

JOURNAL OF BUSINESS AND INNOVATIVE EDUCATION (JOBIE)

MAIDEN EDITION (JANUARY, 2024) Vol.1 No.1

ISSN: 63432161



**Published By Department Of Business Education
IGNATIUS AJURU UNIVERSITY OF EDUCATION
RUMUOLUMINI, PORT HARCOURT, NIGERIA.**

**JOURNAL OF BUSINESS
AND
INNOVATIVE EDUCATION**

**Official Publication of the
Department of Business Education,
Ignatius Ajuru University of Education
Rumuolumeni, P.M.B 5047**

ISSN: 63432161

**Maiden Edition
Volume 1 of Number 1 January, 2024**

JOURNAL OF BUSINESS AND INNOVATIVE EDUCATION

Copyright © 2024

All Rights Reserved

No Part of this book may be reproduced, stored in retrieval system or transmitted in any form or by any means, electronic, manuscript, photocopying recording or otherwise, without the prior written permission of the editor in chief.

ISBN: 63432161

Published by
The Department of Business Education,
Ignatius Ajuru University Of Education
Rumuolumeni, P.M.B 5047

Design & Printed in Nigeria by:
Damazokee Concepts

JOURNAL OF BUSINESS AND INNOVATIVE EDUCATION

EDITORIAL BOARD

Dr. Sampson O. Wagbara
(Editor in Chief)

Dr. Kelechi Da-Kaladokudo Wokocho
(Managing Editor)

Dr. Fortune Sam-Eleyi

Dr. Victor Chinedu Ile

Dr. Bara Ignatius

Dr. Anita Eberechi Amadi

Dr. Ijeoma Enendu

Dr. Iweyah Austin

CONSULTING EDITORS

Prof. Festus Akpotowho
Department of Business Education,
Faculty of Education,
Federal University Otueke, Bayelsa State, Nigeria.

Prof. Pac Ordu
Department of Business Education,
Faculty of Education,
Federal University Otueke, Bayelsa State, Nigeria.

Prof. James Okoro
Department of Business Education,
Faculty of Education,
Delta State University, Abraka, Delta State, Nigeria.

Editorial Message

The **Journal of Business and Innovative Education** is an official publication of the Department of Business Education, Ignatius Ajuru University of Education. The Editorial Board of the Journal will consider for publication:

1. Article that will improve knowledge of teaching/ learning process in business Education
2. Theoretical philosophical articles
3. Critical review of business Education; literature and
4. Articles on current issues on business Education.

The **JOURNAL OF BUSINESS AND INNOVATIVE EDUCATION** is designed to promote innovation in education and most importantly Business Education with special focus in Accounting Education, Management Education, Marketing Education, Office and Information Management as well as Entrepreneurship Education. JOBIE does not assume responsibility for the point of view or the options expressed by the contributors. This implies that all liabilities that may arise in any article herein is solely that of the contributing authors.

All correspondence regarding this issue should be sent to:

Editor in chief:
Dr. Sampson O. Wagbara
Department of Business Education,
Ignatius Ajuru University of Education
Rumuolumeni, P.M.B. 5047
08037025279

Managing Editor:
Dr. Kelechi Da-Kaladokudo Wokocha
Department of Business Education,
Ignatius Ajuru University of Education
Rumuolumeni, P.M.B. 5047
07063743118

