RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE,

Chinyelu N. Nwokolo (Prof.)
Department of Guidance and Counselling, Faculty of Education
Nnamdi Azikiwe University, Awka
cn.nwokolo@unizik.edu.ng

and

Benedeth Nonye Duaka

Department of Guidance and Counselling, Faculty of Education
Nnamdi Azikiwe University, Awka

ABSTRACT

This study sought to determine the relationship between study habits and academic achievement among secondary school students in Anambra state. Four research questions and two null hypotheses guided the study. The design for this study was correlation design. The population of the study comprise 23,396 students in 257 public secondary schools in Anambra State. The sample for the study consists of 1080 students. The instruments for the study consist of two questionnaires, namely Study Habits Questionnaire (SHQ) and Academic Achievement Test in English Language (AATEL) both were adopted by the researcher. The instruments: Study Habits Questionnaire (SHQ) was validated in Nigeria by Osita in 2013 and Academic Achievement Test in English Language (AATEL) was also validated in Nigeria by the subject teacher. Study Habits Questionnaire (SHQ) has a reliability of 0.72 which was established by Osita in 2013 using Cronbach alpha reliability in a pilot test. The administration of the instruments was done through direct delivery approach by this method; copies of the questionnaires were distributed personally to the respondents with the help of six research assistants. The data collected were scored and analyzed. Research question 1 and 2 was analyzed using Mean and frequency table. The t-test of correlation was used test the two null hypotheses at $P<0.05$ level of significance. The major findings of the study show that there exist a medium moderate positive relationship between study habit of male and female students and their academic achievement in English Language in Anambra state, there is a significant relationship between study habits and academic achievement in English Language in Anambra state. Recommendations were made that, the guidance unit in secondary schools should organize study habits training for their students often. This can be at the beginning of every term or twice in a year or session especially for the new and old students. This will help them acquire the rightful study skills they need as they progress to further classes, therefore enabling them perform better in their academic pursuit. Also, Counsellors, Teachers, Parents, and authorities of public schools should both individually and collectively assist the students towards acquiring good study skills to improve their academic achievement.

Keywords: Relationship, Study habits, Academic achievement, Students, Anambra state.

Introduction

It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather effective study habits have vital role to play. There is tremendous pressure on students to earn good grades because academic achievement is assumed to possess predictive value and used to bar or open of transition between the primary education, secondary education and tertiary education, and employment in certain professions (Sharma, 2010). Parents desire that their children climb the ladder of achievement to the highest level as much as possible and this desire puts a lot of pressure on students, teachers, schools and the entire education system in general.

Oluwatimilehin and Owoyele (2016) posits that a growing number of scholars, have rejected that indiscipline, drug addiction, poor socio-economic background of the parents, inadequate motivation on the part of students, lack of information couple with teachers' nonchalant attitude to work and students' negative self-concept have often resulted into students' inconsistent and poor academic achievements. It seems that causes of low academic achievement are diverse and cannot be associated with a single major factor alone. For instance, proponents of self-concept have found that self-concept and its variables may be a paramount factor in academic failure. Causes of fluctuating achievement among students have also been attributed to teacher-student inter-actions, intrinsic and extrinsic motivations, (Tukur & Musa, 2013) and classroom behaviour and other extraneous variables.

Nevertheless, the importance of academic achievement has raised several queries among educational researchers, such as why does one student perform better than another? In search for an answer to the queries, a number of attempts have been made by researchers to identify factors which influence academic achievement. Badhiri (2013) observes that poor academic achievement among secondary school students are caused by; low motivation on the path of the students toward school work, policy of liberal promotion to the next class, poor study habits and lack of parental involvement in their children education. It could be stated that the variables that influence academic achievement of students by and large fall in the following four categories highlighted as: Student-related, Teacher-related, Home-relate

and School-related. The development of good study habits seems equally relative and helpful not only in academic work but in career actualization and because this interrelationship cannot be overlooked, the academic achievement and study habit of the student to a large extent culminates into shaping the height students attain in their academic achievement.

