

Effects Of Study Skills and Self-Reinforcement Counselling on Study Behaviour on Colleges of Education Students in Central Region, Ghana.

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Abstract

The study examined the effects of study skills counselling and self-reinforcement counselling on study behaviour of colleges of education students in the Central Region, Ghana. Quasi-experimental design with a control group that was tested before and after the study's main group was used for the study with sixty (60) participants used surveyed for this study. The instrument used in the pre-test-post-test was a structured questionnaire known as Study Behaviour Inventory (SBI) which was adapted from the Study Habit Survey (SHS) form B developed by Essuman (2006). The inventory comprised two main sections (A & B). Section A was used to collect data on the background characteristics of the respondents namely age, gender, college, and programme of study. Section B was used to collect data on study behaviour of respondents. Data were analysed using descriptive statistics (means and standard deviation) and inferential statistics (one-way analysis of covariance (ANCOVA) one-way multivariate analysis of covariance (MANCOVA). The study revealed that study skills counselling and self-reinforcement counselling have significant effects on the study behaviour of students with regard to time management, concentration, consultation, note taking, reading and library use skills. Study skills counselling was however more effective in improving study behaviours than self-reinforcement counselling. The study recommended to counselling coordinators and management of the various colleges to ensure that study skills and self-reinforcement counselling interventions are regularly provided as (considered) intervention tools for improving the five (5) dimensions of study behaviour of CoE students in Ghana.

Keys words: Study Behaviour, study skills counselling, self-reinforcement counselling, Counselling

Date of Submission: 18-05-2025

Date of acceptance: 31-05-2025

I. Introduction

For several decades, there has been study behaviour and academic performance disparities among students. These disparities may be caused by factors that are social, psychological, cultural, and economic in nature (Nwani, 2016; Reilly, 2014). With effective preparation of students, institutions can help boost students' study behaviour, which in the long run will help enhance their academic performance. One way to look at the educational preparation of students is to focus on their study skills, self-reinforcement and study behaviours. (Rumfola, 2017). Through effective counselling strategies, teachers and counsellors can help modify the study skills and study behaviours of students, to ensure their educational achievement (Rumfola, 2017). Therefore, it is appropriate for researchers and practitioners in the educational sector to give scholarly attention to the effects that study skills and self-reinforcement counselling can have on the study behaviour of students.

II. Background to the Study

Teacher quality and effectiveness have been seen as the most essential school-related factor impacting on student achievement (Bliss & Mueller, 2017; Tollefson, 2017). Globally, 18 million new primary teachers will be needed in the next seven years just to achieve universal primary education (Anane, 2014). According to Anane, teachers and teacher quality matter and indeed, the quality of teacher education has become a vital issue in recent years. Issues concerning teacher competence, effectiveness, resilience and other dispositional abilities feature prominently in teacher education literature. Developing the professional aspects of initial teacher education is high on the teacher training plans of many countries and especially in Ghana where teacher education programmes and teacher education institutes are being reviewed regularly to meet the current demands and needs of the profession (National Development Planning Commission [NDPC], 2018).

Study behaviour is termed as the methods of study of students. It produces positive academic performance (Ayodele & Adebisi, 2013). Students may occasionally experience some changes in their academic work which may be due to a change in their study behaviour. Effective study behaviour, therefore, offers great possibilities for successful achievement in studies. It is an important motivator which affects students' studies. It can, therefore, be seen as a composite strategy which promotes internalisation of knowledge and breeds genuine intellectualism. Effective study behaviour is very essential if the overall goals of the students are to be achieved (Atsiayasahi & Maiyo, 2015). Productive study skills include effective listening, thinking, asking questions, observing, note-taking, and presenting ideas, regarding discovering new information (Sherafat & Murthy, 2016).

Simon (2015) viewed study skills as the techniques and strategies that help a person read or listen for specific purposes with the intent to remember. Study skills are competencies that help the students for acquiring, organising, synthesising, recalling, and using the ideas and information. These skills included a range of skills and synchronised cognitive processes that play a role in increasing the effectiveness and efficiency of learning. Study skills are therefore, approaches applied to learning. They are generally critical to students' success in school. Also, they are considered essential for helping students to acquire good grades, and also useful for students to learn throughout their (Jones & Slate, 2018).