CONTENTS

CHALLENGES OF ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION IN NIGERIA: THE 21ST CENTURY IN FOCUS - MOSERI, FRANCISCA OGOR & OFUME, ABIGAIL O.	1-8
STIMULATING EVIDENCE-BASED EDUCATION AMONG NASCENT ENTREPRENEURS FOR ENTREPRENEURIAL COGNITIVE DEVELOPMENT: THE STRATEGIC NEXUS - OHAKA, Nyeche C., STEWART, Felicia L, INNOCENT, MERION I AND NJOKU, ANN S.	9-18
ACADEMIC INTEREST AND HELP SEEKING BEHAVIOUR AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE - OSAHOR ESTHER EKENE AND OKOLUGBO THEOPHILUS OLISEH	19-25
INNOVATIVE TEACHING AND LEARNING APPROACHES USED IN MARKETING AND DISTRIBUTIVE EDUCATION IN TERTIARY INSTITUTIONS IN RIVERS STATE - PETER THOMPSON AND ODIBIKUMA JANET LAWSON	26-31
ONLINE RESOURCES UTILIZATION AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE - FORTUNE OMASIRICHI SAM-ELEYI, PHD & NGOZI EUNICE ADIZU, PHD	32-41
AVAILABILITY AND ACCESSIBILITY OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FACILITIES IN TEACHING OF BUSINESS STUDIES AT THE UPPER BASIC EDUCATION LEVEL SS- UGOCHUKWU NDIDI	42-48
THE ISSUE OF INADEQUACY OF POLICIES ON BUSINESS EDUCATION FOR QUALITY LEARNING IN THE FACE OF EMERGING TECHNOLOGIES AND CHANGES IN HUMAN IN TERTIARY INSTITUTIONS IN DELTA STATE - ADIZU EUNICE NGOZI (PH.D) AND EHIDIAMHEN SYLVESTER	49-59
ENTREPRENEURIAL SKILLS DEVELOPMENT AND EMPLOYABILITY POTENTIALS AMONG BUSINESS EDUCATION STUDENTS IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL), OMOKU - BENSTOWE FELICIA SELEDI AND HIGHNESS PULOVIE AGUMAGU	60-66
APPROACHES TO ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL COMPETENCIES DEVELOPMENT AMONG UNDERGRADUATE BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE - DANAGOGO, TAMUNONENGIYE OFORI ERE	67-75
MULTI-MEDIA TECHNOLOGIES UTILIZATION AND EFFECTIVE DELIVERY OF MARKETING EDUCATION COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE - EGAJIVWIE ODIRI FRANK	76-83
UTILIZATION OF WEB 2.0 TECHNOLOGIES FOR EFFECTIVE DELIVERY OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE - EMEGHARA ANGEL AND UMORODUAH ATONTE KEHINDE	84-91
QUALITY ASSURANCE MEASURES AND ATTAINMENT OF GOALS OF BUSINESS EDUCATION PROGRAMME IN RIVERS STATE UNIVERSITIES - AKPUH, JOY WOROMA AND IKIRIKO, ALABA VANESSA	92-106
TECHNOLOGICAL ENTREPRENEURSHIP FOR CUSTOMER SERVICE DELIVERY AMONG SMALL AND MEDIUM SCALE ENTERPRISES (SMES) IN RIVERS STATE - INWOSU-CHUKWUDI E. CHIOMA; OHAKA, NYECHE C., JILE, Newman, & STEWART, Felicia E.	107-115

MANAGERS RATING OF MODERN OFFICE COMPETENCIES REQUIRED BY SECRETARIES FOR EFFECTIVE WORK IN ANAMBRA STATE - PETERS CHIOMA BERNADETTE	119-123
SELF EFFICACY IN UTILIZATION OF SMART TECHNOLOGIES AND SKILL ACQUISITION AMONG BUSINESS EDUCATION GRADUATING STUDENTS IN RIVERS STATE - OKORO SAMSON OGHENEKHEMO AND AGBAGHUE, ADANMA, O.S	129-133
PERCEPTION OF BUSINESS EDUCATION STUDENTS ON TECHNOLOGY EXPERIENCE AND PROGRAMME SATISFACTION IN BAYELSA STATE- IBE, CHRISTIANA KENNETH AND ENENMO, VERONICA NNAMAKA	136-143
VIRTUAL MESSAGING USAGE AND JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS IN STATE OWNED UNIVERSITIES IN RIVERS STATE - DR. ILE, CHINEDU VICTOR AND SOLOMON, CHIBUNNA EKWELAGWU	144-150
CONSTRAINTS IN UTILIZATION OF E-PAYMENT PLATFORMS FOR BUSINESS TRANSACTIONS BY PORT HARCOURT RESIDENTS AMIDST IMPLEMENTATION OF THE CASHLESS POLICY - DR. WOKOCHA, KELECHI DA-KALADOKUBO AND OWAKAH, NKEIBUKA FAITH	151-166
TEACHER'S CLASSROOM MANAGEMENT STRATEGY AND ACADEMIC PERFORMANCE OF BUSINESS STUDY STUDENTS IN OGBADIGHI LOCAL GOVERNMENT AREA OF BENUE STATE - DR. WAGHARA, S. O & AGBO, N. G.	165-178

ACADEMIC INTEREST AND HELP SEEKING BEHAVIOUR AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

Osahor Esther Ekene

Department of Business Education
University of Delta, Agbor, Delta State, Nigeria
esther.osahor@unidel.edu.ng

