

**STUDENTS' STUDY HABITS AND TIME MANAGEMENT IN  
PUBLIC SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE**

**BY**

**Everest Onyinyechukwu UJAM  
EDU1608798**

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## CERTIFICATION

This is to certify that this project was carried out by Everest Onyinyechukwu Ujam in the Department of Educational Management, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfilment of the requirements for the award of the Bachelor of Science (Ed.) degree in Educational Management.

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**Dr. H.O. Alonge**  
(Project Supervisor)

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**Date**

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**REV. Sr. Dr. P. Ekejiuba**  
(Project Co-ordinator)

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**Date**

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**PROF. E. O. S. IYAMU**  
(Dean, Faculty of Education)

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**Date**

## **DEDICATION**

This research work is dedicated to the Almighty God for His mercies and Grace all through my stay in the University of Benin.

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## **Abstract**

This research work investigates students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo state. This study was guided by seven (7) specific questions, which are: What are the students study habits in public secondary schools in Oredo Local Government Area of Edo State? What are the time management practices of public secondary school students in Oredo Local Government Area of Edo State? Does gender affect the study habits of public secondary school students in Oredo Local Government Area of Edo State? How does the socio-economic background of public secondary school students in Oredo Local Government Area of Edo State affect their study habits? Does class classification of students affect the study habits of public secondary school students in Oredo Local Government Area of Edo State? How does the type of school affect the study habits of public secondary school students in Oredo Local Government Area of Edo State? What are the steps students can take to manage their time properly?

The Descriptive survey design was used for the study. A total population of 245 respondents consisting of all the students in public secondary school in Oredo Local Government Area of Edo State were used. A Likert scale questionnaire was used to elicit information from respondents, a total number of 245 (100%) questionnaires was administered and all of it (245) were properly completed and found useful for the study. Analysis and discussion of data collected for the study were descriptively done using frequency and percentage.

Based on the findings of this study, the researcher reached the following conclusions: that to improve and maintain their study habits, students take notes and concentrate during classes and do their homework regularly; understand how to manage their time properly using means such as clock alerts and reminders mostly as well as preparing a weekly study schedule and carrying out difficult academic tasks first. On that, recommendations were made as follows; School academic and extracurricular activities should be planned in a way that students will still have time to study on their own and within themselves as study groups. Government and public policy experts should make education free for all to lift the burden of financial implications from poor parents. Regular feeding of students should be practiced ensuring they are well nourished and consume foods that will improve their brain power especially. Schools through government provisions should have a standard library with enough historic and contemporary books for every subject area and an e-centre for e-reading.

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

The extent of students' learning in academics may be determined by the grades a student earns for a period of learning. It is believed that a grade is a primary indicator of such learning. If a learner earns high grades, it is concluded that they may also have learned a lot while low grades indicate lesser learning. However, many experiences and studies found out that there are also several factors that can account for a student's grade, among which are: good study habits, good time management skills, gender, IQ (intelligence quotient), etc.

One of the greatest problems in institutional forms of learning is that students' study for tests and examinations, instead of studying to grasp the object of lifelong learning. The surface approach to learning in which the learners are focusing on surface characteristics of the argument put forward, on figures in a problem, on formulas to be used for solving the problem is a reflection of this (Olaajo and Akewukereke,2004).

A student's ability to develop his mind depends considerably on his study. This word is pregnant with meanings. In the first place he must realize that it is he who is mainly responsible for his success at the school. The role of his teachers is to support and groom him to attain academic excellence. The student must think for himself and come to realize the importance of study habit on his success on and off the learning environment. Rwehumbiza (2013), asserted that most students fail examinations because they lack study habits or examination taking techniques. This is because most students do not know how best to study. Study habits are the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. reviews of material, frequency of studying sessions) occurring in an environment that is conducive to studying. Many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in school frequently do not have adequate study habits and that affects their academic achievement. Students with higher academic achievement uses a wide range of study skills as compared to students with

lower academic achievement. He further stated that detailed analysis of some of the study skills that successful students possess are work knowledge, note taking ability, and linguistic intelligence.

