 - C. about who was come
 - D. about whoever came
 - E. about whichever was coming.
43. The enemies had to ... because they were overpowered.
- A. give back
 - B. give off
 - C. give out
 - D. give up
 - E. give away.
44. The boy's ... won him a price.
- A. mobility
 - B. foolishness
 - C. brilliance
 - D. difference
 - E. timidity.
45. We took enough money with us for the picnic so that we borrowing.
- A. should have not to go
 - B. should not to have go
 - C. should not have to go
 - D. shall not have to go
 - E. shall have not to go
46. The accused ... for leniency after he was found guilty.
- A. requested
 - B. pleaded
 - C. demanded
 - D. cried
 - E. enquired.

47. The chairman may have some problems ... his plans.
- A. executing
 - B. to excute
 - C. about executing
 - D. for executing
 - E. of executing.
48. The headmistress said emphatically that her students ... serious or she would expell them.
- A. rather be
 - B. had better be
 - C. better been
 - D. must rather be
 - E. must better be.
49. The boy was dismissed from school because of poor ...
- A. results
 - B. numbers
 - C. records
 - D. returns
 - E. answers.

SECTION 4

After each of the following sentences, a list of possible interpretation of the underlined portion is given. Choose the interpretation that you consider appropriate for each sentence.

50. The thieves didn't realise how far they were taking a chance when they decided to rob the bank. This means that the thieves did not know.
51. The governor warned that lazy workers may be given the boot. This means that they may be
- A. punished
 - B. sacked
 - C. given boots to work on farms
 - D. forced to join the army.

52. I have learnt to take any story I read from the newspapers with a pinch of salt. This means that
- A. I always believe newspapers stories
 - B. I take some salt whenever I read newspaper stories
 - C. I hardly believe newspaper stories
 - D. Most newspaper stories are not interesting.
53. When the man could not make end meet, he decided to make the supreme sacrifice. This means that he deduced to
- A. consult the greatest oracle
 - B. make sacrifice to God
 - C. lay down his life
 - D. sacrifice to the gods of the land.
54. When we got to the principal's office some of our classmates had developed cold feet. This means that some of our
- A. classmates were afraid to face the Principal
 - B. classmates were afraid to tread on the Principal's carpet
 - C. classmates' feet were cold
 - D. classmates walked in carelessly.
55. I am ready to bear my cross. This means that I am ready to
- A. bear my suffering
 - B. carry my cross
 - C. follow my cross
 - D. become a member of the Red Cross Society.
56. The other boys were green with envy when they saw our football team. This means that
- A. the boys were green vests
 - B. the boys did like green vests
 - C. the boys were extremely jealous
 - D. our football team were green vests.

57. When Ali was sent to go and break the news of his colleagues's death to the boy's parents, he could not hit the nail on the head. This means that Ali
- A. took a hammer but failed to hit the nail
 - B. had never been a carpenter
 - C. could not report that the boy had a nail in his head
 - D. could not come directly to the point.
58. The girl was so full of herself that she was hated by many people. This means that she was
- A. greedy
 - B. arrogant
 - C. hated for eating too much
 - D. very fat.
59. When the girls saw their house-mistress in the supermarket, they beat a hasty retreat into the booths at the back of the store. This means that
- A. the girls went hurriedly to hide themselves in the booths
 - B. the girls beat up her house-mistress
 - C. the girls enjoyed going for a retreat
 - D. the mistress was too fast for them.

SECTION 5

From the words or groups of words lettered A to E below each of the following sentences, choose the word or group of words that is nearest in meaning to the underlined word or group of words as used in the sentences.

60. The marriage of Aka and Lola will last because they took to each other when they were class-mates
- A. knew
 - B. embraced
 - C. visited
 - D. liked
 - E. met.

