

**EFFECTS OF EDUCATIONAL COUNSELLING AND LIVE
MODELLING TECHNIQUE ON ACADEMIC ACHIEVEMENT
MOTIVATION OF SECONDARY SCHOOL STUDENTS**

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JANUARY, 2016

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**A Ph.D. THESIS PRESENTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS UNIVERSITY
OF NIGERIA, NSUKKA**

JANUARY, 2016

CERTIFICATION

AJAYI, MARTINA BOLA a postgraduate student in the Department of Educational Foundations, with registration number PG/Ph.D/06/41572 has satisfactorily completed the requirements for the award of the degree of Doctor of Philosophy in Guidance and Counselling. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree of this or any University.

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APPROVAL PAGE

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DEDICATION

This research work is dedicated to God Almighty for His infinite mercy upon my family and making my dream come to reality.

ACKNOWLEDGEMENTS

The researcher is highly indebted to her supervisor, Prof. I.C.S. Ifelunni, whose invaluable suggestions, patience, corrections and material support contributed in no small measure to the success of this research undertaking. The researcher is grateful to Prof. K.O. Usman, Prof. C.J.A. Onwuka, Dr. J.U. Eze, whose useful suggestions and comments during the proposal stage helped a lot in putting this work together.

Special regards and thanks to Prof. U.N. Eze for assisting with the analysis of data for this work. The researcher wishes to thank Ass. Prof. J.C. Omeje and Dr. D.C. Ncheke for their contributions and material support.

A word of thanks to the Computer Analyst, C.A. Omeke for her patience and efforts in making the researcher's dream come to reality for typing, correcting and retyping the manuscript of this work.

Sincere appreciation and gratitude also to members of the researcher's family, particularly her beloved husband, Mr. C. Ajayi, and children for providing financial and moral support that sustained the researcher throughout the period of the programme.

TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
APPROVAL PAGE	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	vi
TABLE OF CONTENTS	vii
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	12
Purpose of the Study	14
Significance of the Study	14
Scope of the Study	16
Research Questions	17
Hypotheses	17
CHAPTER TWO: REVIEW OF LITERATURE	
Conceptual Framework	18
Concept of Motivation	19
Concept of Academic Achievement	22
Concept of Academic Achievement Motivation	24
Concept of Live Modelling Technique	25

Concept of Educational Counselling	26
Concept of Gender	28
Conceptual Relationship of the Variables	29
Theoretical Framework	30
Theory of Human Motivation of Morgain, King and Robinson 1984	30
Theory of Achievement Motivation of Atkinson, 1978	32
Social Learning Theory of Bandura, 1977	34
Review Empirical Studies	36
Studies Related to Counselling and Academic Achievement	37
Studies Related to Modelling and Achievement	40
Studies Related to Gender Factor and Achievement	43
Summary of Literature Review	46
CHAPTER THREE: RESEARCH METHOD	
Design of the Study	49
Area of the Study	49
Population of the Study	50
Sample and Sampling Technique	51
Instrument of Data Collection	51
Validation of the Instrument	51
Reliability of the Instrument	52
Method of Data Collection	53
Experimental Procedure	53
Method of Data Analysis	56

CHAPTER FOUR: RESULTS

Research Question One	57
Research Question Two	58
Research Question Three	59
Research Question Four	60
Hypothesis One	61
Hypothesis Two	63
Summary of Major Findings	64

CHAPTER FIVE: DISCUSSION OF RESULTS, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY

Discussion of Findings	65
Conclusion	68
Educational Implications of the Findings	68
Recommendations	69
Limitations of the Study	70
Suggestions for Further Study	70
Summary of the Study	71
References	74
Appendices	
A: Sample and Sampling Technique	80
B: Academic Achievement Motivation Questionnaire	81
C: Experimental Procedure	84
D: Analysis	112

S/N**LIST OF TABLES**

1	Group and Treatment Table	29
2	Mean score and standard deviation on Academic Achievement Motivation	57
3	Mean score and standard deviation on Academic Achievement Motivation	58
4	Mean Score and Standard Deviation on Academic Achievement Motivation by male and female students	59
5	Post mean and standard deviation scores on academic achievement of students.	60
6	Analysis of covariance of students as measured by Academic Achievement Motivation	61
7	Multiple comparisons of educational counselling and live modelling and Control Groups on Academic Achievement Motivation	62

ABSTRACT

Poor academic achievement in secondary schools has remained a source of worry to stakeholders in education. To this effect, the study sought to investigate the effects of educational counselling and live modelling techniques on academic achievement motivation of students in secondary schools in Kogi State. The study was guided by four research questions and two hypotheses tested at 0.05 level of significance. A quasi-experimental design was adopted for the study. A total of 65 students who performed poorly from 3 co-educational schools were used for the study. The instrument for data collection was a 20 item questionnaire which was titled Academic Achievement Motivation Scale (AAMS). The instrument was validated by three experts, all from the University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach Alpha statistics which yielded estimated values of 0.93 and 0.94. The students in the three experimental groups were pretested with AAMS before receiving treatment on educational counselling and live modelling techniques. After the treatment, AAMS was re-administered on both groups as post test. Mean and standard deviation were used to answer the four research questions while Analysis of Covariance, (ANCOVA) was used to test the two hypotheses. It was found that: the two treatment groups had better academic achievement motivation as shown by their pre-test post-test mean differences. Also, gender had no significant influence on the academic achievement motivation of students. It was recommended that guidance counsellors, educational psychologists and curriculum planners should plan a programme of intervention based on the principles for motivating students; and the federal and state ministries of Education should organize and sponsor workshops and seminars for educational psychologists and school guidance counsellors on how to implement educational counselling and live modelling techniques.

CHAPTER ONE

INTRODUCTION

Background of the Study

Poor academic achievement in the educational sector particularly at the primary and secondary school levels has been decried by many Nigerians. Year after year, a large number of candidates sit for the West African Examination Council (External) since they could not make their papers in the West African Senior School Certificate Examination (WASSCE). There have been instances of people sitting for this examination for upwards of six times without getting the required five credits to gain admission into institutions of higher learning (Adenusi, 2003). For instance, West African Examination Council (WAEC) (2005) revealed that the percentage of failure rate for English language in the past years surpasses that of the percentage of credit level, while in Mathematics, a fluctuation trend within the years was recorded by the candidates.

A breakdown of the statistics on the failure rate of candidates for 2001 revealed that out of 1,025,027 students, only 26,725 (26.07 percent) scored credit and above, 441,009 candidates failed (41.13 percent) and 316,769 (24.68 percent) got pass in Nigeria. For 2002, out of 909,888 students, 24.57 percent representing 223,568 students recorded credit, 298,562 (31.89 percent) scored pass and 40.18 percent of 387,758 students scored F9 (WASSCE, 2005).

Statistics of entries and result for the May/June 2009 West African Senior School Certificate Examination reviewed by 2010 WASSEC state committee meeting in October 12th and 14th 2010 shows candidates performance on state basis (Omolewa, 2010). On the average, about 29.93% of the candidates that sat for the 2009 West African Senior School Certificate Examination (WASSCE) in Nigeria obtained a minimum or grade 6 in at least five subjects including English Language and General Mathematics. Bauchi state topped the list with 65.53% followed closely by Abia with 63.38% and Lagos with 49.46%. The least percentage pass was recorded by Jigawa state (2.6%) while the least number of candidates that sat for the examination in the entire country was recorded by Adamawa state. Based on the rating, Kogi state was not among 13 states whose percentage was 30.17% and above (Omolewa, 2010). In another statistics on state basis reviewed by the committee, it was stated that of the 14,295 candidates sat for the WASSCE 2009 and only 8,381 passed with credits in five subjects including Mathematics and English Language. This gave a percentage of 20.30% for Kogi state (Omolewa, 2010).

The analysis above implies that there is poor academic achievement being recorded in Nigeria secondary schools in general and Kogi state in particular which calls for ways of improving the situation. In addition, there is generally an increase in dropout rate and students withdrawing from Federal and state secondary schools to private schools in Kogi state

(Adenusi, 2003). This could be as a result of poor academic achievement recorded by the students. Experts like Hein, (2007) and Woolfolk (2010) attribute these poor academic achievements of students to unfavourable attitude of the parents, inability of the school to provide favourable conditions to learning. Omolewa, (2010) attribute it to societal and peer group factors. However, that students fail or perform poorly in their academic according to Eze (2004) is not because they do not possess the mental ability to do well but because they do not know or do not use the most effective methods of studying or are not motivated well enough to study. It is possible therefore that lack of motivations is partially the cause of students' poor academic achievement.

Motivation as defined by Woolfolk (2010) an internal state that arouses, directs and maintains behaviour. Motivation can either be intrinsic (internal stimuli) or extrinsic (external stimuli). At times it might be necessary to provide students with incentives for accomplishing a task, but ideally attempt should be made to nurture the students to be intrinsically motivated. Motivation is a key component in learning. The ideas of motivation as described here are broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know the reasons why, we may not be very involved in using the knowledge that may be instilled in us even by the most severe and direct teaching (Hein, 2007).

Motivation according to Ngwoke (1995) has to do with the internal state or mental and psychological set in an individual which compels, energizes, sustains and directs the individual's activity towards a goal. Motivation is a psychological construct which explains purposive or goal-directed behaviour in human beings. Motivation explains, for example, why some students sweat to pass their examinations, and while some of them wait to cheat in the examinations. It also explains why an individual preserves and deprives himself of some pleasures in order to achieve a life goal. The impetus that drives human beings into setting and attaining significant goals in life is motivation. Motivation in the context of this study therefore, is concerned with how behaviour gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organisms while all this is going on.

Achievement is important not only to students but to entire human race. Achievement is a stable, learned characteristic in which satisfaction is obtained by striving for excellence (Feldman, 2002). Achievement is used to assess the extent students have learnt the content in a particular course after receiving instruction in a course (Ifelunni, 1997). In this study therefore, achievement is a situation where learning outcome of students is appraised.

Academic achievement is a situation where learning outcome is appraised in terms of matching it with standardized testing and its successful completion (Feldman, 2002). It is all about what students can actually do

when they have finished a course of study. Achievement is a stable, learned characteristic in which satisfaction is obtained by striving for excellence (Feldman, 2002). Academic achievement according to Sinclair (2003) is success which a student attends especially after a lot of effort. It is the fact of achieving in educational endeavour. In the context of this study therefore, academic achievement is success which a student attends after being appraised in terms of matching it with standardized testing and its successful completion. Academic achievement motivation is an internal state or mental and psychological state in an individual which compels, energizes, sustains and directs the individual's activity towards a goal. In other words, it is the internal drive or urge that makes an individual to set up a difficult academic goal, fashion out strategies in achieving the goal and persist in tackling the task so as to achieve a standard of excellence. Academic achievement is pertinent to students because it determines goal attainment. Inability to achieve what a learner is supposed to achieve, is a function of so many factors. According to Momoh (2002) these factors can be classified into hereditary, personality, environmental, instructional, health and nutritional, reinforcement and school management. The author also said that there are similar ways of categorizing these factors. Momoh (2002:114):

The student factors such as attitudes, individual differences, physical health and readiness to learning. Teacher, instructional curriculum factors such as teacher attitude to students, types of classrooms control, curriculum contents, instructional contents, and preparation. Institutional factors such as the type of school, population control, discipline and personal interaction. However, some of these factors

may not have long term effect on the academic achievement motivation of a student because they are vulnerable to changes and improvement when they become corrected.

Another factor that plays an important role in the academic achievement motivation of students is their gender. Gender highlights the fact of being male or female (Hansan, 2000). It represents the differences in sex, that is, either male or female, boy or girl, man or woman. Gender is determined by the conception of tasks, functions and roles attributed to women and men in society (Gawafer, 2011). Gender refers to socially constructed roles and socially learned behaviours and expectations associated with males and females (Okeke, 2000). Gender stereotyping is linked to all the domains of learning such that there are different expectations for male and female behaviour in all categories of learning (Damar, 2009).

Gender could influence academic achievement motivation. Lack of academic achievement motivation can be addressed through behaviour modification. Different kinds of behaviour modification techniques like proximity control, over correction, group counselling, individual counselling, aversive therapy, reinforcement among others have been used for intervention on addressing the problem of academic achievement motivation among secondary school students (Nickerson, 2009). Psychological principles and the experiences of counsellors and teachers support the following techniques for addressing lack of academic

achievement motivation of students (Chidume, 2003). These techniques include, finding special skills, training in skills, (already acquired), discussion, group guidance among others. Yet decline of academic achievement motivation among secondary school students were on the increase. This lack of academic achievement motivation is evident in the poor academic performance released by the West African Examination on written and oral examinations taken by secondary school students (Adeglile, 2005). This was also supported by deviant examination behaviour exhibited by students at all levels of education. For example, most students who sat for May/June Senior School Certificate examination (2009) were reported by examination invigilators to have been found carrying books into the examination hall (Ike, 2009). The magnitude and dimensions which it has assumed had in the recent time, made the trend a public concern. The loopholes inherent in the control measures presently used, have agitated the mind of the researcher to seek behaviour modification techniques appropriate to the problem. On account of this, the researcher intends to apply educational counselling and live modelling techniques to see their effects on academic achievement motivation of Kogi State secondary school students.