Moreover, Abid (2013) defines study habit as: the student's way of study whether systematic, efficient or inefficient. Good study habits are perceived to be the determinants of the academic achievement. That is why efforts are made to develop and improve study behaviours in students. Good (2015) notes that most secondary school students in public schools come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. The children might have poor study habits hence they show poor academic achievement. A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

Alex (2011) describes study habit as something that is done on scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It was further stated that a habit is what is simply done, no reservation, no excuses and no exceptions. Thus, the habit formed can be improved upon by constant practice; and it is very hard to give up a habit once it is formed. According to Alex's study habit is to buy out the time and dedicate self to the application and task of study, and to become engrossed in a process of learning, practice, enlightenment and education of one's self. Therefore, study habit can be derived from the above as buying out a dedicated schedule and uninterrupted time to apply one's self to the task of learning. More so, in the context of this study, study habit is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Study habits can be described as effective or ineffective depending upon whether or not they serve the students well.

There are ways a student can study to increase his ability to retain information and to think critically. They are classified into mnemonics, effective note taking, effective time management, summarizing, use of key words and others. There are also several other

methods of studying. Such methods are based on memorization, communication skills, flashcard training, condensing information, summarizing, use of keywords, acronyms and mnemonics, exam strategies, effective time management, organization and life style changes (Ramamurti, 2013).

Some researchers have attempted a grouping of the various methods students have approached learning tasks. Ossai (2012) grouped these methods to include employing one of those procedures known as "SQ3R"and others. The SQ3R method includes a series of five steps designated by the initials S-Q-R-R-R. The first step is to survey the material by reading the parts of the chapter that give an overview of the topics covered. The next step is the "Q" in SQ3R which represents question. Formulate a question either aloud or in writing before actually reading a section of the material. The next step is to read the materials. This involves reading carefully and even more importantly, reading actively and critically. The next step is the second "R" which stands for "recite" meaning to look up from the book and describe to one or ones reading partner. The final "R" refers to review. This will involve looking over the information and re-reading the features in one's textbook that provide one with an overview of the chapter.

However, Stiggings (2011) sees academic achievement as something a learner do or achieve at school, college or university, in class, in a laboratory or field work. Ling (2014) posits that academic achievement refers to achievement of individuals' objective to various types of knowledge and skills. In the context of the study, academic achievement is defines as the knowledge attained and skills developed in the school subject, usually reflected by test scores. Achievement is influenced by personality, motivation, opportunities education and training. Poor academic achievement of students in promotion examination or terminal examination will hinder the students from being promoted to the next class or securing admission to higher institution of learning. Poor academic achievement can make the students to become frustrated. It can also lead to students' drop out especially if the poor academic achievement persists for a long.

Consequently, studies on gender differences in study habits have been very interesting and illuminating though findings have differed from one study to another. For example, Aluja

and Blanch (2004) study found that girls scored higher on a study habits measure. While Ossai (2012) study shows significant differences in the study habits of the students on the basis of age and gender whereas Umaru, Terhemba, Bitrus and Habu (2015) study reports masculine characteristics as being more strongly related to effective study habits then feminine ones. On the other hand, the studies by Oka (2011) found no significant difference in the study habits of male and female students. Parents can certainly play a major role in providing the encouragement, environment, and materials necessary for successful studying to take place at home.

Furthermore, Premalakshmi (2016) posits that every parent wants their children to do well in school and to learn as much as they possibly can. To be good students, there is need to develop good study habits at home and school. Parents can help to develop good study habits at home. It is possible that bright pupils might score poorly in the examination for failures to adopt study habits, which, without adequate guidance by the teacher will continue to stand in their way.

In addition, studies on academic achievement of secondary school students have not yielded positive results. Adeniji (2012) for instance studied the performance of secondary school students in the understanding of tenses and verbs in English language. The results showed that students have difficulty in understanding some of the tenses and verbs as concepts in English language. It was also found that gender was a significant factor that influenced their understanding of English language tenses and verbs. The results also revealed that there was significant difference in the level of understanding of English language tenses and verbs between the academic levels.