61. There has not been a single day with an uninterrupted supply of electricity in the town.
- A. an intermittent
 - B. a continuous
 - C. an abundant
 - D. a continual
 - E. an ample.
62. The headmaster discovered after the quiz, that many of the candidates were deficient in knowledge.
- A. not well informed
 - B. very well informed
 - C. not rich
 - D. very poor
 - E. dishonest.
63. What the girl said was tantamount to a refusal
- A. different
 - B. equal
 - C. far
 - D. taken
 - E. similar
64. The dispute was resolved after the two parties involved had been given a fair hearing.
- A. dissolved
 - B. deferred
 - C. surmounted
 - D. cancelled
 - E. settled.
65. My application was turned down.
- A. turned upside down
 - B. received
 - C. considered
 - D. rejected
 - E. withdrawn

66. It was impudence that made him talk to his boss like that.
- A. great respect
 - B. lack of respect
 - C. shameless abandoned
 - D. shameful intoxication
 - E. rude nature.
67. Investigations revealed that the officer was totally corrupt.
- A. informed
 - B. asserted
 - C. showed
 - D. reported
 - E. announced
68. The student failed his examination because he muddled up his answers.
- A. mixed up
 - B. forget
 - C. revealed
 - D. trusted
 - E. dirted

SECTION 6

From the words or groups of words lettered A to D, choose the word or group of words that best completes each of the following sentences.

69. The woman is always impatient ... her children
- A. with
 - B. by-
 - C. to
 - D. for

70. It is disheartening that ... people cannot feed themselves comfortably nowadays.
- A. few
 - B. those
 - C. all
 - D. many
71. When do you expect ... your studies, Lara?
- A. to finish
 - B. to have finished
 - C. to finishing
 - D. to be going to finish
72. The Principal warned the students about cheating at examination ... ?
- A. doesn't he
 - B. don't he
 - C. shouldn't he
 - D. didn't he
73. The striking students refused ... their meals.
- A. take
 - B. taking
 - C. to take
 - D. to be taking
74. There is nothing my mother would like better than that I ... to marry a woman of her choice.
- A. should agree
 - B. shall agree
 - C. must agree
 - D. can agree.
75. Doyin is a stupid boy ... ?
- A. doesn't he
 - B. hasn't he
 - C. aren't he
 - D. isn't he

76. If you do not economize with the oil, soon ... will all be used up.
- A. you
 - B. it
 - C. they
 - D. he
77. Nobody is going to give ... somebody else's work
- A. itself
 - B. yours
 - C. hers
 - D. me
78. After many trials, the boy ... trying.
- A. must be given up
 - B. must have given up
 - C. can have given up
 - D. decided given up.
79. I am looking forward to ... an approval for the project
- A. get
 - B. got
 - C. gotten
 - D. getting.
80. She ... live with her aunt in order to be near the school.
- A. has had to
 - B. was having to
 - C. have had to
 - D. having had to
81. Dina colluded ... Dende to embezzle the school funds.
- A. at
 - B. in
 - C. with
 - D. for

82. Throughout her five years at the secondary school she could not adapt ... boarding life.
- A. from
 - B. to
 - C. with
 - D. into
83. Ansah will not do that, she is only interested ... showing off
- A. with
 - B. on
 - C. at
 - D. in
84. You must not travel at night ... being attacked by robbers
- A. for fear of
 - B. with fear of
 - C. from fear of
 - D. in fear of
85. Amara's ... at the stadium was far below expectation
- A. distinction
 - B. character
 - C. performance
 - D. appearance
86. Everybody's ... is highly needed for the progress of the society.
- A. cooperation
 - B. goodness
 - C. niceness
 - D. defence
87. ... is the essence of friendship.
- A. hatred
 - B. money
 - C. understanding
 - D. agreement.

88. The companies ... will be compensated.
- A. whom offices were burnt
 - B. whose office were burnt
 - C. who offices were burnt
 - D. which offices were burnt
89. Both John and Mary said ... must each drink a cup of water every-morning.
- A. he
 - B. she
 - C. they
 - D. their
90. I usually have loaves of bread in the house but I ... any at the moment.
- A. hadn't got
 - B. didn't got
 - C. haven't
 - D. didn't have
91. My brother's wife ... a baby next month.
- A. have
 - B. has
 - C. is having
 - D. is going to be having
92. He revealed ... of his friend
- A. the identity
 - B. the identification
 - C. identity
 - D. an identity
93. He bought ...
- A. an expensive green, very American saloon car
 - B. a very expensive green American saloon car
 - C. a very green, expensive saloon American car
 - D. a very expensive, American green saloon car.