The capacity to manage one's time and other resources effectively in order to satisfy the demands of academic assignments is a key component of good study skills (Van Laar, Van Deursen, Van Dijk & De Haan, 2017). Planning and organising study time, taking notes, utilising a library, and maintaining focus for long periods of study are all essential study abilities (Awabil, 2013). According to Armstrong (2014), the acquisition and application of good study skills, primarily in the form of reading and note-taking skills became important issues for educators as far back in the early 1900s. According to Kerka (as cited in Awabil, 2016), study skills are learning strategies that help students to organise, process and use information effectively. Some of the important study skills include planning and organising time for study, note taking, use of library, and concentrating during hours of study (Awabil, 2013).

According to Aluede and Onolemhemen (2011), counselling is a process that is designed to help an individual solve some of his/her problems or assist the individual in planning the future. Corey (2012) equates counselling to helping, suggesting that prospective counsellors can be drawn from professional, semi-professional and layman populations; hence counselling is a specialised and professional activity. Gibson and Mitchell (2013) argue that professional counselling involves an interpersonal relationship between someone actively seeking help and someone willing to give help to be given and received. They further add that the process of counselling is directed towards people who experience difficulties as they live through the normal stages of life-span development. This shows that counselling includes work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving with the aim of giving the client an opportunity to explore, discover and clarify. Counselling is also viewed as a special kind of helping relationship, as a repertoire of interventions, as a psychological process, or in terms of either its goals, or the people who counsel, or its relationship to psychotherapy (Shertzer & Stone, 2014).

Study skills counselling involves providing systematic coordinated instructions to students and teaching them how to get greater access to learning materials and developing better study skills (Unachukwu & Igborgbor, 2013). This counselling may include helping students develop an awareness of their beliefs about their abilities and the role they play in choosing to learn or not to learn. Counselling activities that will contribute to helping children develop their awareness include thinking journals, graphic organisers, peer interviews, and group discussions (Barki & Mukhopadhyay, 2014).

Study skills counselling involves the process of providing coordinated teaching on skills to be applied in studying (Simon, 2015). According to Kabate (2016), study skills counselling are the process of providing systematic coordinated instructions and teaching how to obtain greater access to learning materials and developing better study skills. These are usually done in sessions with each session aimed at assisting students to identify the skills they wish to utilise to succeed in their academic life and beyond. During such counselling sessions, the students will learn about time management and its value, concentration, consultation, teaching on making time table for studying, home works and assignment, note taking and forming special notes reading and library use when need arises.

Self-reinforcement involves recognition and appreciation for actions that lead to better performance. In order for self-reinforcement to lead to positive outcomes, people must be critical of their own performance. By learning to recognise faults in their work practice, they can gain increased knowledge of their work and recognise appropriate study behaviour for success (Belle, Colette, & Ellemers). In some cases, self-reinforcement can lead to negative outcomes. Lack of honest self-evaluation and the presence of personal and situational rationalisation processes might lead to continued engagement in negative behaviour that can ultimately lead to disaster (Wunnia, 2017). According to Awabil (2016), through study skills counselling, students become more efficient, thoughtful and independent learners. Likewise, students who are able to develop study skills on their own have the

opportunity to learn more effectively and efficiently through explicit instruction. Awabil added that study skills instruction has been identified to enhance academic performance and strategic knowledge.

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Statement of the Problem

In Ghana, the core mandate of Colleges of Education (CoE) is to train human resources specifically teachers, for national development (IoE, UCC, 2017). Teacher trainees also derive personal benefits from this education since it equips them with important knowledge, skills, values, attitudes and behaviours which enable them to teach after school and adjust well in society. Unfortunately, according to statistics section of IoE, UCC, there is a high withdrawal and non-completion rate of students in the CoE in Ghana. In every academic year a number of students, especially in level 100, are withdrawn from the colleges due to poor academic performance, even though they have the potential capacity for academic success (IoE, UCC, 2017; 2018).