Time and tide are believed wait for no man. Students need to make use of their time wisely as no one can hold the time back. Whatever one cannot achieve within a day will have to be carried over. There are many obstacles to achievement that can impede progress and performance of students. These include poor time management, bullying in school, deviant or anti-social behavior, poor parenting style or involvement etc. It helps to infuse the concept of time through the institution. All the material and human resources possessed by organizations can be enhanced in the course of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is time itself.

The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning. Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities,

using time management mechanism and being organized in using time. Here, time management is only possible through self-motivation; performance, ability and motivation. These are the few activities performed by today's students which act as a barrier between them and their academic performance. Due to mismanagement of time they gap behind. Likewise, in the process of providing educational services this issue has been a subject of interest discussed and emphasized in several platforms and an attempt has been initiated to assess and analyze time and the time management attitudes and behaviors of students in educational institutes (Denlinger, 2009).

Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A Time Management system is a designed combination of processes, tools, techniques and methods. Usually, Time Management is a necessity in any project development as it determines the project completion time and scope (Subramanian, 2016). Time management has to do with planning and scheduling activities, organizing tasks in a prioritized order and allocating time to the tasks according to their order of importance and helping one achieve desired objectives. The use of planners, calendars and the likes are

effective tools in managing time. Time management is the art of arranging organizing, scheduling and budgeting one's time for the purpose of generating more effective work and productivity. In completing the task on schedule, a student will also enhance his academic performance. It can be deduced from Misra (2000) view that a student who spends his time on irrelevant things instead of concentrating on studies may end up having poor academic performance. The issue of students loitering about, holding parties at the expense of their studies tends to suggests that students do not manage their time well. Hence, academic performance might be affected. Academic performance is something you do or achieve at school, college or university, in class, in a laboratory, library or fieldwork. It does not include sport or music. In the light of the above, this study will focus on analyzing students' study habits and time management in public secondary schools in Oredo Local Government area of Edo state.

### **Statement of the Problem**

The extent to which a student excels or performs in his or her studies depends on the kind of study habits and time management skills he or she develops and uses. To a very large extent, a student who develops and

utilizes good study habits and effective time management skills is likely to perform better in his or her studies when compared to one with bad study habits and time management skills. It is in view of these concerns that this study is carried out to determine the study habits and time management in public secondary schools in Oredo Local Government Area of Edo State so as to come up with the sound solutions to the found problems and providing suitable recommendations to improving academic performance.

### **Research Questions**

The following research questions will guide the study:

1. What are the students study habits in public secondary schools in Oredo Local Government Area of Edo State?
2. What are the time management practices of public secondary school students in Oredo Local Government Area of Edo State?
3. Does gender affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?
4. How does the socio-economic background of public secondary school students in Oredo Local Government Area of Edo State affect their study habits?
5. Does class classification of students affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?

6. How does the type of school affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?
7. What are the steps students can take to manage their time properly?

### **Purpose of the study**

The purpose of this study is to analyze critically the students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo State. The objectives of the study are to:

- determine the students study habits in public secondary schools in Oredo Local Government Area of Edo State.
- examine the time management practices of public secondary school students in Oredo Local Government Area of Edo State
- determine how gender affects the study habits of public secondary school students in Oredo Local Government Area of Edo State
- find out how the socio-economic background of public secondary school students in Oredo Local Government Area of Edo State affect their study habits
- examine how class classification of students affect the study habits of public secondary school students in Oredo Local Government Area of Edo State.

- determine how the type of school affects the study habits of public secondary school students in Oredo Local Government Area of Edo State
- examine the steps students can take in order to manage their time properly

### **Significance of the study**

The study has the following potential benefits. The study would be of great benefit to secondary school students in Oredo Local Government Area of Edo State as it would help them know how to study in order not to give the brain undue stress like cramming. The study would equally provide useful information to parents and how they can help the adolescents/students choose their friends/peers and help them manage their time by creating a coping strategy that would help them adjust positively and excel in their academics.

The study would help the teachers to benefit from the findings of the study because the finding would help them know what is expected of them as they are role model. More so, this study would help to analyze the positive impact of time management on academic performance of students.

Finally, the results of the work would be of great help to future researchers. This would be a source of research materials or empirical data for them. It will benefit various secondary schools and even the sector of the state government that is in charge of public secondary schools in Edo state once it is completed. It will also be of benefit to the students of the faculty of education across the nation.