Okolugbo Theophilus Olinah

(Postgraduate Student)
Department Of Business Education
Ignatius Ajuru University Of Education,
Rumuolamani, Rivers State, Nigeria
okolugbotheo@gmail.com

ABSTRACT

The study assessed the academic interest and help seeking behaviour among Business education students in tertiary institutions in Rivers state. The designed adopted for the study was a correlational research design was adopted for this study and the population comprised of four hundred and sixty (460) final year Business education students which was made up of seventy-eight (78) students from Ignatius Ajuru University of education and one hundred and forty (140) students from Federal College of Education (Technical), Omuoku and one hundred and sixty-four (164) students from Rivers state University. Based on the size of the population, the entire students were used of the study. The study used a Questionnaire titled "Students Academic Interest and Help Seeking Behaviour Questionnaire" (SAIHSEQ) for data collection. The instrument was validated by two research experts from the school of Business education and one from measurement and evaluation. The reliability of the instrument was tested using the t-test method on fifteen (15) three (300) level Business education students and the result of 0.76 was arrived at which made the instrument reliable for distribution. Data collected were analyzed using an the Pearson Product Moment Correlation Coefficient (PPMC) method of analysis. The findings from the study indicated that students' academic help seeking through consulting of lecturers, using of Google search, using of YouTube and improves their academic performance. Based on the findings, the following recommendation was made among others: lecturers should serve as a role model to business education students to enable them easily express themselves whenever the need help in their various academic pursuit.

Keyword: Students interest, Academic interest, Help seeking behaviour.

INTRODUCTION

Students are part of the academic community in tertiary institution as well as the future leaders of every society. A student is expected to have a good feeling, have a positive character and also a healthy and strong personality towards learning. In the learning process, student encounters problems, hence must have a positive way of thinking about finding solutions to each problem or obstacles faced (Karabenick & Dambo, 2011). The learning process of students is based on responses to factors related to curriculum implementation and can offer a variety of new ways of thinking. Students' tend to have a strong ego orientation, therefore the goal of each problem solving tends to be influenced by how self-regulated strategies is being utilized in their learning situation (Griffin et al 2014). Consequently, as part of self regulated strategy towards learning, students may develop the tendency to use learning aids or adopts of help-seeking mechanisms to enhance their learning.

According to Jarveja (2011), help seeking is an adaptive skill that students can use beyond graduation. Although help seeking is an effective learning strategy, many students are reluctant

in seeking for help. Help-seeking in academic relates to a complex process competencies that students need to fully developed (Karabenick & Berger, 2013). In addition, the potential cost of seeking for help academically may differ from students to students. Academic help-seeking for students can be a process of social interaction between students and others in order to find solution to each other's identified learning challenges. Students can take the advantage of the search for help when addressing difficulties in learning each of their courses. Help seeking is an important self-regulatory learning strategy associated with motivation and academic achievement. Help-seeking refers to strategic self regulatory behaviours that learners use to obtain information from formal and informal sources to adapt and acquire knowledge and skills relevant to their academic pursuit (White, 2011).

Seeking appropriate help when it is needed has been considered to be a strong indicator of individual differences within human agency while pursuing goals (Schim, 2016). In education, help seeking has been associated with motivation, self-regulation, goal orientation and self-efficacy (Karabenick & Berger 2013). White (2011) averred that students who sought for help while disregarding threat to self-esteem, tend to be highly successful and adapt better to their environment than learners who avoid seeking help. Student's interest in developing self-regulated learning mechanism is a factor that can propel their help seeking behavior. It is important to note that when students have develop interest in self-regulated learning, they may identify with experienced individual who will serve as their mentors and models during their help seeking adventure (DiBendetto & White, 2013).

Interest is a general emotion or attitude that one exhibits towards things of relevance in life. Interest focuses on the needs or desires of one's self. Most times, actions that display one's interest are often performed without consciously knowing (Karabenick, 2013). This is because interest could be defined as focusing sense organs on or giving attention to some person, activity, situation or object. It is an outcome of experience rather than gift. It could either result or cause motivation. It could also be regarded as a pre-determinant of one's perceptions that is, what aspect of the world one is mostly likely to see always (McCinemey, Dowson, Young and Nelson, 2015). Therefore, student's interest is assumed as a mental state of commitment and a tendency to involve constantly in specific notions, proceedings, or things overtime.