Modelling is sometimes referred to as cognitive or observational learning. Human beings learn a great deal through observing others. Much social learning occurs through observation without any direct rewards or

reinforcement administered to the learner (Okere, 2002). Human learning starting from table manners and inter-personal relations among others depends on observation of this kind. Children learn much of their social behavior through modeling, which basically involves observing and imitating the behavior of others. However, there are many kinds of modeling which include film modelling, live modelling among others. But the researcher is interested in live modelling. Live modeling according to Azrin (2009) is a form of learning in which an individual who needs behavior change is exposed to the sensory experience of another person.

Modeling can be used to modify various behaviours including poor academic achievement or lack of achievement motivation. Bandura and Watters as cited in Okeke (2003) note that modeling offers opportunity for the learning of a wide spectrum of behaviour and skills within a shorter period of time. Modelling technique includes role-play, modelling in consultation with teachers and the use of taped or film models. As noted by Ofordile (2002), modelling also called "imitative learning" and "social learning" refers to a change in behaviour as a result of the observation of another behaviour which is learning by vicarious experience of imitation. The author further attested that there are at least four interrelated processes involved in a modelling effect: attention, retention, motoric reproduction and reinforcement. By means of attentional processes, the observer recognizes and differentiates the distinctive features of the model behaviour.

A number of attention controlling variables many of which can be manipulated are involved including characteristics of the observer and incentive conditions. Live modelling in the context of this study therefore is vicarious form of learning in which an individual who needs behaviour change is exposed to the sensory experience of another person. The ideal is to place the observer in a situation which predisposes him to learn new ways of doing things. Most human beings model behaviour for others.

In the school setting, a behaviour modifier may use somebody who has a positive achievement motivation ability to help others with negative achievement motivation. Equally, film model of somebody who achieves can be presented to students that are finding it difficult to achieve. Such students through initiating the behavioural manifestation of the higher achiever may be motivated to equally achieve. Students not only emulate their teachers but also model influential figures in their community. Some teachers have put to great value to school learning the study of biographies of national figures and men that have made the history of the entire community of nations. Besides, star athletes, footballers, actors, business magnets, industrialists, scientists, statesmen, and even high achieving students of different cohorts in the school may be used as motivating devices to prompt students to developing the habit of striving for excellence. This instance explains why the researcher intends to use this technique to

improve the level of academic achievement motivation among secondary school students in Kogi State.

Apart from motivating factors counselling is another technique to be considered in developing the habit of achieving excellence. Counselling is a human oriented service needed by all categories of individuals to understand themselves better and be able to resolve their conflicts. According to Okeke (2002), counselling is a helping relationship between a counsellor and a client in which the counsellor uses his professional knowledge and skill to assist the client achieve proper development and functional ability in order to solve or cope with life's problems. Tambawual (2007), states that counselling is concerned with the feelings, attitudes and emotional dispositions of an individual about himself and the situation facing him. Counselling focuses on three distinct areas such as vocational, personal-social and educational.

Educational counselling is concerned with the overall education growth and development a student makes in his choice of subjects based on interest, mental ability, future educational plans and career goals (Chukwuma and Obiemesie, 2009). Educational counselling is aimed at assisting both youths and their parents to develop educational plans that will help them plan their school work (Ifelunni, 2003). The planning is such that they benefit from their school work and hence able to progress to the next level of schooling. A typical school counselling programme according to

Ifelunni (2003) will include: study habit, examination techniques, how to choose subjects, knowing about the availability of other schools, teacher-student relationship, school curricular and academic counselling among others. In this present study therefore, educational counselling is the process of assisting students through counselling relationship to outline his own resources and his environmental opportunities in the process of self-understanding, planning, decision making and coping with problems relative to his developmental needs and educational activities. Educational counselling is an indispensable tool towards building high spirit of concentration among students.

Another factor that could be considered to influence academic achievement motivation of student is gender. Gender issues have been put under serious considerations in all development initiatives in Nigeria. Gender can be considered to be the society-constructed roles, responsibilities ascribed to male and female by different societies (Hornby, 2001). Obasi (2004) refers to gender as many social and cultural constructed characteristics, equalities, behaviour and roles which different societies ascribed to male and female. Gender is different from sex because sex describes the biological determined physical distinction between male and female which is universal (Ironkwe, 2008). Unamma (2003) however, described gender as sex role identity which include division of labour,

power, inequalities and other cultural concept of masculine and feminine which most societies stimulate during the process of socialization. In this study therefore, gender is the sex role identity in academic achievement motivation of students.

Taking the poor performance of Kogi State secondary school students into consideration, it appears that some Kogi State secondary school teachers do not motivate their students. This is because according to Oyama (2001), Kogi State secondary school students are found roaming and parading the streets. Even in schools where guards are mounted, students are still found wandering aimlessly on the street. Many of them engage in gambling, playing snooker and all sort of indecent games when they are supposed to be in their respective classes. These according to Oyama (2001) are as a result of no motivation. This lack of motivation usually results in poor performance and mass failure of some Kogi State secondary school students.

It is against this background, that the present study sought to investigate the effect of educational counselling and modelling techniques on academic achievement motivation of secondary school students in Ajaokuta Education Authority in Kogi State.

Statement of the Problem

The recent decline of academic achievement motivation of secondary school students is a matter of concern to parents, teachers, administrators

and school counsellors. This lack of academic achievement motivation is evident in the poor academic performance released by the West African Examinations Council on written and oral examinations taken by secondary school students. This was also supported by deviant examination behaviour exhibited by students. For instance, most students who sat for May/June examination were reported by examination invigilators to have been found carrying books into the examination hall. Lack of academic achievement motivation can be improved through behaviour modification. Different kinds of behaviour modification techniques like proximity control, group counselling, aversive therapy, reinforcement, individual counselling among others have been used for intervention on addressing the problem of academic achievement motivation among secondary school students yet lack of academic achievement motivation among secondary school students is on the increase.

There are reports of efficacies of proximity control, educational counselling, and live modelling in other maladaptive areas like stage fright, shyness, little or no information appears to be available in the area of academic achievement motivation of students. Using the efficacies of proximity control, educational counselling and live modelling in solving other maladaptive behaviours, would such counselling approaches be effective in motivating students to achieve academically? It is against this back drop that the study sought to investigate the effect of educational

counselling and live modelling techniques on academic achievement motivation of secondary school students in Ajaokuta Education Authority in Kogi State.

Purpose of the Study

The major purpose of this study is to determine the effects of educational counselling and modelling technique on academic achievement motivation of secondary school students in Kogi state.

Specifically, the study sought to:

1. Determine the effect of educational counselling on academic achievement motivation of students.
2. Determine the effect of live modelling on academic achievement motivation of students
3. Determine the influence of gender on the treatment outcomes of academic achievement motivation of students.
4. Ascertain the interaction effect of treatment and gender on academic achievement motivation of students.

Significance of the Study

The findings of this study have theoretical and practical significance. In terms of theory, the results of the study will extend the frontiers of knowledge in the areas of counselling theories especially the social learning theory. With the study, areas of achievement motivation theory that lend themselves to better counselling services are understood and explored while

modifying the entire theory for easy use in academic achievement motivation.

Practically, the study also will provide information to teachers and educators, guidance counsellors, curriculum planners and students to explore the best methods to use in teaching-learning process.

The counsellor will benefit from the study because it will reveal the place of educational counselling and live modelling in enhancing performance. When this is revealed, the counselor will integrate them in modifying students' behaviour towards near perfection. The findings of this study when published will be of much significance to guidance counsellors because they will be exposed through documented evidence to benefits inherent in live modelling and educational counselling of students to their academic achievement motivation. This thereby will add to their existing wealth of knowledge which they will integrate in counselling maladaptive students.

Curriculum planners will find the result of this study useful because it will help them see the need to modify or include in the curriculum for teacher educator the use of modelling in teaching and learning process. Equally, they will see the need for integrating educational counselling and live modelling in teaching and learning. This will enable them to adequately make use of models in teaching.

Students will benefit from the findings of this study in that when teachers start making use of modelling and counselling in propelling students to achieve, they will be better catered for. This may lead them to better achievement in their academic pursuit. Based on this, qualitative manpower will be produced for the country and society will equally benefit immensely.

Finally, the findings of this study when documented and published as it is expected will add to the stock of existing knowledge in the area of behaviour modification which will be disseminated through workshops, learned journals, conferences, and internet posting.

Scope of the Study

The study was limited to Ajaokuta Local Government Education Authority of Kogi State of Nigeria. The study utilized senior secondary 2 students. Specifically, the content scope of the study covered educational counselling, live modelling technique, academic achievement motivation and gender. It examined the effect of counselling and modelling on academic achievement motivation of the students as well as the influence of gender on treatment outcomes.

Research Questions

The following four research questions guided the study.

1. What is the effect of educational counselling on academic achievement motivation of students?
2. What is the effect of Live Modelling on academic achievement motivation of students?
3. What is the influence of gender on the treatment outcome on academic achievement motivation of students?
4. What is the interaction effect of treatment and gender on academic achievement motivation of students?

Hypotheses

The following two null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

- H₀₁: There is no significant difference between educational counselling and live modelling techniques on academic achievement motivation.
- H₀₂: There is no significant difference in the post test mean scores of male and female students exposed to treatment.

CHAPTER TWO

REVIEW OF LITERATURE

In this chapter, studies and work carried out in the area of academic achievement, modelling, counselling and gender factor and achievement will be reviewed. The review was carried out under the following headings.

Conceptual Framework

- Concept of Motivation
- Concept of Achievement
- Concept of Academic Achievement Motivation
- Concept of Modelling Technique
- Concept of Educational Counselling
- Concept of Gender
- Conceptual Relationship among the Variables of the Study.

Theoretical Framework

- Theory of Human Motivation of Morgan, King and Robinson, (1984)
- Theory of Achievement Motivation of Atkinson, (1978)
- Social Learning Theory of Bandura, (1977)

Review of Empirical Studies

- Studies Related to Counselling and Academic Achievement
- Studies Related to Modelling and Achievement Motivation.
- Studies Related to Adolescents and Achievement.

Summary of the Literature Review

Conceptual Framework

This section will focus on the review of the conceptual issues related to the present study.

Concept of Motivation

(a) Motivation

Motivation is important in getting the learner absorbed in the task of learning, in getting the learner to resist distractions, and in getting the learner to form favourable attitudes towards school. Motivation has been variously defined in different ways by scholars. According to Ajuogu (1996), motivation is an internal, psychological process. It is the motive power that makes people behaves the way they do. The definition implies that motivation refers to forces which characterize an inner state that energizes, activates and directs behaviour towards the achievement of goals. Motivation according to Smith (2002), is a term used to define those processes, both initiative and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals which trigger of human behaviour. Robin (1990), in his explanation defines motivation as willingness to exert high level of effort towards organizational goals conditioned by the efforts, and ability to satisfy some individual needs.

Motivation provides us with the means to compete with others in order to better ourselves and to seek out new information to be learnt and absorbed. Individuals experience motivation in different ways whether it is

task based or ego based in nature. Some people strive to achieve their goals for personal satisfaction and self-improvement while others complete with their surrounding in achievement settings to simply be classified as the best (Scott, 1995).

Motivation is very vital in human affairs. It helps people to move on in the activities they engage in. Yalokwu (2002) asserted that motivation is a complex internal state that activates or moves the individual. According to Grasha (1995), motivation is the process that initiates, guides and directs our behaviours towards certain goal, and maintain our actions while particular goals are pursued. Okumber (1998) asserted that motivation is a process that starts with a psychological or physiological deficiency or need that activates behaviour or a drive that is aimed at goal or incentive. According to him, three key words emerge in the definition needs, drive (motive) and incentive (goal). In his vicco motivation process consists of needs (deficiencies) which set up drives (motives). The drive in turn helps in acquiring incentives (goals).

Motivation is essential ingredient that help individual to sustain action. Motivation according to Gredler (2001) is the attribution that ñmovesò as to do or not to do something. Motivation is responsible for why people decide to do something, how long they are willing to sustain the activities and how hard they are going to pursue it. Dornyie (2001) said that motivation is thought to be responsible for why people decide to do

something, how long they are willing to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. According to Bongaino (1992), motivation is all inner striving condition, described as wishes, desire, urges, that stimulate the interest of a person in an activity. It is therefore, an inner state that stimulates and triggers behaviour. Petitter (2002), is at the view that motivation as a term is used to describe these processes in both initiative and rational by which people seek to satisfy the basic drive, perceived needs and personal goals, which trigger off human behaviour.