At the end of 2014/2015 academic year, 807 level 100 students were referred for failing one (1) to 11 credits hour in their course study of either the first, second or both semesters. Similarly, 1,310 students were made external students (IoE, UCC, 2016). Worst of all, some of the students were continuously withdrawn from the colleges every academic year due to poor grade. This may mean that withdrawal of students due to poor academic performance is still a challenge facing the various CoE in Ghana.

Several factors are responsible for poor academic performance worldwide. According to IoE, UCC (2018), causes of withdrawal from CoE include weak entry characteristics and low academic performance of some students in some courses especially English, Science and Mathematics. Other factors include lack of well-resourced library facilities, poor study behaviours, low motivation for learning, financial difficulties and emotional problems (Agi, 2017; Atsiayasiahi & Maiyo, 2015; Tollefson, 2017). Of all the factors stated as being related to poor academic performance, poor study behaviour has been generally recognised as the most dominant factor (Awabil, 2013; Sherafat & Murthy, 2016).

Egbo (2015) conducted a study in Enugu State, Nigeria and found that poor study behaviour ranked highest when compared with other factors contributing to poor academic performance of students.

Although, the CoE have counselling units, anecdotal evidence indicated that, in practice there are no specific counselling intervention programmes for first year students that help boost their study behaviour. It also appears no study has been conducted in the area of the effects of study skills counselling on CoE students' study behaviour. These gaps in actual practice and in the literature that this current study seeks to investigate the effects of study skills counselling and reinforcement counselling on students' study behaviour in CoE in the Central regions of Ghana.

Purpose of the study

The purpose of the study was to investigate the effects of study skills counselling and reinforcement counselling on the study behaviour of CoE students in the Central regions of Ghana.

Specifically, the study sought to:

1. to determine the effects of study skills counselling and self-reinforcement counselling on study behaviour of CoE students in Central regions.
2. to examine the effects of study skills counselling and self-reinforcement counselling on each of the dimensions of study behaviour (time management, concentration consultation, note taking, reading and library use).

Research Hypotheses

Based on the purpose of the study, the following research hypotheses were formulated to guide the study:

H_01 : There is no statistically significant effect of study skills counselling and self-reinforcement counselling on study behaviour of CoE students in Central Region of Ghana.

H_{A1} : There is a statistically significant effect of study skills counselling and self-reinforcement counselling on study behaviour of CoE students in Central Region of Ghana.

H_02 : There is no statistically significant effect of study skills counselling and self-reinforcement counselling on each of the dimensions of study behaviour (time management, concentration, consultation, note taking, and reading and library use).

H_{A2}: There is a statistically significant effect of study skills counselling and self-reinforcement counselling on each of the dimensions of study behaviour (time management, concentration, consultation, note taking, and reading and library use).

III. Research Methods

A well-structured adapted questionnaire was employed for the data collection. The instrument used in the pre-test-post-test was a structured questionnaire known as Study Behaviour Inventory (SBI) which was adapted from the Study Habit Survey (SHS) form B developed by Essuman (2006). The inventory comprised two main sections (A & B). Section A was used to collect data on the background characteristics of the respondents namely age, gender, college, and programme of study. Section B was used to collect data on study behaviour of respondents. In all, 40 items were used to collect data in section B. Responses on each of the items were rated on a scale of 1 to 5, such that one (1) represents the strongest disagreement to the items while five (5) represents the strongest agreement to the items. Five dimensions of study behaviour were used. These dimensions were: Time management, Concentration, Consultation, Note Taking, and, Reading and Library Use.

This research used a Quasi-experimental design with a control group that was tested before and after the study's main group. Sixty (60) people were surveyed for this study. The (60) participants, was comprised of study skills training and a control group. Pre-tests were given to participants in all two groups. The students who were assigned to the "study habits" group were given a series of 8 sessions of study habits counselling. While those in the control group continued their daily routines.