Academic help-seeking is one among many learning strategies that is based on interest. This is due to the fact that it is a personal commitment towards improving learning, which includes studying more, organizing one's studying, note-taking, outlining note and readings, reviewing, choosing engaging assignments, and managing lowering aspirations. Thus, business education students can seek for help through any help seeking methods to solve their academic challenges. Consequently, it is important to access the existence of this behavior among business education students, especially in tertiary institutions in Rivers State.

Statement of the problem

There are many help seeking platforms students can utilize to solve their academic or learning challenges. Some of these platforms include consulting experienced lecturers, intelligent colleagues, intelligent past students, librarians, using Google search and accessing relevant YouTube videos. However, despite the existence of these help seeking platforms, many business education students are observed to be engaged with copying their colleagues' assignments, examination malpractices and plagiarizing project works instead of seeking help from those who can assist.

In addition, the interest to seek help in addressing academic challenges is personal to each student. Consequently, the researcher is not sure whether business education students' interest affects their help seeking behavior. Hence, it is for the mentioned reasons that the present study was conceived.

Purpose of the study

The broad purpose of this research work is to assessed Academic Interest and Help seeking Behaviour among Business education Students in tertiary institutions in Rivers state.

Specifically, the study seeks to:

1. Determine the relationship between student's interest for help seeking and consulting lecturers for academic purpose in business education in tertiary institutions in Rivers state.
2. Determine the relationship between student's interest for help seeking and using Google search for academic purpose in business education in tertiary institutions in Rivers state.
3. Determine the relationship between students' interest for help seeking and using YouTube video for academic purpose in tertiary institutions in Rivers state.

Research Question

The following research questions were formulated to guide the study:

1. What is the relationship between student's interest for help seeking and consulting lecturers for academic purpose in business education in tertiary institutions in Rivers state?
2. What is the relationship between student's interest for help seeking and using Google search for academic purpose in business education in tertiary institutions in Rivers state?
3. What is the relationship between students interest for help seeking and using YouTube video for academic purpose in tertiary institutions in Rivers state?

Method

The correlational design was adopted in this study to access students' academic interest and help seeking behavior in Business Education in tertiary institutions in Rivers state. The study was carried out in three tertiary instructions in Rivers state namely; Ignatius Ajuru University of Education, Rivers state University and Federal College of Education (Technical), Omoku; among final year business education students. The population comprised of four hundred and sixty (460) final year Business education students which was made up of seventy-eight (78) students from Ignatius Ajuru University of education and one hundred and forty (140) students from Federal College of Education (Technical), Omoku and one hundred and sixty-four (164) students from Rivers state University. Based on the size of the population, the whole respondents were studied. Fifteen copies of questionnaire titled "Students Interest and Help Seeking Behaviour Questionnaire" (SIHSBQ) were administered and retrieved from respondents. Two experts from department of Business education in Ignatius Ajuru University of Education face and content validated the instrument. A reliability index of 0.79 was obtained when the reliability of the instrument was tested using Cronbach Alpha Method on level 300 students from . The instrument were structured in the pattern of four point rating scale of

3.50 – 4.00 = Strongly Agree

2.50 – 3.49 = Agree

1.50 – 2.49 = Disagree

1.00 – 1.49 = Strongly disagree

The researcher used Pearson Product Moment Correlation Coefficient (PPMC) to analyze and answer the research questions that were stated. However, this analysis was done using the statistical Package for Social Science (SPSS) version of 22.0. Furthermore, to establish the range of relationship and descriptive level of association coefficient for each of the research questions, Ukwulje and Orluwene (2012) opined that any correlation coefficient (r) value ranging from point ± 0.8 to ± 1.0 would be regarded as very strong positive/negative relationship, ± 0.6 to ± 0.79 as strong positive/negative relationship, 0.4 to ± 0.59 as moderate positive/negative relationship, ± 0.2 to ± 0.39 as weak positive/negative relationship and ± 0.0 to ± 0.19 as very weak positive/negative relationship.

Result and Discussion

Research Question 1: What is the relationship between student's interest for help seeking and consulting lecturers for academic purpose in business education in tertiary institutions in Rivers state?