### **Scope and Delimitation of the Study**

The scope of this study covers study habits, time management and academic performance of secondary school students. This study is delimited to public secondary schools in Oredo Local Government Area of Edo State.

### **Definition of Terms**

**Study habits:** it is the habitual practice a person uses to study and learn.

**Time Management:** is a set of principles, practices, skill, tool and systems that work together to help us to get more value out of our time with the aim of improving the quality of our life.

**Academic Performance:** is the outcome of education- the extent to which a student, teacher or institution has achieved their educational goals.

**Students:** a person formally engaged in learning, especially one enrolled in a school or college; pupil:

**School:** A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews related literature on students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo State. The literature review in this chapter is under the following headings:

- Concept of Students' Study Habits
- Concept of Time Management
- Time Management and Study Habits of Students
- Gender Influence on Students' Study Habits
- Effects of Socio-Economic Background on Students' Study Habits
- Summary of Literature Reviewed

#### **Concept of Students' Study Habits**

Studying is the ability to understand words contained in a document and make use of the knowledge for personal growth and development

(Dadzie 2008). People study for different reasons and purposes, some of these reasons are for pleasure, relaxation, and information and for knowledge. Study habits are habitual practice one uses to help study and learn. Rwehumbiza (2013), asserted that most students fail in examinations because they lack study habits or examination taking techniques. Study habits can be defined as learning tendencies that enable students to work privately, the students' way of study whether systematic, efficient or inefficient. Good study habit produces positive academic performance while inefficient study habits lead to academic failure. Study habits are measured directly through reports, examination, assessment and rating. There are so many factors that influence the ability of students to cultivate effective and efficient study habit. Such factors capable of influencing the academic performance of students are state of the art infrastructure like textbooks and well equipped libraries.

Study habits could be viewed as the continuous practice or repetition of study skills over time. Children with poor study habits either lack effective or organized study routines while those with good study habits have more organized routines where they focus more effectively on the work

at hand (Gettinger& Seibert, 2002). Therefore, the development and application of appropriate and effective study habits of children should be a matter of concern to education stakeholders. A study by Bakare (1977) illustrates that study habits of learners cannot be ignored from their academic performance because success in academic endeavours depends largely on reading in the search for knowledge. Khurshid, Tanveer and Qasmi (2012) conceptualize study habits as the propensity of a learner to use his or her constant attention to acquire knowledge through systematic routines.

According to Credé and Kuncel (2008) study habits refer to the degree to which learners engage in regular acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive. This suggests that two strands emerge as indicative of study habits. Firstly, there is a suitable and systematic procedure for studying implying that study habit is not a sporadic event, but a consistent pattern that learners usually adopt in their study. Intuitively, a study procedure which a student uses once does not constitute his or her study habit. Secondly, the study is done in a favourable setting. In line with this reasoning, it could be established that not

all environment is appropriate for study. Hence, the formation of study habits entails an identification of appropriate environment that supports studying. Study habits as conceptualized by Bakare (1977) embraces competences in the areas of homework and assignment, time allocation, reading and note-taking, study period procedures, concentration, written work, examination taking and teacher consultations.

Alpor (1960) cited in Atodele and Adebisi (2013), the concept of study habit is broad as it combines all other sub-subjects under it such as study attitude, study method and study skill. Attitude is a mental and natural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all subjects and situation with which is related. Attitude towards study has great contribution in academic achievement and good study pattern. Successful learners adopt positive attitude towards study and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation usually is positive, the learning experience is not pleasant and he tends to avoid it. According to Bashir and Matto(2012), study habits are well planned and deliberate pattern of study which has attained a form of

consistency on the part of students towards understanding academic subjects and passing at examination. Study habits determine the academic achievement of students to a great extent, both studying and academic achievements are inter-related and dependent on each other. Students often come from different levels of academic achievement therefore; they differ in pattern of study habits, while some students have good study habits others tend to exhibit poor reading habits.