Data were analysed using descriptive statistics (means and standard deviation) and inferential statistics (one-way analysis of covariance (ANCOVA) one-way multivariate analysis of covariance (MANCOVA)).

IV. Results

The Influence of Study Skills counselling and self-reinforcement on Study Behaviour

This study sought to determine significant effect of study skills counselling and self-reinforcement counselling on study behaviour of the participants. One-way ANCOVA was performed to test the hypothesis.

Table 1: ANCOVA Tests of Between-Subjects Effects Comparing Post-test Scores of Groups (N = 60)

Source	Df	Mean Square	F	Sig.	Partial Eta Squared (η_p^2)
Corrected Model	3	11978.287	112.231	.000	.857
Intercept	1	5704.309	53.447	.000	.488
Pre-test	1	19.160	.180	.673	.003
Group	2	16447.820	154.109*	.000	.846
Error	56	106.728			
Total	60				
Corrected Total	59				

Source: Field work (2018) *Significant at .05 level.

Dependent Variable: Post-test

One-way ANCOVA test was performed to compare the post-test scores for control, study skills, and self-reinforcement groups while controlling for their scores on the pre-test. The independent variable was the groups, which has three levels. The dependent variable was the post-test scores on study behaviour, which was measured on continuous basis, and the covariate was the pre-test scores on study behaviour which was also measured on continuous basis.

From the results in Table 1, there is a statistically significant difference in post-test scores among participants in the three groups, while controlling for their pre-test scores, $F(2, 56) = 154.11, p < .001, \eta_p^2 = .85$. As shown in the partial eta squared Co-efficient for group, the results imply that 85 percent of the variance post-test scores were explained by the groups. A post hoc analysis using Tukey LSD was performed, and the results are presented in Table 2.

Table 2: Pairwise Comparisons for Groups (Tukey LSD) (N = 60)

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
Control	Study skills	43.423*	3.272	.000
	Self-reinforcement	56.983*	3.448	.000
Study skills	Control	-43.423*	3.272	.000
	Self-reinforcement	13.561*	3.394	.000
Self-reinforcement	Control	-56.983*	3.448	.000
	Study skills	-13.561*	3.394	.000

Source: Field work (2018) Based on estimated marginal means *The mean difference is significant at the .05 level.

Results from Table 2 showed that there is a statistically significant difference in the post-test scores for participants in the control group and study skills group (Mean Difference = 43.423, $p < .001$) with regard to their study behaviour. This result implies that study skill counselling was effective in enhancing study behaviours of respondents. Similarly, there was a statistically significant difference in the post-test scores of respondents with regard to the control group and self-reinforcement group (Mean Difference = 56.983, $p < .001$) when they were exposed to the study behaviour inventory. This result also implies that self-reinforcement counselling was effective in enhancing study behaviour of participants.

The results further revealed a statistically significant difference in the post-test scores of participants in the study skills group and that of the self-reinforcement group (Mean Difference = 13.561, $p < .001$). This result implies that study skills counselling intervention was more effective in improving study behaviour of students in the various CoE in Ghana than self-reinforcement counselling intervention. Table 2 presents the adjusted means after controlling for the pre-test scores.

Table 3: Adjusted Post-test Scores (N = 60)

Group	Mean (M)	Standard Error (SE)
Control	134.619 ^a	2.349
Study skills	91.196 ^a	2.323
Self-reinforcement	77.635 ^a	2.406

Source: Field work (2018)

a. Covariates appearing in the model are evaluated at the following values: Pre-test = 131.7167.