More so, Asikhia (2010) attests to this and affirms that the poor achievement of secondary school students in English Language in examinations hampers the realization of aims of secondary school education in Nigeria. Poor achievement in test and examination is caused by poor and defective study habits employed by the students. De Escobar (2011) argues that students need to be familiar with the relation that good study habits and academic achievement have to accomplish great success. Moghadam and Cheraghia (2015) submit that academic achievement is affected by a lot of factors; study habit is one of them. Many

students suffer low grade in schools because of bad study habits, poor note taking skills, and inability to rehearse regularly. Williamson (2010) contends that many students suffer low grade in schools because of bad study habits. Also, students' failure to develop effective study habit and its' resources to expand their study habits has a negative effect on their academic achievement.

In Nigeria, there are many factors influencing the ability of students to cultivate effective and efficient study habit. Ozmert (2013) emphasized the importance of environmental influence as a major factor in the development of student's studying habit. However, it has been observed that studies on the relationship between study habit and students' academic achievement in Nigeria cannot be said to be exhaustive (Ugodulunwa, 2007). Hence, this study will investigate the relationship between study habits and academic achievement in English Language among secondary school students in Anambra state, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the study habits scores of secondary school students in Anambra State?
2. What is the academic achievement scores of secondary school students in Anambra State in English Language?
3. What is the relationship between study habits scores of secondary school students in Anambra State and their academic achievement scores in English Language?
4. What is the relationship between male and female secondary school students study habits and their academic achievement in English Language in Anambra?

Hypotheses

The following hypotheses were tested at 0.05 levels of significant.

1. There is no significant relationship between study habits scores of secondary school students and their academic achievement scores in English Language in Anambra State.

2. There is no significant relationship between male and female secondary school students study habits and their academic achievement scores in English Language Anambra State.

Method

The study was carried out in Anambra State. This study employed a correlation survey design. A correlation survey design is a kind of survey design that seeks to establish a relationship between two or more variables as well as indicates the direction and magnitude of the relationship between the variables (Nworgu, 2015; Walter, 2012). The population for the study comprise 23,396 Senior Secondary Students II in 257 public Secondary Schools in Anambra State. The sample for the study consists of 1080 senior secondary school II students comprising of 673 male and 407 female students. Multi-stage sampling technique was used for this study. The instruments for the study consist of two questionnaires, namely Study Habits Questionnaire (SHQ) and Academic Test in English Language (ATEL) both were adopted by the researcher. Study Habits Questionnaire (SHQ) was developed by Osita in 2013 and consists of 29 items on a 4-point Scale with a reliability coefficient of 0.72. Data for the study was analyzed using aggregate scores, Pearson Product Moment Correlation and t-test of correlation.

Results

Table 1: Range of scores on students' Study habits

Range of scores	N	%	Remarks
88 – 116	422	39.0	high study habit
30 – 87	458	42.4	moderate study habit
1 – 29	200	18.5	low study habit

Table 1 revealed that 422 (39.0%) of the secondary school students who had a score between 88- 116 have a high study habits, 458 (42.4%) secondary school students who had a score between 30- 87 have a moderate study habits, while 200 (18.5%) secondary school students who had a score between 1- 29 have a low study habits in Anambra state.

Table 2: Range of scores on academic achievement scores of students in English Language

Range of scores	N	%	Remarks
70 – 100	159	14.7	VGA
50 – 69	610	56.5	GA

40 – 49	150	13.9	PA
1 – 39	161	14.9	VPA

Table 2 shows that 159 (14.7) of the secondary school students with the scores ranging from 70 to 100 had Very Good Academic Achievement (VGA) in their English Language achievement, 610(56.5%) of the secondary school students who scored between 50 and 69 had Good Academic Achievement (GA) in their English Language, 150(13.9%) of the secondary school students with the scores ranging from 40 to 49 had poor academic achievement (PA) in their English Language,while 161(14.9%) of the secondary school students who scored between 1 and 29 had very poor academic achievement (VPA) in their English Language in Anambra State.