There is consensus among scholars that the development of good study habit is critical to children's academic achievement. For instance, Rana and Kausar (2011) argue that even though it is worthwhile to recognize one's learning style, being able to master one's study habits could tremendously reduce the problems of underachievement among students. This means that children who are able to cultivate appropriate study habits overcome the challenge of poor academic performance. Sarwar, Bashir, Khan and Khan (2009) found out that overachievers possessed better study habits than underachievers. Nuthana and Yenagi (2009) also found out that reading and note-taking habits, habits of concentration, and preparation for examination have significant correlation with academic achievement. Thus,

children who do well in reading and note-taking, well prepared for examination, and have good concentration may be successful in their academic pursuits. Nuthana and Yenagi (2009), stated that there are some factors which cause poor academic performance among undergraduate students which include intellectual ability, poor study habit, achievement

### **Factors that Improve Students' Study Habits**

The importance of study habits on the academic performance of children in schools have necessitated researches which seek to propose strategies to assist these children to develop and imbibe effective study habits (Mendezabal, 2013). Organizing the study environment, and appropriately using specific techniques such as efficient reading skills, listening skills, note-taking, writing and doing homework helped in improving study habits of children (Demir, Kilinc & Dogan, 2012).

For Mutsotso and Abenga (2010) adequately catering for individual differences among children in the school helps in addressing the study space needs and the efficiency and effectiveness of study habits. According to Siahi and Maiyo, (2015) good study habits depend on the attitudes towards work and sense of responsibilities. They outline some good study habits that

result in better academic performance as: effective planning; regular class attendance, taking notes during classes; concentrating on studies; understanding content and avoiding rote learning; asking for clarifications from friends and teachers on what is taught in class; as well as preparing and following a timetable. Others are having proper rest periods; facing problems from home environment; facing challenges posed by school environment; and keeping daily survey and reflections of work done.

### **Factors affecting Students' Study Habits**

Some challenges have been identified as impeding children's ability to make good use of their study habits. Rana and Kausar (2011) notice that some children find studying monotonous and this has implications for achieving good academic performance. Bailey and Garratt (2002) opine that each individual has a special way of grasping a particular concept which suggests that children do not employ universal study habits. In essence, many children do not perform well at school not because they lack the ability but because they have difficulty in school and frequently do not possess adequate and appropriate study habits and skills (Rana & Kausar, 2011; Mendezabal, 2013).

A key challenge of children's study habit has been noted to be their inability to learn to effectively take notes and manage their time (Mutsotso & Abenga, 2010, Nagaraju, 2004). This implies that usually, children do not devote sufficient time to their studies and this brings about improper study habits among them. Mendezabal (2013) found out from a study that learners did not possess favourable study habits and attitudes and that they did not have efficient time management skills, they lacked planning and concentration in their studies, possessed poor reading skills, lacked effective examination techniques, and failed to inform their teachers of their challenges with academic work and ask for assistance.

Garabedian (2014) also identified some common study problems to include: difficulty in reading and writing; poor concentration and note-taking; too many homework and class tests/exercises; too much anxiety; lack of enthusiasm and motivation; poor school attendance; difficulty in grasping what is taught; and lack of interest and confidence in the subjects.

### **How does Study Habits affect Academic Performance?**

Grades is always an indicator of how well a learning material is learnt. If a learner earns high grades it is concluded that he/she may have learned a

lot, while low grade indicates lesser learning. Consequently, many studies found out that there are also several factors that would account for the grades. No single factor can be definitely pointed out as predicting grades. It has been interplay of some many factors-year level, learner's socio-economic status, IQ, gender, age etc. In fact, almost all of existing environmental and personal factors are a variable of academic performance. Though many students do not realize that some study habit components skills can influence their academic performance. As emphasized by educators, counselors and psychologists, these skills may become predictors of academic performance of students at any level of education. The study habit component skills by Bakare (1970, include, homework and assignment; time allocation to work; reading and note-taking; study period procedures; concentration; Written work; Examination and Teacher consultation.

- a. . Homework and Assignment covers the habits that students have in studying outside the class hours. It assesses how the student organizes his/her academic schedule at home to facilitates learning. According to Okafor (1981), the idea of giving students homework and assignments is because in the pursuit of their studies, instead of being

on-lookers waiting for some authority (the teacher) to impose items of information on them, they become also initiators or active participants in learning.