Table 4: ANCOVA Test for Study Skills and Self-reinforcement counselling with respect to the Dimensions of Study Behaviour

(N = 60)

Source	Dependent Variable	Df	Mean Square	F	Sig.	Partial Eta Squared (η_p^2)
Intercept	Time Management	1	265.35	16.94	.000	.232
	Concentration	1	116.95	10.97	.002	.164
	Consultation	1	335.94	17.53	.000	.238
	Note Taking	1	247.67	17.32	.000	.236
	Reading & Library	1	206.12	16.06	.000	.223
Pre-test	Time Management	1	.13	.01	.927	.000
	Concentration	1	23.37	2.19	.144	.038
	Consultation	1	5.71	.30	.588	.005
	Note Taking	1	.45	.03	.860	.001
	Reading & Library	1	5.01	.39	.535	.007
Group	Time Management	2	474.81	30.32	.000*	.520
	Concentration	2	725.95	68.12	.000*	.709
	Consultation	2	801.70	41.83	.000*	.599
	Note Taking	2	1094.63	76.56	.000*	.732
	Reading & Library	2	433.74	33.79	.000*	.547
Error	Time Management	56	15.66			
	Concentration	56	10.66			
	Consultation	56	19.16			
	Note Taking	56	14.30			
	Reading & Library	56	12.84			

Source: Field work (2018) *Significant at .01 level (Bonferoni's adjustment)

Results from Table 4 show that there was a statistically significant difference in the post-test scores of note-taking among the three groups, $F(2, 56) = 76.56, p < .001, \eta_p^2 = .73$. The result implies that group accounted for 73 percent of the variance in note taking. Lastly, the results revealed a statistically significant difference in the post-test scores of reading and library, $F(2, 56) = 33.79, p < .001, \eta_p^2 = .55$. The result implies that group explained 55 percent the variance in reading and library. A post hoc analysis was performed to determine differences in the dimensions of study behaviour among the three groups. Table 5 presents the results.

Table 5: Pairwise Comparisons for Groups on the Dimensions of Study Behaviour

(N = 60)

Dependent Variable	(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig.
Time Management	Control	Study skills	5.344*	1.253	.000
		Self-reinforcement	10.261*	1.321	.000
	Study Skills	Control	-5.344*	1.253	.000
		Self-reinforcement	4.918*	1.300	.000
	Self-reinforcement	Control	-10.261*	1.321	.000
		Study skills	-4.918*	1.300	.000
Concentration	Control	Study skills	9.864*	1.034	.000

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		Self-reinforcement	11.485*	1.089	.000
	Study skills	Control	-9.864*	1.034	.000
		Self-reinforcement	1.620	1.072	.136
	Self-reinforcement	Control	-11.485*	1.089	.000
		Study skills	-1.620	1.072	.136
Consultation	Control	Study skills	10.042*	1.387	.000
		Self-reinforcement	12.305*	1.461	.000
	Study skills	Control	-10.042*	1.387	.000
		self-reinforcement	2.262	1.438	.121
	Self-reinforcement	Control	-12.305*	1.461	.000
		Study skills	-2.262	1.438	.121
Note Taking	Control	Study skills	13.112*	1.198	.000
		Self-reinforcement	13.121*	1.262	.000
	Study skills	Control	-13.112*	1.198	.000
		Self-reinforcement	.010	1.242	.994
	Self-reinforcement	Control	-13.121*	1.262	.000
		Study skills	-.010	1.242	.994
Reading and Library Use	Control	Study skills	5.060*	1.135	.000
		Self-reinforcement	9.811*	1.196	.000
	Study skills	Control	-5.060*	1.135	.000
		Self-reinforcement	4.751*	1.177	.000
	Self-reinforcement	Control	-9.811*	1.196	.000
		Study skills	-4.751*	1.177	.000

Source: Field work (2018)

Based on estimated marginal means *The mean difference is significant at the .01 level (Bonferoni's adjustment).

Results from Table 5, with regard to time management dimension of study behaviour, there is a significant difference in the mean score for the control group and that of the study skills counselling group (Mean Difference = 5.344, $p < .001$). Similarly, there was a statistically significant difference in the mean score for control group and self-reinforcement counselling group (Mean Difference = 10.261, $p < .001$). The result further showed a significant difference between the mean score of study skills group and self-reinforcement group (Mean Difference = 4.918, $p < .001$).