Individuals no doubt need motivation to perform well. D  sueza (1995), explains that motivation can be as simple as eating food or as complex as designing a space capsule. There are lots of variables that influence people  s desire to act in the work environment. These variables may be their own needs, presence or absence of factors in the environment itself or the behaviour of their immediate superior. As noted by Okeke (2002), motivation is defined as the process of arousing action, sustaining the activity in progress and regulating the pattern of activities. Motivational factors can be categorized into three    those having biological importance (drive instinct) need, those having mental importance (wish impulse) and those having reference to environment (incentive, goal and competition) (Okeke, 2002). However, knights and seal (1998) observed that, motivation has the characteristics of energizing, directing and sustaining activities. This

shows that motivation is a purposeful act. It is concerned with achieving a specific goal. Therefore, the expectation is that the behaviour of a motivated organism should differ from that of an unmotivated organism.

In this present study, motivation is a force or condition within an organism that compels it to act or respond towards particular objective where previously there was little or no movement towards these goals.

(b) Concept of Academic Achievement

Concept of achievement is used to assess individual on the course of action. The concept achievement was viewed by Ray (1993) in terms of striving to attain higher status, a form of behaviour that is characterized by attempt to dominate and control others in his research, he makes considerable use of attitude surveys, an approach that is employed more frequently by sociologist than psychologists. This study conceptualizes achievement to be a relatively stable personality trait, which is a result of many factors including childhood and occupational experiences as well as the type of organization in which one is employed.

Achievement is characterized by a strong desire to assume responsibilities for finding solution to a problem, a tendency to set moderately difficulty achievement goals and take calculated risks, a strong desire for concrete feedback on task accomplishment. The antithesis depicts a preference for low risk level on tasks and for shared responsibilities on tasks (Steer, 1980). According to Stipek (1993), high achievement

motivation originates from the family and cultural group of the student. If parents reinforce achievement, competitiveness and problem solving ability in students then there is the possibility that the student will develop a high need for achievement.

However, achievement motivation is the innate tendency in an individual that propels him or her to embark in a given task and as well as to excel in such a task (Odinko and Adeyemo, 1999). They further note that interest can be a motivational force in an individual that compels him or her to strive to achieve in the midst of all odds. Achievement motivation can be described as the desire to accomplish something difficult, to overcome obstacle and attain a high standard, to excel oneself among others. Ezenwa (2009) noted that achievers are moderate risk takers, have an energetic approach to work, prefer jobs that give them personal responsibilities for outcomes.

In the other hand, achievement motivation can be referred to as being motivated by the desire to achieve broad objective, of equipping competencies that will qualify the students for entry into and succeed in learning outcome (Kamii, 1990). In this work therefore, achievement motivation is a psychological intention to accomplish a task, to excel or attain higher goals.

In summary, achievement motivation theorists attempt to explain people's choice of achievement task, persistence on those tasks, vigor in

carrying them out and performance on them (Eccles, Wigfield, Schiefele & Schunk, 1996). The authors want further to explain that, it is the internal force that propels an individual to put in all his/her efforts in tackling a given task in his academic in order to excel above his/her equals. As an operational definition in this concept of study, achievement motivation is the internal force that propels students to put efforts in tackling a given task in their academic order to excel above others.

(c) Academic Achievement Motivation

There are various definition of academic achievement motivation based on scholars understanding and perceptions. Howse (1999) defining achievement from school dimension opined that it is that which is accomplished by actual execution of class work in the school setting. He further explains that it is typically assessed by the use of teacher ratings, theses and examination. Wentung (2000) in his own definition said that it can refer to achievement by individuals of objectives related to various type of knowledge and skills. The objectives are established based on the age, prior learning and capacity of individuals with regard to education, socialization and qualification.

Academic achievement motivation is defined as the distinction between standards, and achievement motivation is crucial (Ofested, 2002). Achievement is judged by reference to the progress made by individual and groups, taking into account their prior attainment and potential. Standards

are judged by reference to the level of performance of groups against a given average. Omeyo (2010) defined academic achievement as a product of the motivation to succeed times the motivation to avoid failure. This means that individuals weigh their expectancy of success with the value they place on that success, or how well an individual thinks he/she can and how much well, actually matters. According to Dixon (2002) academic achievement motivation is personal success through demonstrating competence accord to social standards successful, capable, ambitions and influential. Academic achievement motivation in this present study is therefore the progress students make in school taking into account their prior attainment and potential. It is a product of motivation which propels the individual to attain his/her goal.

(d) Concept of Live Modelling Technique

Modelling technique can be used in modification of behaviour. Okeke (2003), observed that modelling offers opportunity for the learning of a wide spectrum of behaviour and skills within a shorter period of time. Modelling techniques include role play, live modelling, film modelling, symbolic modelling. As noted by Okeke (2002), modelling is sometimes referred to as cognitive or observational learning. Human beings learn a great deal through observing others. Much social learning occurs through observation without any direct rewards or reinforcement administered to the learners.

However, modelling occurs when behaviour of one individual is acquired (Fantino & Reynolds (2007). Modelling can be used to help pupils adapt new behaviour (Okeke, 2002). In modelling, pupils are made to observe administrable persons of substance or authority demonstrate desirable behaviour or condemn undesirable behaviour. Modelling also called "initiative learning" and "social learning" refers simply to a change in behaviour as a result of the observation of another's behaviour. That is learning by vicarious experience or imitation (Ofordile, 2002). According to him, there are at least four interrelated processes involving a modelling effect, attention, retention, motoric reproduction and reinforcement. By means of intentional processes, the observer recognizes and differentiates the distinctive features of the model behaviour.

Modelling in the researcher's view point in this study therefore, is that technique that is used for the teaching of new behaviours and for the unlearning of undesirable ones. To use this technique, the client is made to learn or modify his behaviour by observing some other person perform the desired behaviour.

(e) Concept of Educational Counselling

Educational counselling has been variously defined by scholars based on their perceptions and understanding. Ifelunni (2003) noted that educational counselling is aimed at assisting both youths and their parents to develop educational plans that will help them plan whose school work.

According to Anagbogu (2005), educational counseling is concerned with educational, school and academic programmes which aim at helping individuals to make adequate plans choices and decisions pertaining to educational goals. It involves knowing the course title, number of credit loads, need for time-table, educational opportunities, within one's localities, course requirements,, textbooks needed, JAMB problems including its brochure, extra-moral classes/evening lessons, how to fill some examination forms, how to use school libraries, how to improve reading skills, how to cope with examination stress and anxiety, how to pass examination with high grades, how to concentrate and pay attention to relevant skills (Anagbogu, 2005). The planning is such that they benefit from their school work and hence are able to progress to the next level of schooling.

Educational counselling according to Aziude and Iwundu (2005), deals with helping students to select the subjects they intend to offer at the G.C.E. Examinations. In doing this, the counsellor has to bear in mind the discipline which the counsellee will pursue in the institution of higher learning. Then, of course, the chosen discipline must be such that will open the counsellee's way to getting into whatever vocation he must have decided on. Besides, educational counselling will also assist the students to identify schools that are available where they can realize their future ambition. In the context of this study, educational counselling is the help offer to students by a counsellor to achieve academic achievement motivation.

(f) Concept of Gender

In Nigeria, adolescents are to behave according to genders expectations. Gender refers to socially constructed roles and socially learned behaviours and expectations associated with males and females (Okeke, 2000). Unamma (2003) however described gender as sex role identify which include division of labour, power, in equalities and other cultural concept of masculine and feminine which most societies stimulate during the process of socialization. Gender is a set of characteristic distinguishing between male and female particularly in the case of men and women (Guinand & Lemesea, 2010). This implies that gender is a social construction that has to do with behaving according to type, in other words gender issue is a broad categorical characteristic attributes and a persons based on his/her belonging to one of the two sexes.

Gender issues limits one from benefiting from one's area of interest. Schooling adolescents are not left out in this issue. Gender issue has continued to reduce productivity and thereby development of young people in all spheres of life, for instance, it affects the level of aspiration, self-concept, goal setting, and career choice of adolescent boys and girls (Maduewesi, 2005).

There is usually a certain uneasiness that arises whenever issues pertaining to gender are discussed even in the supposedly enlightened circles. In the context of this present study, gender refers to socially

constructed roles and socially learned behaviours and expectations associated with males and females students.

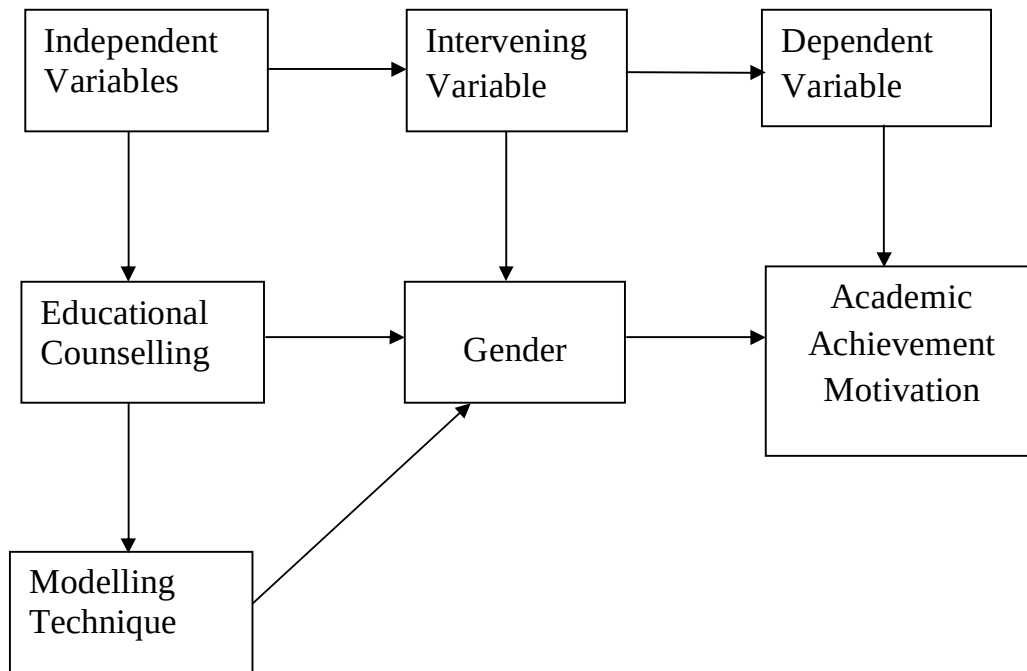


Fig 1: Conceptual relationship of the variables

The diagram above illustrates the network of the conceptual relationship of the variables. Consequently, the independent variables, that is; educational counselling and modelling techniques are techniques or rather counselling approaches that were employed in this study as treatments to determine their effectiveness on the academic achievement motivation among senior secondary school students. Gender as the intervening variable was introduced as moderating variable to establish their influence over treatment outcome.

The academic achievement motivation of the senior secondary school students, that is; the dependent variable was predicated on the outcome of the programme after treatment.

Theoretical Framework

Behaviour modification is anchored on a number of theories which are relevant to the subject under study. Such theories serve as guide in the prediction and control of events in the course of human social interaction. There are a number of such theories to reckon with, with regard to behavioural problems. Attention is however, drawn here to five of such theories considered relevant to the present study.

These are:

Theories of Human Motivation (1984)

Theory of Achievement Motivation (1987)

Social Learning theory of Bandura (1977)

Social Exchange

Theory of Human Motivation by Morgan, King and Robinson

This theory was propounded by Morgan, King and Robinson (1984). According to them, 'motives', 'needs', 'aspiration', are all constructs or ideas devised to explain behaviour that is otherwise puzzling. Motives explain why people engage in certain behaviour, and are the drives or impulses within an individual that cause the behaviour. Motives established largely by experience are known simply as motives. Those motives that

arise to satisfy basic survival-related needs rooted in physiology are usually called drives. Human beings according to the theorists experience drives for food, water, sleep, oxygen temperature regulation, and avoidance of pain. For example, if a person feels hungry, he or she has a need for food. This results in action designed ultimately to obtain food and satisfy the need. As a drive becomes stronger, the individual is motivated to reduce it.

Consequently, academic achievement motivation will then drive students behaviour toward some positive goal. As noted by the theorists, that motivation is the state within a person or animal that drives behaviour toward some goal. An analysis of the above reveals that academic achievement motivation has three aspects: A driving state within the organism that is set in motion by bodily needs, environmental stimuli, or mental events such as thoughts and memories; the behaviour aroused and directed by this state; and the goal toward which the behaviour is directed.

However, by implication, motives determine the direction of student's behaviour and thus change the students behaviour and thus change the student's relation to its environment. Motives sustain students to achieve academically and make energy available for the activity required.

The conditions which arouse and direct an individual's responses to objects and situations in the environment fall into two groups: (1) Biological drives which result usually from such basic tissue needs as those for water,

food, oxygen, sleep and (2) psychological motives, resulting from such needs as those for social approval, self-esteem, security, and knowledge.

The biological drives are innate, that is, they are inherited, although the ways in which they are satisfied are greatly influenced by learning and cultural factors. The psychological motives are chiefly acquired through learning and experience but they may also be influenced by innate factors. For instance, an individual may be motivated to achieve but his inherited potentials may not support such strivings. Under this situation, goal attainment may become very difficult.