Table 3: Pearson's Product moment Correlation Analysis of Study Habits and Academic Achievement of students in English Language.

Variable	N	Study Habits r	Academic Achievement r	Remark
Study Habits	1080	1.00	0.67	moderate positive
Academic Achievement	1080	0.67	1.00	

$\alpha = 0.05$, R^2 = coefficient of determination

To answer this research question, the scores of the students on study habit were correlated with their academic achievement scores in table 3 in English Language. The result in Table 3 showed that the correlation coefficient obtained was 0.67. This means that, there exist a medium moderate positive relationship between study habit and students' academic achievement in English Language in Anambra state.

Table 4: Pearson's Product moment Correlation Analysis of Study Habits and Academic Achievement of Male and Female Students in English Language.

Variable	N	Male Study Habits/Academic Achievement r	Female-Study Habits/Academic Achievement r	Remarks
Male Study Habits/ Academic Achievement	673	1.00	0.54	moderate positive
Female Study Habits/	407	0.54	1.00	

Academic
Achievement

$\alpha = 0.05$, R^2 = coefficient of determination

To answer this research question, the scores on study habit of male and female students were correlated with their academic achievement scores in table 4 in English Language. The result in Table 4 showed that the correlation coefficient obtained was 0.54. This means that, there exist a medium moderate positive relationship between study habit of male and female students and their academic achievement in English Language in Anambra state.

Table 5: t-test of correlation on study habits scores and their academic achievement scores of students in English Language

Variables	**N**	**R**	**df**	**Cal.t**	**Crt.t**	**P≥0.05**
Male /Female Study Habits/Academic Achievement	1080	0.67	1078	3.718	1.96	S

S – Significant correlation at 0.05 level of significance

Table 5 shows that at 0.05 level of significance and 1078 df, the calculated t 3,718 is greater than the critical t 1.96. Therefore, the first null hypothesis was rejected, thus it was concluded that there is significant relationship between the study habits scores of secondary school students and their academic achievement scores in English Language.

Table 6: t-test of correlation on male and female secondary school students study habits and their academic achievement scores in English Language

Variables	**N**	**R**	**df**	**Cal.t**	**Crt.t**	**P≥0.05**
Study Habits	1080	0.54	1078	3.559	1.96	S

Academic
Achievement

S – Significant correlation at 0.05 level of significance

Table 6 indicates that at 0.05 level of significance and 1078 df, the calculated t 3,559 is greater than the critical t 1.96. Therefore, the second null hypothesis was rejected, thus it was concluded there is significant relationship between the male and female secondary school students study habits and their academic achievement in English Language in Anambra State.

Discussion of Findings

Study habits of secondary school students

The findings of the study revealed that secondary school students in Anambra state have moderate study habits. This means that secondary school students might have be taught good study habits by their school teachers, on how to organize their work during their various lesson in English language for efficient and effective study habit. Thus, the habit formed can be improved upon by constant practice and it is very hard to give up a habit once it is formed. This finding is in line Busayo (2011), who argued that many of the issues concerning success in school revolve around developing good study habits. It is a pattern with which an individual organizes his or her reading in order to cope with new knowledge in the ever changing world. Also Alex (2011) supported the above assertion that study habit as something that is done on scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It was further stated that a habit is what is simply done, no reservation, no excuses and no exceptions.

Academic achievement of Secondary School Students in English Language

The findings of the study revealed that majority of secondary school students in Anambra state have good academic achievement in English language. This mean that student good achievement in English Language might be that secondary school students in Anambra State have unlimited access to reading materials, and sufficient qualified English Language teachers as well as teachers have access to current material for teaching the subject. This finding contradicted the report of Asikhia (2010) that the poor achievement of secondary school students in English Language in examinations hampers the realization of aims of secondary school education in Nigeria. Consequently, the contradiction of the reports might be that over the years students could have been taught on how to improve on their academic achievement in English language. The findings of the study agree with Adeniji (2012) that the performance of secondary school students in the understanding of tenses and verbs in English language is at variance. This finding in agreement with Eze (2013) reported that that desks, current books and presence of library assistants constituted the areas of

influence to the academic achievement of the secondary school students in English Language with regard to library services.