94. Tony is the ... wanted person among the fugitives
- A. very
 - B. much more
 - C. most
 - D. serious
95. Sola is ... beautiful than any of her three sisters.
- A. very
 - B. more
 - C. most
 - D. best
96. He was fortunate not to ... the train
- A. missing
 - B. has missed
 - C. have missed
 - D. have being missed
97. Kemi is not ... as her brother
- A. a such good writer
 - B. such good writer
 - C. such a good writer
 - D. a writer such good
98. Realizing the advantages of being learned, Chidi has at last gone ...
- A. the School
 - B. to school
 - C. to the school
 - D. school.
99. Everybody ... there at the Prize-Giving Ceremony
- A. were
 - B. was
 - C. has been
 - D. are

100. ... a member of the club I couldn't vote
- A. as not being
 - B. being not
 - C. not to be
 - D. not being.

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SCHOOL CERTIFICATE AND GENERAL CERTIFICATE
EXAMINATIONS

ENGLISH TWO - OBJECTIVE TEST

ANSWER SHEET

	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E
1.	-	-	-	-	-	41.	-	-	-	-	-	81.	-	-	-	-	-
2.	-	-	-	-	-	42.	-	-	-	-	-	82.	-	-	-	-	-
3.	-	-	-	-	-	43.	-	-	-	-	-	83.	-	-	-	-	-
4.	-	-	-	-	-	44.	-	-	-	-	-	84.	-	-	-	-	-
5.	-	-	-	-	-	45.	-	-	-	-	-	85.	-	-	-	-	-
6.	-	-	-	-	-	46.	-	-	-	-	-	86.	-	-	-	-	-
7.	-	-	-	-	-	47.	-	-	-	-	-	87.	-	-	-	-	-
8.	-	-	-	-	-	48.	-	-	-	-	-	88.	-	-	-	-	-
9.	-	-	-	-	-	49.	-	-	-	-	-	89.	-	-	-	-	-
10.	-	-	-	-	-	50.	-	-	-	-	-	90.	-	-	-	-	-
11.	-	-	-	-	-	51.	-	-	-	-	-	91.	-	-	-	-	-
12.	-	-	-	-	-	52.	-	-	-	-	-	92.	-	-	-	-	-
13.	-	-	-	-	-	53.	-	-	-	-	-	93.	-	-	-	-	-
14.	-	-	-	-	-	54.	-	-	-	-	-	94.	-	-	-	-	-
15.	-	-	-	-	-	55.	-	-	-	-	-	95.	-	-	-	-	-
16.	-	-	-	-	-	56.	-	-	-	-	-	96.	-	-	-	-	-
17.	-	-	-	-	-	57.	-	-	-	-	-	97.	-	-	-	-	-
18.	-	-	-	-	-	58.	-	-	-	-	-	98.	-	-	-	-	-
19.	-	-	-	-	-	59.	-	-	-	-	-	99.	-	-	-	-	-
20.	-	-	-	-	-	60.	-	-	-	-	-	100.	-	-	-	-	-
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26.	-	-	-	-	-	66.	-	-	-	-	-						
27.	-	-	-	-	-	67.	-	-	-	-	-						
28.	-	-	-	-	-	68.	-	-	-	-	-						
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34.	-	-	-	-	-	74.	-	-	-	-	-						
35.	-	-	-	-	-	75.	-	-	-	-	-						
36.	-	-	-	-	-	76.	-	-	-	-	-						
37.	-	-	-	-	-	77.	-	-	-	-	-						
38.	-	-	-	-	-	78.	-	-	-	-	-						
39.	-	-	-	-	-	79.	-	-	-	-	-						
40.	-	-	-	-	-	80.	-	-	-	-	-						