This theory is relevant in this present study because in counselling or modelling, the client or individual is motivated to achieve. The counsellor will help the client to understand his inherited potentials which of course would stop him from striving. When the counsellor assist the client goal attainment becomes easy and possible.

Theory of Achievement Motivation by Atkinson

Achievement motivation theory is propounded by Atkinson in 1978. The theory hypothesizes that there are two important tendencies: a tendency to achieve success (hope of success) and a tendency to avoid failure (fear of failure). The strength of the tendency to achieve success is determined jointly by three factors: (1) the strength of the motive to achieve success, which is similar to McClelland need for achievement; (2) the perceived probability of success in this situation; and (3) the incentive value of

success, which is determined by the pleasure or pride you anticipate experiencing if you are successful.

The strength of the tendency to avoid failure is jointly determined by three factors that parallel those for success: (1) the strength of the motive to avoid failure; (2) the perceived probability of failure; and (3) the negative incentive value of failure; that is, how bad you believe you will feel if you fail.

This theory is important and related to this present study because once students know the strengths of these tendencies, they can determine the resultant achievement motivation, that is; the sum of the success and failure tendencies. The tenet of Atkinson Achievement theory is that or resultant achievement motivation is a product of the tendency to achieve success and the tendency to avoid failure. That is to say, if students want to achieve it. Since the tendency to avoid failure is negative, counsellors and significant others will effectively subtract it from the tendency to achieve success. Simply put, resultant achievement motivation is the difference between the approach and avoidance tendencies. If, for example, someone challenges you to a one-on-one contest (a debate, a karat match, a tennis game), your decision to accept or reject depends on the relative strengths of the tendencies to approach and avoid the achievement situation. Taking into account how strongly you usually feel about success and failure, how likely

you are to win or lose, and how good (or bad) you will feel if you win (or lose), you make the decision.

The significant of this theory to this present study is that counsellors should assist their client or student to strive to achieve success and avoid failure through hard work. This can be done through modelling which this study is concerned with determining the effect on achievement motivation of students.

Social Learning Theory of Bandura

Social learning theory was propounded by Bandura (1977). The theory states that learning is through observing a model. This theory emphasized the importance of observing and modelling the behaviours, attitudes and emotional reactions of others. He states that most human behaviours, are learned observationally through modelling. From observing others one forms an ideal of how new behaviours are performed and on a later occasion, this coded information serves as a guide for action.

However, theory assumed that human behaviour is, in general, a function of the person plus the environment. The theory is based on the premise that behaviour is learned and unlearned that personality can be explained in terms of the cumulative effect of a series of learning experiences. For Bandura, therefore, environmental situation, the person and behaviour are variables that are highly interrelated. Each of these variables according to Bandura has the capacity of influencing the other. For instance,

a person's perception can introduce a change in the individual's perception. In the same way a pattern of behaviour can either change a person's perception or the person's perception can change behaviour.

Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. The theoretical stand point is that people are more likely to imitate the behaviour of others if they particularly admire and identify with them. Children follow models for undesirable as well as desirable behaviours. In the school system, the students see their teachers as the replica of their future life style and begin to demonstrate these behaviours which they meet. The teacher should never in any way tell the student to do what they see.

According to Bandura, most people learn through example either intentionally or accidentally. Exposure to models has three effects depending on the different processes involved thus: new patterns of behaviour can be acquired through watching the performance of others. A model's behaviour may serve to elicit the performance of similar responses already in the observer's repertoire. The model's behaviour may influence the performance of socially prescribed or deviant behaviour. The observer's inhibition about performing the behaviour may be strengthened or weakened by watching the model's punishment or rewarded.

Social learning theory fits into this present study because it is concerned with modelling which this study is concerned with determining the effect on achievement motivation of students. Also, this theory when applied in deviant behaviour, assumed that environmental situation, the students and behaviour are variables that are highly interrelated.

Review of Empirical Studies

Under this section, studies carried out in areas of counselling, modelling, achievement and motivation will be reviewed.

Studies Related to Counselling and Academic Achievement

Igbal (2004) carried out a study on the value of motivation in student academic achievement in Rawalpindi Pakistan. A descriptive survey design was used for the study. The population of the study was 660 students. The simple random sampling technique was used to select 300 participants in secondary school one from eight secondary school in Rawalpindi Pakistan of the total sample, 156 were boys, while the remaining were girls. The instruments used for the study was a questionnaire. Data collected were analyzed using mean and standard deviation. Based on the analysed data, the following are the main findings. Academic motivation had a positive and significant effect on academic achievement of secondary school students in mathematics. The above research study therefore is related to this present study because it revealed the factors influencing student

academic achievement which will serve as base line data for the present study.

Ezeanyika (2005) investigated the effects of modelling and educational counselling on students' achievement in some geometric concepts in South-Eastern Nigeria. A quasi-experimental design was used for the study. Three research questions and three null hypotheses guided the study. The instrument used was the geometric performance test, with a reliability index of 0.83 through the Kuder Richardson (KR-21). The data were analyzed using ANCOVA. Results showed that there was a significant difference between the mean achievement scores of students taught the surface areas of cubes and cuboids, cylinders and pyramids with modelling technique and those taught with educational counselling. The study is related to this present one because they are similar, and therefore could serve as a base line data for the present study.

Iwuama (1998) carried out a study on the influence of educational counselling on secondary school students academic adjustment and achievement. The study adopted descriptive survey design. Four research questions and two null hypotheses guided the study. The population of the study was 2600 students. The researcher made use of senior secondary II students in Owerri Education zone of Imo state. The sample for the study was 260 SS II students composed through stratified random sampling. Questionnaire was the instrument for data collection. The data were

analyzed using mean and standard deviation while test statistics was used in testing the hypotheses at 0.05 level of significant. The result revealed among others that through educational counselling, students have come to make realistic subject choices and based on that they performed above average. This study investigated counselling and academic performance in Nigeria. It some how has a common boundary with the study at hand which looks at effect of educational counselling and live modelling techniques on academic achievement motivation in Kogi State.

Makinde (1983) carried out a study on the role of counselling services in academic performance among junior secondary students in Ibadan. The study adopted a descriptive survey approach as a design. Two research questions and one hypothesis guided the study. The population of the study was 5000 students from urban and rural area of Uyo. The data used for the study were collected using questionnaire. The data analysis were done using percentage and mean score and the results revealed that the use of counselling services in subject choice and combinations for students to a great extent improved their performance in school. The presence work associated with this study because it is a further attempt to investigate into relationships between certain counselling variables and academic performance among students.

In a study carried out by Wrenn (1998) using students from rehabilitating unit in New York on the effect of counseling services on their

adjustment and academic achievement, one hundred and thirty (130) inmates were used. The study adopted interview and questionnaire as instruments for data collection. The data collected were analyzed both qualitative and quantitatively and the findings reveals that the inmates were adjusted in the unit because of the counselling they were receiving. The result equally has it that most of the inmates were improving in their academic activities unlike what the situation was before the rehabilitation. The presences study is related with the study at hand since it border on academic motivation which will in turn give insight to the work at hand.

Dawa, Adamu and Olayomi (2005) carried out a study on impact of study habit counseling on academic performance in Kashim Ibrahim college of Education Maiduguri. The study was undertaken to determine the impact of study habit counseling on academic achievement among probating, National Certificate of Education (NCE). The study had three objectives:- To determine the impact of study habit counselling towards improving academic performance. To find out causes of poor academic performance, to find out if gender is a factor on poor academic performance. Two hypotheses were generated and tested using students t-test and chi-square. The study involved 246 probating students and 24 were randomly selected using odd and even numbers techniques. Analysis of the data, using t-test statistics showed that there is no significant relationship between students study habit and their academic performance. Also it was revealed that

gender significantly affect academic performance. The implications of this study for youth and manpower were highlighted. Suggestions were offered with a view of helping students improve their study skills in order to excel in their academic pursuits. The study is related to the present study because both are similar. Also the study will serve as a guide line to the study at hand.

(b) Studies Related to Modelling and Achievement

Okeke (2002) carried out a study on effect of live modelling on academic performance in Otukpa Local Government Area of Benue State, using senior secondary students and junior secondary students. Quasi-experimental design was employed in the study. Four research questions were asked to determine the effect of live modelling on academic performance. The population for the study was forty students. Random sampling was used to identify the students. The instrument used for the study was the Group Embedded figure test (GEFT) which was developed as a measure of live modelling. The data collected were analysed using mean and standard deviation. The result revealed that live modelling is effective in eliminating unwanted behaviour as well as in developing new behaviour. The result shows that watching violence on television for instance, can increase aggression. The present work is associated with this study because it is further attempt to investigate into the relationships between

certain modelling variables and academic performance among secondary students.

Orumrod (1999) carried out a study on effect of live modelling and symbolic modelling on secondary schools performance in Orluonmwon local government area of Edo state. Quasi-experimental design was employed in the study. Three research questions guided the study. The population for the study was sixty students. The students were randomly assigned to two treatment conditions. The data collected were analysed using mean and standard deviation. The instrument used was live model and symbolic model for teaching the group. The results revealed that many behaviours can be learned, at least partly through modelling. The students watched the demonstrations of mathematics problems using both live models and symbolic model in their participation in mathematics instructions were increased after the demonstration. This indicates that modelling increases the frequency of similar behaviours. The present work is related to this study because it is also a further attempt to investigate into the relationships between certain modelling variables and performance of secondary school students.

Ubah (2003) did a study on effects of film-modelling and direct teaching techniques on self-concepts of schooling adolescents in Ogoja Education Zone of Cross Rivers State. The study employed quasi-experimental design with pre-test, post-test, randomized versus control

group. The population is all SSI in the study area. Three research questions guided the study while three hypotheses were generated and tested at 0.05 level of significant. The data collected were analysed using mean and standard deviation while the null hypotheses were tested at 0.05 level of significance using analysis of co-variance (ANCOVA). The results from the analysis of the data revealed that there is no significant difference on the impacts of film-modelling and direct teaching. Also it was revealed that gender did not significantly affect students. In relating to the present study, it is an attempt to ascertain the effect of film modelling and indirect teaching techniques which is similar to the study at hand and will serve as a base line data for the present study.

Ebanga (2000) carried out a study on adjustment pattern and academic achievement by students in secondary schools in Cameroon. A descriptive survey design was used for the study. Four research question guided the study. The population for the study was 10920 secondary school students. A sample of 1092 students were used for the study. A four point rating scale was used to assess the adolescents adjustment pattern and academic achievement. After analyzing the data collected, the researcher found out from the study that there is a relationship between adjustment pattern and academic achievement. The study also found that those students who were able to adjust academically were better than those who were maladjusted. The study investigated adjustment pattern an achievement of

secondary school students. It somehow has a common boundary with the study at hand which looks at the effect of educational counselling and live modelling techniques on academic achievement motivation of secondary school students in Kogi State.

Hoyenga (2001) carried out a study on the effect of academic intrinsic, extrinsic and metacognitions of students on their achievement. A quasi-experimental design was employed in the study. 97 students were the population of the study. Three null hypotheses were tested at $P < 0.05$ level of significance. The instrument used for data collection was motivated strategies for learning questionnaire. The data collected were analyzed using coefficient alpha and correlation analysis. The findings revealed that the total intrinsic motivation score correlated negatively with the extrinsic subscale of motivated scale for learning questionnaire. However, the result was not in accordance with the net cognition score. It also correlated positively with sub-scale of motivated scale learning questionnaire. The present work is related with this study because it is a further attempt to investigate into the relationships between certain motivational variables and academic achievement of secondary school students.

(c) Studies Related to Gender Factor and Achievement

Many empirical studies have been carried out in area of gender and achievement.

Abonyi (2002) investigated gender differences in students achievement in integrated science in Imo and Cross River State. A descriptive survey design was used for the study. Four research questions and two null hypotheses guided the study. The population of the study were 8000 students. The simple random sampling technique was used to select 800 participants in secondary schools in the area. The instruments used for the study were questionnaire. Data collected were analyzed using mean and standard deviation while t-test statistics was used for null hypotheses. Based on the analyzed data, the following is the main findings. The findings showed that no gender differences were detected in student's achievement Imo State while there were gender differences in students' achievement in Cross-River State. The present work is therefore associated with this study because it is a further attempt to investigate into the relationships between certain gender variables and students achievement.

Ohuche and Obioma (1990) carried a research on the effect of gender and achievement as factors in secondary school integrated science. A quasi-experimental design was employed in the study, five research questions and two null hypotheses guided the study. The population of the study was 3600 secondary school students. A sample of 360 students from twelve schools in six out of 23 local government areas in Anambra state were used in the study. A forty item teachers made integrated science of junior secondary school certificate examination standard was constructed by the research

team. The instrument used for the study were questionnaire. Data collected were analyzed using mean and standard deviation while ANCOVA was used to test the hypotheses at 0.05 level of significance. The result among others showed that males scored significantly higher than females in integrated science. The present work is related with this study because it is a further attempt to investigate into the relationships between certain gender variables and students' achievement.