In relation to concentration dimension of study behaviour, there is a significant difference in the mean score for the control group and that of the study skills counselling group (Mean Difference = 9.864, $p < .001$). The results also showed a significant difference in the mean score for control group and self-reinforcement counselling group (Mean Difference = 11.485, $p < .001$). The result, however, revealed no statistically significant difference in the post-test scores of study skills counselling group and self-reinforcement counselling group (Mean Difference = 1.620, $p = .136$). This shows that study skills and self-reinforcement counselling interventions are able to boost the concentration of students.

In terms of consultation, the result from Table 5 shows that there was a statistically significant difference in the mean scores of control group and study skills group (Mean Difference = 10.042, $p < .001$). A significant difference also exists in the mean score of control group and self-reinforcement group (Mean Difference = 12.305, $p < .001$). On the contrary, no significant difference exists in the mean score of study skills group and self-reinforcement counselling group (mean difference = 2.262, $p = .121$). This implies that both study skills counselling and self-reinforcement counselling are effective in enhancing students' consultation, and they equally worked in that respect.

With regard to note taking, again there was a statistically significant difference in the mean scores of the control group and study skills counselling group (Mean Difference = 13.112, $p < .001$). The result further showed a statistically significant difference between the mean score of the control group and self-reinforcement counselling group (Mean Difference = 13.121, $p < .001$). There was, however, no statistically significant difference between the mean scores of study skills group and self-reinforcement counselling group (Mean Difference = .010, $p = .994$). From the results of the study, both study skills counselling and self-reinforcement counselling are effective in enhancing students' note taking, and they equally worked.

The results in Table 5 further revealed that in terms of reading and library use, a statistically significant difference exist in the mean scores of the control and study skills counselling group (Mean Difference = 5.060, $p < .001$). Similarly, there exist a statistically significant difference in the mean scores of control and self-reinforcement counselling group (Mean Difference = 9.811, $p < .001$). The result also showed a significant difference in the mean scores of study skills group and self-reinforcement group (Mean Difference = 4.751, $p < .001$). The results imply that both study skills counselling and self-reinforcement counselling were very effective in enhancing students' reading and library use. In addition, self-reinforcement counselling was effective than study skills counselling in terms of enhancing students' reading and library use. Table 6 shows the details of the adjusted means.

Table 6: Adjusted Post-Test Means on Study Behaviour Dimensions

(N = 60)

Dependent Variable	Group	Mean	Std. Error
Time Management	Control	26.29 ^a	.90
	Study skills	20.94 ^a	.89
	Self-reinforcement	16.02 ^a	.92
Concentration	Control	26.90 ^a	.74
	Study skills	17.04 ^a	.73
	Self-reinforcement	15.42 ^a	.76
Consultation	Control	27.65 ^a	1.00
	Study skills	17.61 ^a	.98
	Self-reinforcement	15.34 ^a	1.02
Note Taking	Control	27.83 ^a	.86
	Study skills	14.72 ^a	.85
	Self-reinforcement	14.71 ^a	.88
Reading and Library Use	Control	25.96 ^a	.82
	Study skills	20.90 ^a	.81
	Self-reinforcement	16.15 ^a	.84

Source: Field work (2018)

a. Covariates appearing in the model are evaluated at the following values: Pre-test = 131.7167.

The results showed that there were statistically significant effects of study skills counselling and self-reinforcement counselling on each of the dimensions of study behaviour (time management, concentration, consultation, note taking, and reading and library use).

V. Discussion of Results

Study Skills Counselling and Self-reinforcement Counselling and Study Behaviour

The findings that emerged from this chapter with regard to the testing of the research hypotheses are discussed in this section. The result indicated that students who were exposed to the two interventions-study skills counselling and self-reinforcement counselling recorded higher improvement in study behaviour than their counterparts in the control group. Specifically, the results show that both therapies contributed to 85% of the changes in students' study behaviour. The implication of this finding is that with effective implementation of counselling interventions such as study skills and self-reinforcement counselling, guidance coordinators of the various CoE in Ghana will be in a better position to improve students' study behaviour.