Table 1: Pearson Product Moment Correlation Analysis on the Relationship between student's interest for help seeking and consulting lecturers for academic purpose in business education in tertiary institutions in Rivers state

Variables		Help seeking	Consulting lecturers	Decision
Help seeking	Pearson Correlation	1	.32**	Weak/Positive Relationship
	Sig. (2-tailed)		.018	
	N	136	136	
Consulting Lecturers	Pearson Correlation	.32**	1	
	Sig. (2-tailed)	.018		
	N	136	136	

SPSS Computation (2023)

Table 2 shows the relationship between student's interest for help seeking and consulting lecturers for academic purpose in business education. It shows the correlation value $r = .32^{**}$ $df = 134$, $p < 0.05$, between the two variables (Help seeking and consulting lecturers). By implication, this means that there is a weak/positive relationship between student's interest for help seeking and consulting lecturers for academic purpose in business education in tertiary institutions in Rivers state.

Research Question 2: What is the relationship between student's interest for help seeking and using Google search for academic purpose in business education in tertiary institutions in Rivers state?

Table 2: Pearson Product Moment Correlation Analysis on the relationship between student's interest for help seeking and using Google search for academic purpose in business education tertiary institutions in Rivers state

Variables		Help seeking	Google search	Decision
Help seeking	Pearson Correlation	1	.63**	Strong/Positive Relationship
	Sig. (2-tailed)		.014	
	N	136	136	
Google search	Pearson Correlation	.63**	1	
	Sig. (2-tailed)	.014		
	N	136	136	

Source: SPSS Computation (2023)

Table 3 shows the relationship between student's interest for help seeking and the use of google search for academic purpose in business education. It shows the correlation value $r = .63^{**}$ $df = 134$, $p < 0.05$ between the two variables (Help seeking and Google search). The implication of this result shown in the table is that there is a strong positive relationship between students' interest for help seeking and Google search for academic purpose in business education in tertiary institutions in Rivers state.

Research Question 3: What is the relationship between students' interest for help seeking and using YouTube video for academic purpose in tertiary institutions in Rivers state?

Table 3: Pearson Product moment correlation on the relationship between students' interest for help seeking and using YouTube video for academic purpose in tertiary institutions in Rivers state

Variables	Help seeking	YouTube video	Decision
Help seeking	Pearson Correlation	1	.41**
	Sig. (2-tailed)		.014
	N	136	136
YouTube video	Pearson Correlation	.41**	1
	Sig. (2-tailed)	.014	
	N	136	136

Source: SPSS Computation (2023)

Table 4 shows the relationship between student's interest for help seeking and using YouTube video for academic purpose in business education. It shows the correlation value $r = .41^{**}$ $df = 134$, $p < 0.05$, between the two variables (Help seeking and YouTube video). By implication, this means of the result shown interprets that there is a strong/positive relationship between student's interest for help seeking and using YouTube video for academic purpose in business education in tertiary institutions in Rivers state.

Discussion of the Findings

Relationship between student's interest for help seeking and consulting lecturers for academic purpose in Business education in tertiary institutions in Rivers state

The results relating to the specific purpose shows a weak positive relationship between students interest for help seeking and consulting lecturers for academic purpose in business education in FCE (T), Onokuru. This findings emanate from the fact that the respondents agreed that student's interest for help seeking and consulting lecturers for academic purpose in business education motivates students to read more so as to gain lecturers attention, prepare students for complex global environment, improves students social integration, improves students personal skills and growth and improves students non-academic life. This findings is related to the study of Newton (2012) has opined that lecturers' contact with students in and out of the classroom is very important in student motivation and may help to prepare students to respond to an increasing complex global environment. A healthy relationship between the lecturers and students might therefore influence students' academic, personal and social integration into higher education. A formal student-lecturer relationship is therefore an important precursor for enhancing academic performance and the overall quality assurance within the teaching and learning experiences at the universities. Student-lecturer interaction happens at various places including the lecture halls, the laboratory, and office. Irrespective of where it occurs, it is at the core of university experience associated with students overall academic and social development (Kuh, 2015).

Relationship between student's interest for help seeking and consulting lecturers for academic purpose in Business education in tertiary institutions in Rivers state

The results relating to the specific purpose shows a strong positive relationship between students interest for help seeking and using google search for academic purpose in business education in FCE (T), Onokuru. This findings emanate from the fact that the respondents agreed that student's interest for help seeking and using Google search for academic purpose in business education promotes the development of problem solving skills changes the form of the classroom activity during learning, creates environment for connectedness group cohesion for development, changes the form of the classroom activity during learning and improves students creative thinking ability. This findings is related to the study of Shea and Bidjerano (2013), stated that rapid growth, research is beginning to emerge indicating that online education has transcended the "no significant difference" phenomena. For more than a decade the accepted wisdom has been that online education and its predecessor, "distance learning" resulted in no significant difference relative to learning outcomes achieved through classroom instruction. Google is a popular Web 2.0 tools that offers a lot of interesting facilities and applications. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological

affordances (Wang, Wook, Queck, Yang & Liu, 2012). Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease.