Abonyi (1998) investigated the effect of ethno science based instructional package on students conception of scientific phenomena and interest in science. Quasi experimental design was used for the study. Three research questions and one hypothesis guided the study in Imo State. A total of 119/55 males and females J.S.S. 3 students were used for the experimental group and control, 124 males and 64 females were also used to collect data on conception and interest respectively. The instrument used for the study were questionnaire. Data collected were analyzed using mean and standard deviation, while ANCOVA were used to test the hypothesis at 0.05 level of significance. The result revealed that ethno science based package has no differential impact on concept formation among males and females used for the study. The present work is related with this study because it is a further attempt to investigate into the relationship between certain gender variables and students achievement. It will different serve as a base line data for the present study.

Gender differences in respect to students recognition of integrated science concepts in United State of American had been reported by Lynch and Paterson (2001). The purpose of the study was to investigate the gender difference of students recognition of integrated science concepts. A descriptive survey design was used for the study. Four research questions and two null hypotheses guided the study. A total of 1635 students in grade 4 to 5 in the age range of 12 to 14 years from Tasamania high schools were used. Samples of schools were chosen on account of catchment areas, urban and rural environments and potential socio-economic status of parents. The instrument used for the study were questionnaire. Chi square (X^2) test were used to analyze the data collected. The study indicated that the degree to which the difference favoured boys in recognition of integrated science concepts over the two years of high school for groups similarly matched. The study is related to this present study because it will reveal the relationship between gender difference of students on integrated science concepts. This will serve as a base line data for the present study.

Summary of Literature Review

The review showed that counselling which has to do with an interactive relationship being used to facilitate a positive growth in an individual and modelling technique for behaviour modification is a determinant of positive change in individuals, hence could act as a motivator. Consequently, the study reviewed concepts of motivation. There

is a consensus among scholars that motivation is an inner state that stimulates and triggers behaviour. Motivation is the process of arousing action, sustaining the activity in progress and regulating the pattern of activities. The study reviewed concept of achievement motivation and found that achievement motivation is a strong desire to assume responsibility for finding solution to a problem, a tendency to set moderately, difficult achievement goals and take calculated risks, a strong desire for concrete feedback on task accomplishment. The study also reviewed concept of academic achievement and found that it is a product of the motivation to succeed, times the motivation to avoid failure.

The study reviewed some theories such as theory of human motivation, theory of achievement motivation, social learning theory and social exchange theory. It concluded that the study has relationship with these theories. For instance, motives, needs aspiration are all ideas devised to explain behaviour that is otherwise puzzling. The study therefore is anchored on theory of Human motivation which states why people engage in certain behaviour, and is the impulses within an individual that cause the behaviour.

In the course of the review, empirical studies carried out within and outside Nigeria were consulted. However, the review of relevant empirical studies on educational counselling and modelling technique available to the researcher shows that some aspects of counselling techniques such as group

counselling, modelling were carried out by different researchers at different times, places and for different purposes. No study had been carried out on the effect of educational counselling and live modelling technique on academic achievement motivation of secondary school students in Kogi State. It is based on this gap therefore, that the present study was embarked upon.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the method employed in the study under the following subheadings: Design of the study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Design of the Study

This is a quasi-experimental design to find out the effects of educational counselling and live modelling technique on academic achievement motivation of secondary school students. Quasi-experimental design is a less robust design used when subjects are pre-tested and the randomization of subject in a study is not feasible (Ali, 2006). The choice of quasi-experiment design, is because quasi-experimental design is concerned with identifying cause-effect relationships between independent and dependent variables of a study.

Area of the Study

The area of the study is Ajaokuta Local Education Authority of Kogi State. It is situated in the central senatorial zone in between the West and East senatorial zones of Kogi State. There are three bodies co-ordinating the secondary schools within this local Education Authority. These are: Ajaokuta Local Government Education Authority co-ordinating Universal

Basic Education (UBE) attached to some primary schools, Teaching Service Commission (T.S.C) co-ordinating regular secondary schools and Science Technical Education Board (S.T.E.B) co-ordinating all the science and comprehensive secondary schools. Ajaokuta Local Government Education Authority has fourteen (14) secondary schools made up of six boys, four girls and four co-educational schools.

The choice of this area was made, based on the researcher's personal observation over a period of time which shows that students performance academically is poor. Above all, many youngsters, majority of who are students are seen always attracted to various internet outlets, for example, cyber cafes many of which are set up in the area of the study. Students are seen browsing pornographic films rather than engaging in meaningful reading.

Population of the Study

The target population for the study comprised 65 students in comprehensive secondary school in Kogi State. These are students identified by their counsellors and whose names appeared more than twice in the school guidance counsellors log book on low interest on schooling, in a preliminary investigation carried out by the researcher with the counsellors in the area.

Sample and Sampling Techniques

The entire population of the study was used as sample. This is because the number is not too large to manage. According to Ali (2006), when a population is small, all its members can be used as sample in which case the population becomes the sample. It is based on the above authority therefore that 65 identified students who performed poorly in comprehensive secondary school were used for this study.

Instrument for Data Collection

The instrument for data collection was Academic Achievement Motivation Questionnaire (AAMQ) developed by the researcher. The AAMQ was used to determine how the students are motivated to achieve. The instrument has twenty items generated by the researcher from literature. The instrument has two parts. Part 1 is on the personal data of the respondents while Part 2 is in clusters. Cluster A items is on need for success while cluster B is on what to achieve success. The instrument contains 20 items in all. These items are placed on a 4-point rating scale of strongly Agree (SA) = 4, agree (A) = 3, disagree (D) = 2, and strongly disagree (SD) = 1.

Validation of the Instrument

The study instrument was subjected to face validation by three experts from Guidance and Counselling, Educational Psychology and Measurement and Evaluation Units in Faculty of Education, University of

Nigeria, Nsukka. The experts looked at the questionnaire in order to point out the items that were not well worded and those that were not in line with the purpose of the study. The experts also looked at the coverage of the questionnaire, the relevance of the content, the simplicity, clarity and ambiguity of the statement. The experts were equally requested to examine the treatment modules with respect to the extent to which those techniques reflect its objectives. The experts suggested that the treatment modules be reframed to bring out the objective clearly.

The experts also suggested reframing the treatment modules because of its negative implications to avoid bias. Based on the comments and corrections of the experts, the researcher modified the questionnaire and the treatment modules by adopting the new ideas of the experts in the final preparation of the questionnaire and the treatment modules.

Reliability of the Instrument

To determine the reliability of the instrument, a trial testing was carried out in Okene Local Government schools using 40 students. This trial testing is to enable the researcher determine the internal consistency reliability estimate of the instrument. Cronbach alpha statistic was used to determining this. Based on the analysis, the result yielded internal consistency alpha coefficient values of 0.93 and 0.94 for the two sections of the instrument. The statistics was considered appropriate because the items in the instrument were not dichotomously scored. The fact that the

questionnaire has no right or wrong answers made the use of Cronbach alpha ensure homogeneity of the items.

Method of Data Collection

The researcher adopted a three phase procedure for data collection in this study namely:- pre-treatment phase, treatment phase and post treatment phase. The researcher used two assistants who served as facilitators to help collect the data.

The pre-treatment phase of the study was preliminary introduction and pre-treatment assessment (pretest). This yielded the baseline data for the study. The treatment phase which is the second phase involved the actual manipulation of the experimental conditions while the third phase is the post treatment which ascertained the treatment effects.

Experimental Procedure

The experimental procedure was carried out in the three phases as:

- 1. Pre-treatment phase:** The researcher, prior to the commencement of the first session with the subjects, trained two researcher assistants to serve as facilitators for the two groups to be involved in the investigation. The research assistants were school guidance counsellors that have been expertly trained in handling students's problems. Secondly, the researcher and each of the facilitators met with all the subjects at their various schools. Attempt was made to establish rapport with them to ensure they will be relaxed throughout the programme. This was achieved through initial introduction

where each is expected to equally indicate their likes and dislikes. Thirdly, the structure of the programme was laid out to the subjects specifically, the subjects were assigned to one of the treatment groups, what was expected of the subjects were spelt out like rules. Such may be regular attendance, punctuality, cooperation, among others. Finally, a code number was assigned to the subjects for both the pre-test and post-test to avoid altering individual score responses.

2. Treatment Phase: The behaviour modification training programme was used for the treatment. Treatment group I received counselling using Educational counselling technique treatment. While group 2 received treatment using Live Modelling technique (a method designed by the researcher).

3. Post-treatment Phase: The post treatment phase was carried out after the experiment. The Academic Achievement motivation questionnaire was given to the subjects to respond to, but was re-arranged. Their responses were scored and the results compared with the pre-test scores of the subjects. From the results, effects of the treatment on the subjects was inferred.

Control of Extraneous Variables

This study is a quasi-experimental research which was carried out in a realistic situation in which two equivalent groups were manipulated by the researcher under careful controlled conditions. This was made possible by

controlling some variables which would have had confounding effects on the variables under study. In view of the above envisaged contamination of the findings by extraneous variable, the following measures were adopted by the researcher:

1. Ensure Homogeneity: To ensure homogeneity counselling was based on educational counselling and live modelling techniques.
2. In order to ensure that all the schools receive uniform instructions, the researcher ensured that the trained assistants were given intensive instruction, on the use of instructional programmes.
3. Controlling subject factor: This was achieved by emphasizing on confidentiality among group members. Again, during treatment, they were requested not to receive treatment/counselling from any other source.
4. There were 7 weeks interval between the time the pre-test was administered and the time the post-test was administered and it is expected that this period is long enough to ensure that the pretest do not affect the post-test scores.

Method of Data Analysis

The data collected by administering the research instruments were analysed in line with each research questions and hypotheses. Descriptive statistics such as mean and standard deviation were used in answering the research questions. Analysis of covariance ANCOVA was used to test the hypotheses at $p < 0.05$ level of significance. ANCOVA was used to determine significant differences in the mean scores of the groups. The choice of ANCOVA is made because the study is a quasi-experimental design which involves the comparison of the means of their independent variables affecting the dependent variables (Ali, 2006). ANCOVA helps to control any initial group difference.

CHAPTER FOUR

RESULTS

This chapter presents results of data analysis based on the four research questions and two hypotheses that guided the study. The results were presented in four tables for research questions and tables 5 and 6 for the null hypotheses. The major findings of the study were also presented in this chapter.

Research Question One

What is the effect of educational counselling on academic achievement motivation of students?

Table 1: Mean score and standard deviation on academic achievement motivation of students.

Groups	Pretest scores			Posttest scores			Post test Pretest Mean Difference
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Educational counselling	24	1.53	0.13	24	2.87	0.89	1.34
Control	20	1.65	0.70	20	1.76	0.35	0.11

Data on Table 1 show the pretest and post test mean academic achievement motivation scores of students exposed to educational counselling techniques and those in the control group. Students in the education counselling technique had pretest scores of 1.53 and standard deviation of 0.13, and a post test mean score of 2.87 with a standard

deviation of 0.89. The post test pretest mean difference is 1.34. The standard deviations which ranged from 0.13-0.89 showed that the variation was not much. The students in control group had pretest score of 1.65 with standard deviation of 0.70 and a post test mean score of 1.76 with a standard deviation of 0.35. The post test pretest mean difference is 0.11. The standard deviations which ranged from 0.70-0.35 showed a low variation indicating that the deviation of scores from the means are not much. The data on the table show that students exposed to educational counselling technique showed better motivation than those in the control group as evidenced by their difference in the mean scores.

Research Question Two

What is the effect of live modelling on academic achievement motivation of student?

Table 2: Mean and standard deviation on achievement motivation of students

Groups	Pretest scores			Posttest scores			Post test Pretest Mean Difference
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
Live modelling	21	1.63	0.26	21	3.41	0.11	1.78
Control	20	1.60	0.17	20	1.76	0.35	0.16

Data on Table 2 show the pretest and post test mean scores of students exposed to live modelling techniques and those in the control

group. Students in the live modelling techniques had pretest scores of 1.63 and standard deviation of 0.26, and a post test mean score of 3.41 with a standard deviation of 0.11. The post test pretest mean difference is 1.78. The students in control group had pretest score of 1.65 with standard deviation of 0.17, and a post test means score of 1.76 with a standard deviation of 0.35. The post test pretest mean difference is 0.16. The standard deviations which ranged from 0.17-0.35 showed that the scores are minimal indicating that the variation of scores from the mean are not much. The data on the table shows that students exposed to live modelling technique showed higher motivation than those in the control group as evidenced by their difference in the mean scores.

Research Question Three

What is the influence of gender on the academic achievement motivation of students?

Table 3: Mean and standard deviation of academic achievement motivation of male and female students.