Relationship between Study Habits and Academic Achievement in English Language

The findings indicated that there exists a moderate positive relationship between study habit and secondary school students' academic achievement in English Language in Anambra state. This implies that study habits of secondary school students could have influence their academic achievement in English Language. For instance students might engage in group discussion, going to the library to read, that will enhance their academic achievement in English Language. This finding is supported by De Escobar (2011) who claimed that secondary school students who are familiar with good study habits tend to accomplish great success in their academic achievement. Also this finding is in line with Williamson (2010), who posited that many students suffer low grade in schools because of bad study habits. Secondary school students' failure to develop effective study habit and its' resources to expand their study habits has a negative effect on their academic achievement. Moghadam and Cheraghia (2015) agreed that academic achievement is affected by a lot of factors; study habit is one of them.

There is a significant relationship between study habits secondary school students and academic achievement in English Language in Anambra state. The reason could be that they know why they are in school and also have the determination to succeed by developing good study habits. The work of Ayodele and Adebiyi (2013) is in line with the findings that students had a significant relationship on their study habit and there academic achievement.

Relationship Between Study Habits and Academic Achievement in English Language with respect to gender

The findings of the study revealed that there exist a moderate positive relationship between study habit of male and female secondary school students and their academic achievement in English Language in Anambra state. This result is consistent with Aluja and Blanch (2004) who reported that girls scored higher on a study habits measure. While Ossai (2012) study shows significant similarities in the study habits of the students on the basis of

gender, whereas Umaru, Terhemba, Bitrus and Habu (2015) study reports masculine characteristics as being more strongly related to effective study habits then feminine ones.

There is a significant relationship between male and female students study habit and their academic achievement in English Language in Anambra state. The finding could be attributed to some factor like time table, group discussion, doing assignment and read ahead before examination by both genders. There is tendency of them managing their time well, when such happens, it leads to better academic performance which supports the finding that there is a positive relationship between male and female students study habit and their academic achievement in English Language in Anambra state time management and academic performance.

Conclusion

The study investigated the relationship between study habits and academic achievement among secondary schools in Anambra state, Nigeria. Based on the findings of the study, there exist a moderate relationship between study habits and academic achievement of secondary school students in English Language in Anambra state. Also there is a significant relationship between male and female students study habit and their academic achievement in English Language in Anambra state

Recommendation of the Study

Based on the findings and conclusion, the following recommendations were raised:

1. Guidance and counselling unit in secondary schools should organize study habits training for their students often. This can be at the beginning of every term or twice in a year or session especially for the new and old students. This will help them acquire the rightful study skills they need as they progress to further classes, therefore enabling them perform better in their academic pursuit.
2. There should be workshops, seminars, or public awareness programmes, where parents will be educated on how to help their children or ward(s) develop good study habits skills, since study habits skills, have been found to have influence on the students' achievement.

3. Government should encourage the school guidance counsellors and also provide conducive atmosphere for learning, so as to poor academic achievement and help the students to develop good study skills.
4. The Anambra state Post Primary School Services Commission Awka in collaboration with the federal ministry of education should formulate a policy that will make it mandatory for junior and senior secondary schools in Nigeria to integrate into the curricular a course on study habits skills which will enable them develop effective study habits with the view of enhancing their academic achievement.
5. Teachers whose students are performing poorly should use study skills training so as to correct the students by building the rightful skills in them.

References

Abid, H. (2013). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education and Research, 28*(1), 35-45.

Adeniji, A. J. (2012). A study of junior secondary school students' performance in mathematical signs and symbols. *Azare Journal of Education, 9(1*), 24 – 37.

Alex, G. (2011). Definitions of Study Habits Retrieved on 4th February, 2013 from: www.answers.com

Aluja, A. & Blanch, A (2004). Socialized personality, scholastic aptitudes, study habits, and academic achievement: Exploring the link. *European Journal of Psychological Assessment, 20,* 30-39.