The finding that study skills and self-reinforcement counselling interventions are able to help improve students' study behaviour is consistent with the findings of researchers such as Akafa (2011), Awabil (2013), Kagu (2014), Armstrong (2014), Simon (2015), Agi (2017), and Wernersbach (2017). Akafa (2011) carried out study on "effectiveness of study skills counselling in reducing study behaviour problems of secondary school students in Kaduna State". The main finding that emerged from Akafa's study showed that the study skills counselling was effective in reducing study behaviour problems of students. In other words, study skills counselling is able to help boost students', study behaviour in schools.

The finding of the present study, that study skills and self-reinforcement counselling interventions are able to help improve students' study behaviour corroborates with Awabil (2013) who investigated the effects of study and self-reward skills counselling on study behaviour of students in Ghanaian public universities. The findings of Awabil's study showed that study and self-reward skills counselling had significant effects on study behaviour when compared to the control group. That is, students who received study and self-reward skills counselling improved in their study behaviour more than the control group

Study Skills Counselling and Self-reinforcement Counselling and Dimensions of Study Behaviour.

With respect to the dimensions of study behaviour, the findings that emerged from this study showed that there were statistically significant differences in the mean scores on all the five dimensions of study behaviour among the three groups (study skills counselling, self-reinforcement counselling, and control groups) at post-test.

The findings that study skills counselling and self-reinforcement counselling interventions are able to help boost CoE students' time management, concentration, consultation, note taking, and reading and library use behaviours. These findings support the views expressed by Hazard and Nadeau (2016) who posited that study behaviour dimensions such as time management and note taking have been found to have significant influence on students' study behaviour and success.

The finding that study skills counselling and self-reinforcement counselling interventions have statistically significant effects on the five dimensions of study behaviour (time management, concentration, consultation, note taking, and reading and library use) corroborates with that of Awabil (2013) and Agi (2017). Both researchers found that there were statistically significant differences between the control and the

experimental groups in their post-test mean scores of all the five dimensions of study behaviour inventory. This implies that study skills counselling and self-reinforcement skills counselling significantly improved respondents' study behaviour compared to the no-treatment group respectively.

VI. Findings

1. The study revealed a statistically significant effect of both study skills counselling and self-reinforcement counselling in enhancing study behaviours of participants. Self-reinforcement counselling was found to be more effective in improving study behaviours than study skills counselling.
2. There was significant effect of both study skills and self-reinforcement counselling are effective in enhancing respondents' study behaviour on all the five dimensions (time management, concentration, consultation, note taking, reading and library use). However, their effectiveness differed in terms of time management and reading and library use. Self-reinforcement counselling was more effective in enhancing time management and reading and library use of participants better than study skills counselling. In terms of concentration, consultation, and note taking both therapies equally worked effectively in study skills and self-reinforcement counselling.

VII. Conclusions

Based on these findings, the conclusions therefore are that:

1. in counselling situations, involving CoE students with poor study behaviour, the two treatments are capable of improving or enhancing their study behaviour significantly.
2. study skills and self-reinforcement counselling are both effective at improving time management, concentration, consultation, note taking and reading and library use and can be used to enhance the study behaviour of students in the various CoE in Ghana. However, self-reinforcement counselling can be used in enhancing students with ineffective time management and poor reading and library use better than study skills counselling.

VIII. Recommendations

1. Based on the key findings and conclusions of the study, it was recommended to counselling coordinators and management of the various CoE in Ghana to ensure that: Counsellors in the CoE use study skills counselling and self-reinforcement counselling interventions to help modify and improve the study behaviour of students on individual or group basis.
2. Academic advisors and hall tutors should be empowered by the University authorities through workshops and seminars to enable them utilise the knowledge on study skills counselling and self-reinforcement counselling to assist students at the hall and department levels to deal with poor study behaviour.

Implications for Counselling

1. Student of the CoE in Ghana with low level of study behaviour can be assisted through study skills counselling and self re-inforcement counselling to understand learning strategies.
2. Students can be assisted through counselling to help them concentrate more and improve their note taking skills. Again, help the students to manage their time effectively and improve their reading and library usage.

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