Gender of students		Pretest	Posttest	Main gain score
Male	Mean	1.64	2.71	1.07
	N	36	36	
	Std. deviation	0.21	0.91	
Female	Mean	1.55	2.69	1.14
	N	29	29	
	Std. deviation	0.17	0.86	

Data in Table 3 show the motivation scores of students. Male students had pretest mean score of 1.64 with standard deviation of 0.21 and a post test mean motivation score of 2.71 with standard deviation of 0.91. The mean gain score for the male student was 1.07. The female students had a pretest mean motivation score of 1.55 with standard deviation of 0.17, and a post test mean motivation score and standard deviation of 2.69 and 0.86 respectively. The males had a slightly higher mean gain score than the females which shows that males benefited better from treatment than their female counterparts.

Research Question Four

What is the interaction effect of treatment and gender on academic achievement motivation of students?

Table 4: Post test mean and standard deviation scores on academic achievement motivation of student.

(Treatment x Gender)				
Treatment Group	Gender	N	X	SD
Educational counselling	Male	13	2.81	0.96
	Female	11	2.95	0.85
Live modelling	Male	12	3.45	0.11
	Female	9	3.35	0.09

Results in Table 4 indicate that females exposed to educational counselling have a slightly higher posttest mean scores of 2.95 and a standard deviation of 0.85 whereas females exposed to live modelling had a

posttest mean score of 3.35 and a standard deviation of 0.09. Females exposed to live modelling showed slightly better motivation than females in educational counselling technique.

The male students exposed to educational counselling technique had a posttest mean scores of 2.81 and a standard deviation of 0.96 whereas the males in live modelling had a posttest mean score of 3.45 and a standard deviation of 0.11. The male in live modelling had slightly better motivation than the male in educational counselling technique.

Hypothesis One

There is no significant difference between academic achievement motivation mean scores of students exposed to educational counselling and those exposed to live modelling.

Table 5: Analysis of covariance of Academic Achievement, motivation mean scores

Source	Sum of squares	df	Mean square	F	Sig.
Corrected model	29.152 ^a	6	4.859	13.662	.000
Intercept	7.823	1	7.823	21.998	.000
Pretest	.144	1	.144	.404	.527
Treatment	27.647	2	13.823	38.871	.000
Gender	.010	1	.010	.029	.866
Treatment/Gender	.158	2	.079	.222	.802
Error	20.626	58	.356		
Total	524.576	65			
Corrected Total	49.778	64			

Data in Table 5 show that treatment using educational counselling and live modelling techniques as main factors had significant effect in the mean score of academic achievement motivation of students. This is shown by the calculated F-value of 38.871 which is significant at 0.001 but not significant at 0.05 levels of significance. Thus, the null hypothesis of no significance difference in the mean score of students exposed to treatment using educational counselling and live modelling techniques is rejected. The results as shown by the mean post test scores indicate that treatment using educational counselling and live modelling techniques contribute to positive academic achievement motivation of students. However, to determine the direction of the observed significant differences among the two groups, a multiple comparison analysis using sheffe test was conducted and the results are presented on Table 6 below.

Table 6: Multiple comparisons of Educational counselling and live modelling and control group on mean academic achievement score

I) Treatment Group	(J) Treatment Group	Mean difference (I-J)	Std. Error	Sign
Educational counselling	Educational counselling	.53571	.17369	.012
	Control	1.64588	.18161	.001
	Live modelling	-.53571	.17369	0.12
	Control	1.11017	.17599	.000
Control	Live modelling	-1.64588	.18161	.000
	Educational counselling	-1.11017	.17599	.000

The mean difference is significant at the 0.05 level.

The results of the multiple comparison analysis as show in the Table above indicate that there was no significant difference in the mean academic achievement motivation scores of students exposed to live modelling and educational counselling techniques as shown by the mean difference of -.536 which is significant at the .012 level and not significant at the 0.05 level set for the study. However, there were significant differences in the mean academic achievement motivation scores of students exposed to educational counselling and live modelling techniques, and those in the control group as shown by the mean differences of -1.65 and -1.11 for control live modelling and control educational counselling respectively. Their mean differences are significant at the 0.05 level of significance.

Hypothesis Two

There is no significant difference between the post test mean academic achievement motivation scores of male and female students exposed to treatment. Results presented on Table 5 show that there was no significant difference in the post test mean academic difference in the post test mean academic achievement scores of male and female students. The calculated F-value of 0.029 is less than the critical value of 0.866 at 0.05 level of probability. As the calculated value is less than the critical value, the null hypothesis is not rejected. This also shows that gender is not a significant factor in live modelling and educational counselling techniques for enhancing academic motivation.

Summary of Major Findings

- Intervention using educational counselling technique enhanced academic achievement motivation of students.
- Intervention using live modelling technique enhanced academic achievement motivation of students.
- There was no significant effect of gender on the academic achievement motivation of students exposed to treatment.
- The interaction effect of treatment and gender on the mean scores of student academic achievement was not significant.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter discusses the findings of the study, the educational implications, recommendations of the study, limitations of the study, suggestions for further study, summary and conclusion of the study.

Discussions were done using topical headings:

Discussion of Findings

The discussion is made under the following sub-heads:

1. Effect of educational counselling technique on academic achievement motivation of students.
2. Effect of live modelling technique on academic achievement motivation of students.
3. Influence of gender on the treatment outcome of academic achievement motivation of students.
4. Interaction effect of treatment and gender on the academic achievement motivation of students.

Effect of educational counselling technique on academic achievement motivation of students

The result of this study shows a slight difference in the pretest and post test scores of students exposed to educational counselling. The overall result indicate that students exposed to educational counselling benefited more than the students in control group based on the differences in their

mean gain scores. However, the analysis of covariance (ANCOVA) in Table 5 indicates that there was no significant difference in the treatment as main effect. The above research outcome however, support the findings of Aziude & Iwundu, (2005) which noted that educational counselling held students to pay attention to relevant skills. Educational counselling is therefore a good technique to motivate students to achieve academically. The findings also supports the assertion of Anagbogu (2005), that educational counselling is concerned with educational, school and academic programmes which aim at helping individuals to make adequate decisions pertaining educational goals. The point is that educational counselling helps students to achieve academically.

Effect of live modelling technique on academic achievement motivation of student

Results in Table 2 indicates the effectiveness of live modelling technique on motivating students. In other words, live modelling is a good technique in motivating students to achieve academically. The findings is in line with the study conducted by Okeke (2003) which observed that live modelling offers opportunity for the learning of a wide spectrum of behaviour and skills within a shorter period of time. The findings is also in line with the study conducted by Orumrod (1999) who investigated the effect of live modelling and symbolic modelling on secondary schools

performance and found out that through live modelling technique, that many behaviours can be learned.

The influence of gender on the treatment outcome of academic achievement motivation of students

Result of this study show that male students had a slightly higher mean gain scores than the females, which means that the males benefited slightly more than the females. These findings are in agreement with the studies conducted by Gropper and Froschl (2000) which indicated that boys achieved academically more than the girls in school. The findings also support the study of Lynch and Paterson (1980) that gender differences in respect to students recognition of integrated science concept favoured boys.

What is the interaction effect of treatment and gender on academic achievement motivation of student?

In this study, it was found that the interaction effect of treatment using educational counselling and live modelling techniques was not significant. Data in Table 5 clearly shows that the interaction effect of treatment and gender on academic achievement motivation of students was not significant. This is in line with the findings of Abonyi (2002), that showed that no gender difference were detected in students achievement in integrated science. The findings of this study suggests that in counselling using the treatment techniques, (educational and live modelling), preference should not be given to either male or female students.

Conclusion

Based on the findings of this study and the discussion that followed, the following conclusions were made:

1. Intervention using educational counselling technique enhance academic achievement motivation of students.
2. Intervention using live modelling technique also enhance academic achievement motivation of students.
3. Gender was not a factor in the academic achievement motivation of students.
4. The interaction effect of treatment and gender on the mean scores of students academic achievement was not significant.

Educational Implications of the Findings

From the findings of this study, one can deduce some for reaching educational implications for students, parents, educational system and counsellors. The study provides an empirical evidence of the effectiveness of educational counselling and live modelling techniques on academic achievement motivation of students. The students exposed to educational counselling and live modelling techniques achieved academically. This implies that there was motivation for students to achieve academic learning. The findings of the study imply that there is need to provide all students with educational counselling and live modelling techniques and its academic and socio-personal implications.

The result of this study shows that students can use educational counselling and live modelling techniques to achieve academic excellence. As a result, it implies that educational system may need to modify secondary school curriculum to include this techniques for motivating students academic learning. Both educational counselling and live modelling techniques were effective in motivating students to academically achieve learning excellence.

The result also shows that gender was not significant influence on the academic achievement motivation of students. This implied that those treatment techniques (educational counselling and live modelling) should therefore be used by counsellors in all the schools irrespective of gender of students. This implied that male and female students need educational counselling and live modelling techniques for proper academic achievement motivation.

Recommendations

Based on the findings of this study, the following recommendations have been proffered.

1. Guidance counsellors, educational psychologist and curriculum planners should plan a programme of intervention based on the principles of educational counselling and live modelling techniques for students.
2. The federal and state ministries of education should organize and sponsor workshops and seminars for school guidance counsellors,

leaders, educational psychologist among others on how to implement educational counselling and live modelling techniques.

Limitations of the Study

The generalizations made with respect to this study are however subject to the following limitations.

1. The experimental nature of the research was a limitation. All experimental studies have to grapple with the problem of controlling extraneous independent variables. The researcher does not therefore, claim to have controlled all the extraneous variables that could have affected the results of the study.
2. The study being restricted to Education Zone of one State, the result of findings may not be generalized to other states due to limited number of sample used.

Suggestions for Further Study

Based on the findings as well as the limitations of the study, it is suggested that other researcher could address the following:-

1. A study could be carried out using more schools in other states of the federation.
2. A study could also be carried out in primary schools in order to compare results.

Summary of the Study

The study was designed to determine the effects of educational counselling and live modelling techniques on academic achievement motivation of student in Kogi State.

Specifically the study were to:

1. determine the effect of educational counselling on academic achievement motivation of students.
2. determine the effect of live modelling on academic achievement motivation of students.
3. determine the effect of gender on academic achievement motivation of students.
4. determine the interaction effect of treatment and gender on the academic achievement motivation of students.

With respect to those objectives, four research questions and two null hypotheses guided the study. The research design used in the study was quasi-experimental pretest-posttest group design involving two experimental group. A total of 65 students were used for the study.

The research instrument used for data collection was Academic Achievement Motivation Questionnaire constructed by the researcher with the help of experts in the field of Guidance and Counselling, educational psychology and Measurement and Evaluation, both of which were validated in terms of face validation. An internal consistency reliability coefficient

was determined for the trail testing of the instrument using Cronbach Alpha method and an estimated values of 0.94 and 0.94 were obtained.

Measures were taken to control extraneous variables. Subjects were given the same techniques. Under the controlling subject factor during the treatment, subjects were requested not to receive treatment (counselling) from any other source.

Mean and standard deviation were used to answer the four research questions of the study while the Analysis of Covariance (ANCOVA) was employed to test the hypotheses at 0.05 significance level.

The analysis of the data revealed the following findings:

- students exposed to educational counselling and control group had posttest pretest mean difference of 1.34 and 0.11 respectively in term of academic achievement motivation.
- Students exposed to live modelling technique and control group had also post test pretest mean difference of 1.78 and 0.16 in academic achievement motivation.
- Male and female students exposed to treatment had post test of 2.71 and 2.69 respectively in academic achievement motivation. However, gender was not a significant factor in the post test mean academic achievement motivation scores of students.
- The interaction effect of treatment and gender on the mean scores of academic achievement motivation was also not significant.

In view of these findings, there is need to provide all students in secondary schools with counselling on all aspect of educational counselling and live modelling techniques and its academic and socio-personal implication. It was recommended that the Federal and State Ministries of Education should organize and sponsor workshops and seminars for school guidance counsellors, educational psychologists among others on how to implement educational counselling and live modelling techniques. Finally, further areas of research were highlighted based on the findings.