Asikhia, O.A. (2010). Students and teachers' perception of the causes of poor academic performance in Ogun State Secondary Schools Nigeria: Implications for counseling for national development. *Europe Journal of Social Science, 13*(2), 229-242.

Ayodele, C. S. & Adebiyi, D. R. (2013). Study Habits as Influence of Academic Performance of Students Nurses of Banquet State University. *International Journal of Nursing Science, 5(2),* 60-65.

Badhiri, S. (2013). Effective Study Skills and Academic Performance. http://www.termpaperwarehouse.com/essav-on/cffective-studv- skillsAcademic-pe..

Busayo, I.O. (2011). The School library as a foundational step to children's effective reading habits. *Library Philosophy and Practice,12(2),* 88-96.

De Escobar, V.M. (2011). Good Study Habits and Academic Achievement walk hand in hand. http://EzineArticles.com/?expert=Veronica M.DeEscobar.

Eze, F. N. (2010). Influence of school environment on academic achievement *Unpublished M. Ed Thesis*. University of Nigeria, Nsukka.

Good, C.V. (2015). *Dictionary of Education, (8th ed.)*. New York: McGraw Hill Book Company.

Ling, M.K. (2014), Social- demographic school, Neighlourhood and parenting influences on Academic achievement of latino young adolescents. *Journal of youths and Adolescents, 34 (2)* 163-175.

Moghadam, M.F. & Cheraghain, B. (2015). Study habits and their relationship with academic performance among students of Abadan School of nursing strides in development of medical education vol. 6. No 1. Retrieved on January 2013 from: http://www.sdmei.coni/english/abstract.asp?articleTD=17470

Oka, G.V. (2011). Influence of study habits, self concept on achievement of boys and girls. *Karnataka Journal of Agricultural Sciences,* 22, 51135-1138.

Oluwatimilehin, J. T. B. & Owoyele, J. W. (2016). Study Habits and Academic Achievement in Core Subjects among Junior Secondary School Students in Ondo State, Nigeria. *Bulgarian Journal of Science and Education Policy, 6*(1), 155-169.

Ossai, M. C. (2012). Age and Gender Differences in Study Habits: A Framework for Proactive Counselling Against Low Academic Achievement. *Journal of Educational and Social Research, 2*(3), 67 – 73.

Ozmert, E. N. K. (2013). Physical, Environmental and Social Demographic Influence on Elementary. *Students Research Brief, 3*(1), 25 – 32.

Premalakshmi, K. (2016). Study habits and academic achievement of higher secondary students. *Scholarly Research Journal for Interdisciplinary Studies, 8*(2), 551-565

Ramamurti, P. V. (2013). Developing Good Study Skills Keynote Address Delivered at DIET Psychology, Held at Karretnagar on 17th July, 1993.

Sharma, R. (2010). A Comparative Study of the Children of the Working and Non-Working Mothers: *A Psychological Study (Unpublished doctorial thesis*). M.Sukh University.

Stiggings, J.M. (2011). *A Study of the Relationship between academic achievement motivation and home environment among standard eight pupils*. In Educational Research and Reviews. Egerton University of Kenya.

Ugodulunwa, C.A. (2007). *The attitude of students to cheating in examination*. InAghenta, J.A. & Lassa, P.N. (Eds). Proceeding of the 16th annual congress of the Nigerian Academy of Education. Jos: University of Jos.

Tukur, A.H. & Musa, A.K.J. (2013). *Examination malpractices among undergraduate students of University of Maiduguri: conditions and forms* (pp.349-363). In:

Umaru, A., Terhemba, G. A. Bitrus, G.A. Habu, A. A. (2015). Study Habit Counselling And Academic Performance Of Senior Secondary School Students In Maiduguri, Nigeria. *JORIND 11*(2), 36-42.

Williamson, J. (2010). Five tips for breaking bad study habits. http://www.distanceeducation.org/Articles/Five-Tips-for-breaking-Bad-studv.