Relationship between student's interest for help seeking and using Google search for academic purpose in Business education in Federal College of Education (T), Oromoku

The results relating to the specific purpose shows a strong positive relationship between students' interest for help seeking and using YouTube usage for academic purpose in business education in FCE (T), Oromoku. This finding emanate from the fact that the respondents agreed that students' interest for help seeking and using YouTube for academic purpose encourages distance education, improves students multifaceted learning outcomes improves students literacy knowledge. Communication skills helps students gain mastery of new skills to find solution to academic problems, improves students multifaceted learning outcomes and improves students cognitive ability and improves students cognitive ability. This finding is related to the study of Nasir and Bargstad (2017) who endorsed the importance of videos as teaching tool as it has the potential to grab the attention of the learners with visuals and motivate them (p. 1090). A tutorial is broadly defined as a tool for providing information with easy tips to be followed and learning by imitating the procedures as described. YouTube has tens of thousands of tutorials in the video form with how-to scheme for learning of use of hardware and software only (Nasir, 2017). YouTube is in the top top of online databases helpful to access the video tutorials developed by and for the users on diverse topics. Many large universities utilize YouTube videos for class room learning. Seeking help through tutorials from YouTube is emerging in Pakistan as well but this new trend has not been measured on research grounds. YouTube is emerging as social web 2.0 technology globally. Apart from entertainment it is being used for education and learning purposes as proposed by the study learning through YouTube by Jenkins and Patrick in Tamim, 2013.

Conclusion

Based on the study, the study concluded that management should encourage Business educators to make an optimum use of the self-regulatory strategy of seeking and obtaining assistance, specifically to students who could be isolated and persisting toward academic failure. Also, these findings suggest that help seeking is indeed a self-regulatory learning strategy used by learners to pursue important and valuable academic and social goals.

Recommendations

- Elaborating from the findings, conclusions and contributions of the study, the below recommendations are made:
1. Lecturers should serve as a role model to business education students so as to them to easily accept themselves whenever the need help in their various academic pursuit.
 2. Students should adopt the means of consulting lecturers when the need arises in a descent and coordinated manner so as to achieve their aim of meeting them.
 3. Management of the school should as much as possible create a counseling room where dedicated and well studious staff attend to students academic challenges.

References

- DIBattistello, M.K., & White, M.C. (2013). Applying the model of development of self-regulatory competence to mentoring. In H. Bannan, T.J. Cleary, & A. Karsantas (Eds.), *Applications of self-regulated learning across diverse disciplines: A tribute to Barry J. Zimmerman* (445-472). Charlotte, NC: Information Age Publishing.
- Goffin, W., Cohen, S.D., Bernabian, R., Burton, M.K., Camper, K.M., Chen, Y. & Smith, M.A. (2014). Student self-conversation: An exploratory study of factors that influence students' self-conversation. *Teaching*, 62 (3), 94-98.
- Karadenick, S.A., & Berger, J. (2013). Help seeking as a self-regulated learning strategy. In H. Bannan, T.J. Cleary, & A. Karsantas (Eds.), *Applications of self-regulated learning across diverse disciplines: A tribute to Barry J. Zimmerman* (pp. 237-215). Charlotte, NC: Information Age Publishing.

- Karstenka, S. A. & Dembo, M. H. (2011). Understanding and facilitating self-regulated help seeking. *New Directions for Teaching and Learning*, 126(2), 33-43. doi: 10.1002/nt442
- Kuh, G. D. (2015). The other curriculum: Out-of-class experiences associated with students learning and personal development". *The journal of higher education*, 86(2), 123-158.
- McClernsey, D. M. Dowson, M., Young, A. B. & Nelson, G. F. (2015). *Self-esteem, academic interest and academic performance: The influence of significant others*. University of Western Sydney, Australia.
- Newton, B. R. (2012). *For profit and traditional institutions: A comparison of higher education*, 17-19. Scott, Foresman and Company.
- Wang Q., Woo H. L., C. L. Quik, Y. Yang, & M. Liu, (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43, (3) 428-436.
- White, M. C. (2011). Predicting success in teacher certification testing: The role of academic help-seeking. *The International Journal of Education and Psychological Assessment*, 7, 22-44.



ISSN: 63432161