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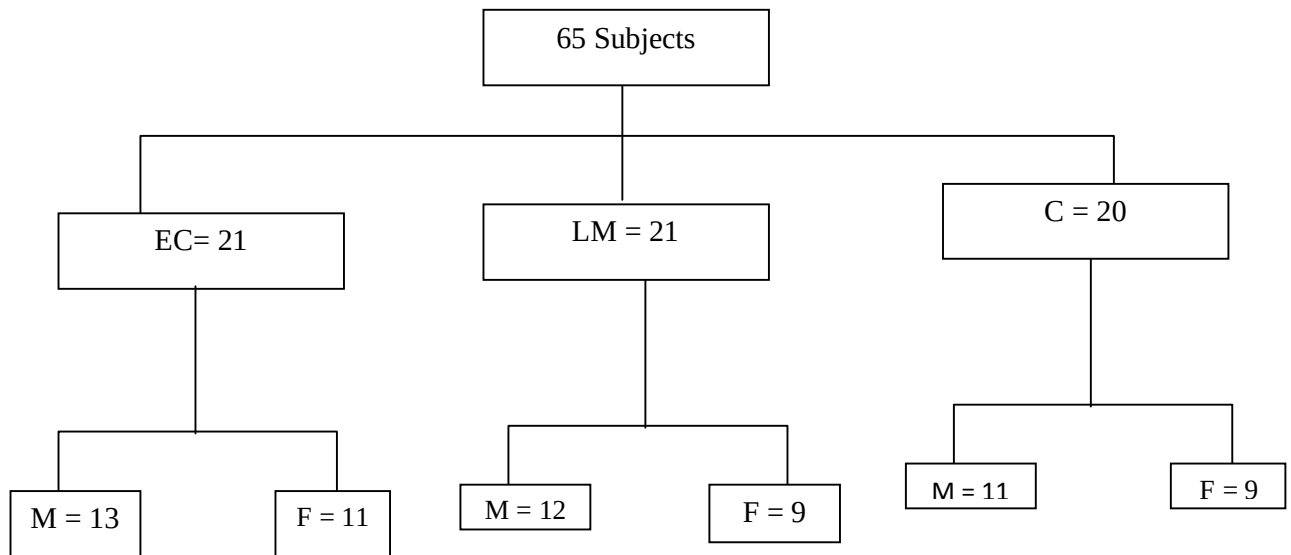
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APPENDIX A

Figure: 1 Sample and Sampling Technique



LM = Live Modelling

EC = Educational Counselling

C = Control

M = Male

F = Female

APPENDIX B
QUESTIONNAIRE

Academic Achievement Motivation Scale

SECTION A: BACKGROUND INFORMATION

Instruction: Please complete the following:

1. Name: _____

2. Gender:

(i) Male ☐

(ii) Female ☐

3. Class

(i) JSS II ☐

SECTION B

Instruction: Please indicate how the under mentioned statements apply to you using the following key;

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

CLUSTER A

	Tendency for me to Success is to:	SA	A	D	SD
1	study hard to be what I want to be in the future.				
2	achieve highly in my academic so as to have a fulfilled life.				
3	be happy and be admired by people.				
4	study hard in order to make my friends respect me.				
5	achieve highly and be a model among my mates in the school.				
6	study hard for wider knowledge.				
7	Achieve highly for principal to place exciting recognition on me.				
8	Study hard as schooling is challenge to me.				
9	attain good performance to be more popular in the school.				
10	Achieve high to build good relationship with my teachers.				

CLUSTER B

	Tendency for me to avoid failure is to:	SA	A	D	SD
11	regularly learn or what we may call over learning.				
12	have systematic and well planned out study.				
13	plan our personal timetable.				
14	make use of library skills.				
15	read and understand instead of cramming.				
16	organize revision classes.				
17	develop habit of reading in a group.				
18	study in a quiet and free from distraction.				
19	be selective in what we read.				
20	build confidence in ourselves.				

APPENDIX C

Experimental Procedure

Treatment model 1 on Educational Counselling (EC)

Outline of the weekly activities/treatment topics

1. Orientation
2. Identification of students poor academic achievement
3. Interpreting the identified poor academic achievement
4. Exploring clients Thoughts, Assumption and Inferences on academic achievement.
5. Examination of Thought
6. Explanation on the common Beliefs and Thoughts that spring poor academic achievement.
7. Use of thought Record and counselling
8. Learning to study and making fewer Errors
9. Termination

Approach: Educational counselling.

Skills and Technique Employed: Listening, Observation, Rapport,
 Explanation, Questioning, Probing, Clarifying,
 Reinforcement, Systematic-Desensitization,
 Reassurance, Congruence, Empathy,
 Confidentiality, Persuasive teaching,
 Unconditional positive regard and Homework.

Materials: The researcher, facilitator, students , books, sheets of paper,
 chalkboard.

Mode: Group counselling

Subjects: Students

Duration: (9 weeks). Each session lasted for 80 minutes, that is, normal
 double class lesson for group counselling.

Objectives: (1) to help students develop good study habit.
 (2) To help them develop good Examination techniques
 which will help them to achieve above expectation.
 (3) To help students to understand the need on how to
 choose subjects.
 (4) To help the students improve their achievement
 motivation.

Structure: Talks, Discussions, Home work or rather assignment, practices
 on situation, and thoughts-analysis.

Procedure: Week 1 i Orientation

Step 1:- In this session, the researcher (counsellor) receives the clients, introduces herself to them to introduce themselves one after the other. This was followed by questions from the researcher on the past life and background of the clients one by one. The researcher makes a short explanation on the problem they have come to discuss by saying, poor academic achievement has very many consequences on the life of the students and the entire society. Not only that, it affects your concentration in the class lessons, it makes some of you to stop coming to school and hence lead to withdrawal.

My good students, feel free, be regular in this programme for you will have a lot to gain at the end which will improve your academic achievement motivation. Before the end of this programme, you will be assisted to develop study habit, learn examination techniques, learn how to choose subjects, improve teacher-students relationship and over all develop educational plans that will help you plan your school work for onward good academic achievement.

The researcher (counsellor) together with the students establish the ñGround Ruleò guiding the programme, all the students copied the rules in their exercise books.

These rules include:

1. Punctuality to the meeting.
2. Time and days of the meeting.
3. Venue of meeting.
4. Cooperation from the students
5. Regularity to the meeting.
6. Model of conduct of each client.
7. Duration of the programme.
8. Reinforcers for the programme.

Questions Time: Here the counsellor asked the students to ask questions freely. The students are expected to ask questions concerning study habits, the structure of the programme, the effect of the programme, all the questions asked by the students were attended to.

Closure: This session was brought to an end after the emphasized on the need for all to be punctual for the next session. The students shake hands with the counsellor and themselves before leaving.

WEEK 2: Identification of Students' Poor Academic Achievement

Step 1: The counsellor once again welcomes every student, makes a roll call of the students, and asks them about their own name. Then, she asked them questions to recall what she said about achieving good academic record to review the past weeks episode

Step 2: The counsellor asked the students to describe various situations and events that make them to perform academically below expectation or rather what makes them to under-achieve academically. As they mention these events and situations, the counsellors write them down without writing the names of the clients that said them specifically.

Step 3: The counsellor thanked the students for being sincere and honest in presenting these situations or events which are as a result of poor study habit, lack of skills in examination techniques, and poor student-teacher relationship, this in turn affects how you perform academically. There are many ways of studying for pleasure and study for examination. We will later take the situations and events you have mentioned today one after the other and verify the ways you could employ it to help you achieve good academic success.

Question Time: The counsellor tells the students to ask questions and she makes every effort to answer their questions to their satisfaction. The researcher encourages the students by giving them snacks, pen, pencil and pure water to help sustain their interest in the programme.

Closure: To bring this session to an end, the counsellor thanks the students for their punctuality and openness. She asked them to

keep it up and reassures them that they will gain much from the programme.

The students shake themselves and the counsellor before departing.

WEEK 3: Interpreting the identified poor academic achievement

Step 1: The counsellor welcomes the students by asking them about their well-being and then praise them for their regularity and punctuality. She asks the students how they feel about the previous session as the students respond, she listens to their responses.

Step 2: The counsellor interprets the poor academic achievement based on what the clients presented by saying, that poor academic achievement occurs when students fail to study, listen to their teachers and play away their time, she also interprets the situations and events based on some students who are lazy and cannot as a result of it study hard to perform above average.

Step 3: The counsellor thanked the students for listening, as she interprets the situations and events. She urges them to listen to their teachers when lesson is going on, study hard to achieve academic success. She also informed them that academic success is not by magic but by hard work through reading their books.

Question Time: The counsellor tells the students to ask questions and she makes every effort to answer their questions to their satisfaction. The counsellor encourages the students by giving them groundnut and pure water to help sustain their interest in the programme.

Closure: To bring this session to an end, the counsellor thanks the students for their punctuality and patience. She asked them to keep it up and reassures them that they will gain much from the programme.

WEEK 4: Exploring clients Thoughts, Assumption and Inferences on Poor Academic Achievement

Step 1: The students are welcomed by the counselor who then has to appreciate their regularity. They were asked to express their feelings over the last meeting.

Step 2: Here the counsellor started reading out the poor academic achievement the clients (students) enumerated earlier in the previous session. After reading them out, she calls the attention of the students on the need to examine their possible thoughts, assumptions and inferences on each of the poor academic achievement. She also told the students that they should be aware of thought distortions which are causing the psychological distress and poor academic achievement that

follow it. It is not the situations or events that make you under-achieve but how you study.

Step 3: The counsellor thanked the students and reassured them of change for better. This, she lets the students know if they should take their study serious.

Question Time: The counsellor tells the students to ask questions and she makes every effort to answer their questions to their satisfaction. The counsellor encourage the students by giving them groundnut, pure water, pen and pencil to help sustain their interest in the programme.

Closure: To bring this session to an end, the counsellor thanks the students for their punctuality and patience. She will ask them to keep it up and reassures them that they will gain much from the programme.

WEEK 5: Examination of Thought

Step 1: The counsellor welcomes the students by asking them about their well-being and then praised them for their regularity and punctuality. She asks the students how they feel about the previous session as the students responds, she listens to their responses.

Step 2: Here the counsellor starts teaching the students how to carefully examine and critique their thoughts and beliefs so as

to root out the source of bias that cause them to interpret things negatively. She tells them: you will root out the negative bias by identifying and rejecting thoughts that you know are biased and by attempting to replace them with more honest and objectively accurate thoughts. This, she tells them can lead to academic success. After examining and criticizing thoughts from some of the events or situations presented by students, the counsellor ask some students to state situations and present their thoughts and then examine their thoughts.

Step 3: The counsellor thanked the students for being sincere and honest in presenting these situations and events by saying that these situations or event events are followed by how you study or rather think concerning studying your books, this in turn affects how you succeed, physically and emotionally which will also affect your academic achievement.

Question Time: The counsellor tells the students to ask questions and she makes every effort to answer their questions to their satisfaction. The researcher encourages the students by giving them popcorn, groundnut and pure water to help sustain their interest in the programme.

Closure: To bring this session to an end, the counsellor thanks the students for their punctuality and openness. She asks them to

keep it up. The students shake themselves and the counsellor before departing.

WEEK 6: Explanation on the common Beliefs and Thoughts that spring from poor academic achievement:

Step 1: As the students arrive and gather for the six week session, the counsellor welcomes them by saying: Wonderful and excellent students, you are all welcome to today's session. I am glad to have students like you.

Step 2: The counsellor then asks the students, questions on the assignment given to them. She asks the students to state some situations or events they have examined and the thoughts and beliefs they criticized. As the students narrate their experiences, the counsellor notes some of the biases in their thoughts.

Step 3: The counsellor then began to teach the students about the common ways that beliefs and the thoughts that spring from them can be biased and lead to failure academically. She begins by telling them that there are two categories of biases that trigger failure academically namely: Overgeneralization: is a common cognitive bias that causes students to mistakenly conclude that things are worse than they really are. Overgeneralization occurs when a person takes something that is true for one domain of life and applies it to another domain

of life where it does not fit; an example is that of a student who decided to drop out of school and refuses to go to another school even when his parents agree to change him to another school, reason being that he is below average and therefore detests going to school. She emphasizes that it is a dangerous bias that misleads students from forging ahead his schooling.

The second type of bias is selective attention. This is another cognitive bias or error that many people make. This is a situation where a depressed person pays attention to one or two bits of bad news contained within a complex message that also contains many bits of positive news, for example, a student who was admonished by his class teacher that he is an intelligent student, looks quite responsible but he doesn't know why he dislikes coming to school regularly, the student now pays attention and complains that his class teacher calls him names, but forgetting that he was also referred to as being intelligent and looks sincere. These thoughts are wrong and unhelpful and can lead to under-achievement academically.

The counsellor then asks the students to give example of the various categories of biases in some situations and thoughts they have in their note books.

Question Time: The counsellor tells the students to ask questions after asking them few questions in form of evaluation (formative evaluation) on the issues discussed. As the students ask the questions, she listens and tries to answer their questions to their satisfaction. The counsellor encourages the students by giving them biscuits and snack to help sustain their interest in the programme.

Closure: The session was brought to an end after the counsellor has finished given the assignment on thoughts and biases, and ask them to put down their thoughts and biases and then write the correct feeling of the thoughts.

WEEK 7: Use of Thought Record and Counselling

Step 1: The counsellor warmly welcomes the students, makes a roll call and congratulates them. She says: you are all welcome, my good and beloved students, I hope we are progressing? What of your studies? Have you finished doing your school home works and assignments? As the students answer the questions, she nods her head and smiles.

Step 2: The counsellor and the students review the previous things done. The counsellor asks students to read out what they have written in the assignment given to them in the last session. As they read their work out one by one, she listens and gives

corrections and praises them for a job well done. The counsellor goes on to explain to the students that the thought record is a tool for recording ones thoughts and fixing them when you know they are biased. The counsellor this time uses the chalkboard, she draws the diagram of "Thought Record" (TR) on the board with its columns. She explains to the students that the thought record has six columns and what each column stands for, that is, she will carry out the traditional teaching on the thought record.

Step 3: The counsellor gave the students paper and pen one by one for Thought Recording. She will instruct the students to divided the paper into six columns; she also examines how they are doing the division. Then, she asked them to write in column one-situation or Events that springs up academic achievement motivation. Second column " Thoughts (here write down the thoughts that are flying through your head while you think about the events), column three, feelings (write down your feelings as a result of those thoughts in the second column). Fourth column " Bias or Errors (write down the sorts of errors or biases that are present due to the thoughts in the second column). Fifth column " "fixed" (here identify all biases and errors present on your fourth column, all remove). Sixth

column i New feelings i (here write down how you feel after or alternative feelings. Identifying and stripping out all biases in column five). The counsellor picks one paper to also make her own columns and uses one of the events or situations presented by the students in developing her own records. The counsellor at this point will summarize by telling the students that it is by so doing that the learning difficulties which leads to low achievement can be removed.

Question Time: The counsellor asks the students few probing questions and allows them to ask questions, which she try as much as possible to answer.

Closure: The counsellor gave the students an assignment on the recording cases of low achievers which they wrote as many events as possible.

WEEK 8: Learning To Study and Make Fewer Errors

Step 1: The counsellor welcomes the students in her normal pleasant manner after calling the roll call and thanks them by saying i my good friends, I can see you are progressing positively especially through the assignments that you normally carry out. She informed them that the more they study on their own, the more perfect they becomes because practice makes prefect. The counsellor and the students together review the previous work

of week 5. Then the counsellor asked the students to submit the thought records they prepared at home. She looks at them and reads out the biases written by the students and then alternative thoughts, that is, the new feelings. She gave corrections where necessary.

Step 2: The counsellor then gave out sheets of paper to the students to record some events that they believed could lead them to low achievements academically, their thoughts, feelings, biases and then the alternative feelings and helpful thoughts. She guides the students in assessing and reappraising their thoughts toward the events or situations. After practicing on some events or situations, she then told the students that they learn to study hard, for it is the only way to success and academic achievement in life. They will naturally start being very highly rated good students, so they should keep on practicing what we have done for the eight weeks.

Step 3: At this juncture, the counsellor told the students that she is aware that throughout the process of learning, exploring and testing, they acquired some strategies as well as improved skills of awareness on the situations, thoughts, feelings and alternative thought formation on events and situations. She then

asked them that she hopes they now study hard and not playing away their time.

Question time: The counsellor told the student to ask questions in any are they need clarification. As they ask they questions, she tried to answer them, to the students satisfaction.

WEEK 9: Termination

At this juncture, the counsellor thanks the students for participating fully in the entire exercise, for the maximum co-operation they gave. She then summarize, share snacks, pen, and minerals. They then pray and bring the exercise to an end.

TREATMENT MODEL 2 On Live Modelling (LM)

Outline of the weekly activities/treatment topics.

1. Orientation
2. Forms of behaviour to be modeled
3. Modelling Behaviour
4. Modelling Exercise
5. Modelling Exercise Repeat
6. Making sense out of the data recorded
7. Pairing of skillful and intelligent students with the slow teachers.
8. Follow up
9. Termination

Approach: Modelling Technique

Skills and Technique: Rapport, Questioning, Empathy, Employed:

Reinforcement, Reassurance, Congruency, Confidentiality,
Explanation, and Example-giving.

Materials: The researcher, facilitators, students, books, sheets of paper and pen.

Mode: Group counselling.

Subject: Students

Duration: (9 weeks). Each session lasted for 80 minutes, that is, normal double class lesson for group counselling.

Objectives: (1) To help students to learn new behaviours and for the unlearning of undesirable ones.

(2) To teach clients to learn or modify their behaviour through observation.

(3) It is aimed at enhancing their academic achievement motivation.

Structure: The treatment involved attentional processes, retention processes, motor reproduction processes and motivational processes. Then, role play and practices and psychological home works.

Procedure: WEEK1: Orientation

Step 1: In this session, the counsellor (the researcher) received the clients (students) by saying my beloved students, you are welcome to the counselling programme, I was invited as a specialist by your school counsellor through the principal to come and discuss some issues with you the lucky ones. My name is Mrs. Ajayi, a student counsellor from University of Nigeria, Nsukka. I will like us to know ourselves by name, so you will now introduce yourselves one after the other (the clients introduce themselves one after the other and then their school counsellor who later act as the facilitator also introduce

herself). At the end of the introduction, the counselor says oh you have very good and beautiful names.

Then the researcher introduces the programme and the period it will take them, the rules and regulations that guided the programme, the rules are

(1) Punctuality to the meeting (2) Time and days of the meeting (3) Venue of the meeting (4) Cooperation from the students (5) Regularity to the meeting. (6) Mode of conduct of each client (7) Duration of the programme (8) Reinforcers for the programme.

She tries to explain the problem they have come to solve by saying: There is a way some students and teachers look at you, some of them refer to some of you as being aggressive and slow learners but you are good human beings, the only thing is that you have what is called undesirable behaviour which need to be unlearn. In this programme you will learn how to learn or modify your behaviour by observing some other person perform the desired behaviour. Instances like learning to speak good English Language, to write and take note in the class, to draw, to study together with your fellow students. To walk are clear examples of situations where learning by modelling can be seen to apply. This will help you regulate and control your behaviour so that the students and teachers will start seeing you as goods people and remove your names from the black book as those with undesirable behaviour. I hope you will like to be seen as good and well

behaved students? By the end of this programme, you will learn how to model desirable behaviour and be able to drop the undesirable behaviour to change how people see you in your school. What are the merits, social and academic benefits of modelling desired behaviour?

I know some of you might be asking, what are the social and academic benefits of modelling desired behaviour? I will like to inform you that modelling leads to attentional processes i processes dependent upon the modelling stimuli (distinctiveness; complexity, functional value) and the characteristics of observing capabilities, perceptual set, learning history which regulate the sensory registration of the action mode. It can also lead to retention processes, processes that govern how the modeled actions are converted and stored cognitively by the client for use as future guides for behaviour (coding, cognitive organisation, symbolic and role rehearsal). It could also lead to motor reproduction processes i governing processes for the integration of the components of modeled behaviours into patterns that are necessary for future performances of the behaviour by client (physically, capabilities, skills feedback and accuracy). Also, it can lead to motivational processes i the processes of external vicarious and self-reinforcement, which serve as motivators for the client to perform the modeled behaviour overtly. So, it is good for us to model good or desired behaviour and unlearn undesirable ones. My good students, feel free, be punctual and regular in all

the sessions, we will have in this programme because you have much to gain.

Question time: The counsellor gave the students room to ask questions and tries to answer their questions to their satisfaction.

Home work/Closure: The counsellor asked the students to think of some forms of behaviour that they will like to model and put the on their papers at home and come with them to the next session. Write as many as you know. After the assignment the students shake hands with each other and the counsellor before departing.

WEEK 2: Forms of Behaviour to be modeled.

Step 1: The counselor welcomes the students and makes roll call of the students. She asks them how they felt last week after the resource person's address and teaching. She asks them about what she discussed with them last week. The students are expected to narrate what she said about modelling technique and its benefits.

Step 2: The counsellor asks the students to read out what they have written on the take home assignment on forms of behaviour they will like to model. As they read, she groups them in her paper as cognitive, affective and psychomotor domain. That is,

intelligent students, humane students and skillful students.

After, the counsellor praises the students.

Step 3: The counsellor along with the students try to quantify the number of forms of behaviour to model in each category, she tells them: These behaviours are the behaviour that will earn them good names from their mistresses/masters and in the log book of the guidance counsellor for future reference. Therefore, they are the behaviour we will learn how to model by ourselves from time to time to see that we unlearn undesirable ones from our life and cease to operate in us. It is not difficult. With practices, the modelling will be part of us. The counsellor then gives students sheets of papers to write down the forms of behaviour to model under the categories they have. She then ask the students to study these behaviour very well that they are what they will model.

Question Time: The students were asked to ask questions and as they ask their questions, the counsellor tries to answer the questions to their satisfaction.

Closure: The counsellor thanks the students for their interest and attention to the discussion and ask them to keep it up. She told them to remember the assignment given to them and to come on time next week as we shall start the modelling programme

of those behavioural forms given to you. God bless you all. The students shake each other and departs.

WEEKS 3: Modelling Behaviour

Step 1: The counsellor welcomes the students saying my good students, you all are welcome to today's programme. I hope we are all here. Let us have a roll call and know who and who are not here yet. After the roll call, she then asked them about the members of their families and friends to get them ready for the present session.

Step 2: The counsellor and the students here review the previous weeks discussions, she asked the students to present the various forms of behaviour they like to model in their categories as classified last week. After listening to a good number of them, she thanks them for being very good students who are ready to help themselves.

Step 3: The counsellor then offer the students another sheets of paper and model sketch. She explains: When you choose any of the forms of behaviour to model, write it on top of the sheet and do the following, for example.

Tell an intelligent student to read in the class

Date	Time	The style, ways the student adopted
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When you observe any form of behaviour to model in your mind, write the date and time and then what the model did. But try your best to perform the act. Ask yourself the following questions; who is this person to me? What will I gain from the person? Will I be intelligent like the person?

She says i (the counsellor) put these questions down on the modelling sketch.

Question Time: She asks the students whether they have any questions. Please asked your question. As the students ask their questions she tries to answer them to their satisfaction.

Closure: Before closing for the day, the counsellor gave the students assignment. She told them to record events that trigger skillful, or excellent thoughts anytime and write down what they did. Then she thanked the students once more for their cooperation and active participation. The students then depart after hand shake with the counsellor.

WEEK 4: Modelling Exercise

Step 1: The counsellor welcomes the students and say: You are all welcome to today's programme. Thank you for being very regular and punctual. I hope studies are ok? What

subject have you done since morning? I hope you understood them well? She then makes the roll call for the day.

Step 2: The counsellor and the student review the last lesson and then the students present the assignments given to them at the last session, the counsellor goes through what the students have written.

Step 3: The counsellor gave the students more sheets of paper and says: Write out any form of model behaviour you like, ask yourself those important questions. Then write out your feelings towards that modeled behaviour. After that, she gave them ten minutes to do the work. Then she calls them up one by one to present their reports.

Question Time: Students are given opportunity to ask questions and as they ask the questions, the counsellor tries to answer them to their satisfaction.

Closure: Before the closing greetings, the counsellor asked the students to start that day to keep records on any modeled behaviour and the events that trigger the action, ask themselves those important questions, and what they did after. The students shake each other and then the counsellor before departing.

WEEK 5: Activities in week 4 was repeated to give every student or the slow learn an opportunity to practice the modelling exercise.

WEEK 6: Making sense out of the Data Recorded

Step 1: The counsellor welcomes the students, praising them for being regular, punctual and dedicated to the programme. She then asked them whether they practice as instructed to do. She makes the roll call as usual.

Step 2: They make a review of the activities done in week 5. She asked them questions on how far they can model good behaviour without the help of a counsellor.

Step 3: The counsellor now invited the clients one after the other to add the number of cases that occurred and the number avoided after modelling. At the end, she encourages them to be using the self evaluation questions any time they are faced with any form of behaviour modelling.

Question Time: The students asks questions, and the counsellor tries to answer their questions to their satisfaction.

Closure: Before the closing greetings, the counsellor asks the students to model intelligent, skillful students for it will benefit them in future and the entire society at large.

WEEK 7: Pairing of Skillful and Intelligent students with the Slow Learners.

Step 1: The counsellor warmly welcomes the students, makes roll call and congratulates them. She says: You are all welcome, my good and beloved students. I hope we are progressing? What of your studies? She nods her head and smiles.

Step 2: The counsellor pairs students who presented good or rather desired behaviour with those who presented undesired behaviour and ask the students who presented undesired ones to model from the students who presented desired behaviour. The counsellor at this point summarized by telling the students that it is by so doing that they can learn, to model desired behaviour and unlearn undesirable behaviour.

Step 3: At this juncture, the counsellor told the students that she is aware that throughout the process of learning, that they acquired some strategies as well as improved skills of desired behaviour. She then asked them, that she hopes they now model desired behaviour and not undesirable behaviour for it is the only way to academic achievement in life.

Question Time: The counsellor asked the students few probing questions and allow them to ask questions, which she tries as much as possible to answer.

Closure: The counsellor have hand shake with students and encourage them to keep on modelling desirable behaviour, and share them snacks and pure water before departing.

WEEK 8: Follow Up

In this session, the counsellor ascertained the extent to which the guidance programme carried out have gone so far by visiting the students in their various classes. This, she did to check whether the student have improved or not.

WEEK 9: Termination

The counsellor in this session thanked the students for participating fully in the entire exercise and encourage them to keep on practicing what they were taught and have practiced. She gave them snacks and biscuits before bringing the programme to an end with a closing prayer.