- b. Time Allocation to work is the dimension that assesses the habit of a student to avoid certain factors that might distract his/her focus from succeeding in the course of studying.
- c. Reading and Note-taking is the dimension that assesses students' habits of note-taking. Orderly, labeled, and legible note written in a student's own words and the use of key words and some supporting. detailed notes have been correlated with positive academic outcomes. Omoegun (2000), reported that students at all levels, to properly function in our society of today where information is rapidly increasing and knowledge becoming more complex must master how to read and take notes.
- d. The study period procedures subscales assess habits related to spreading/spacing studying, while Concentration assesses the habits a student has formed to avoid distraction while studying. Therefore, it is necessary that a student should have a good study environment. The

library is about the best place to study in. Akinboye (1980) described it as the academic power house and a chief link between students and the wisdom of the ages.

- e. Written work assesses a student's habits in expressing his/her thoughts in an organized manner with attention to neatness and mistakes.
- f. The Examination dimension works at the habits of a student in preparing for examination and teacher consultation evaluates' habit of interacting with the teacher in studying effectively.

In secondary level of education, performance is assessed in various ways. For systematic scoring, learners prove their knowledge by undertaking oral or written test, performing presentations as is done in seminars, partaking in classroom activities, discussions and submission of take-home assignments. In the Nigerian secondary school system, learners are evaluated through home works, assignments, test, examinations etc (Obinna 1998). It is however important to note that the academic achievement of learners may well be marred or enhanced depending on their approach to studying. Study is the activity of learning or gaining knowledge either from books or by

examining things in the world. Studying is the procedure of getting information from prints that is information stored in written materials (magazines, newspapers, books).

Mace (2002) opines that study is an organized gaining of intelligence and an interpretation of information and ideologies that calls for memorizing and usage. Kelly (1998) specified that study is the utilization of person's intellectual ability to the gaining, comprehending and arrangement of information; doing it over and over again entails some method of formal learning. Okorodudu (2000) is of the view that study is a course of topic mastery. Studying entails diligence as it concerns a specified person engaged in it. Habit is a thing that one does often and almost without thinking; especially something that is hard to stop doing (Hornby 2000:530). It is identified as a way of doing something. A person's habit consists of a unique ways of how specific things are allowed or done by such individual or person. Habit is relative to person or people. Each human being acts in a unique way. This is so because nature made things uniquely. The temperament and general attitude of a person is not the same with that of another person or individual.

However, considering the exposition on the concept of habit and study, it can then be said that study habit refers to the consistent ways a person does with regards to gaining knowledge. Hussain cited in Braide (2018:2) opines that study habit is the predispositions which learners have acquired regarding isolated studying over time. Since habits exemplify uniqueness in an individual, study routines are the activities of person related to studies. Study habits are routines of implementing and practicing abilities of learners in learning processes for gaining mastery. Study habit functions as the propeller of learning. A student's learning character is characterized by his study habits. Study habits are the various attitudes, methods techniques and strategies which individual students adopt while studying. Individual behaviour is guided by habit, therefore, in the process of studying, the various habits or techniques students adopt are what define their performance.

### **Concept of Time Management**

A critical look at the definition of managements shows that time management has to do with achieving stated goals in duration of time. Time management is the handling of or pilling up activities/tasks within limited

time. Time is rigid in nature, when it is gone, it cannot be recovered. This statement above makes time the scarcest resources and needs to be well managed. Time management has been defined by different authors and researchers. Time management can be described as the natural or adopted way of balancing and having control overtime. Obi (2003) was of the view that time management involves identifying tasks to be performed, planning and scheduling of organizational activities, prioritizing activities and allocating time to do tasks, according to their degree of importance in enhancing productivity. Shellaenbarger (2009) views time management as behavioural change techniques that help people get organized, clarify their thinking and increase their outputs.

Eilam and Aharon, (2003) believed that time management is a way of ensuring proper conduct and controlling time. Effective time management basically is the appreciation of the process, adoption of the principles and avoidance of time wastage. Mamman (2013) viewed time management as the process of delegating or allocating available time in such a way that the most important tasks are achieved before less important ones. Iz and Ozen (2010) define time management as a process that involves self-recognition

of the individual first, familiarity with his/her own personal traits, conducting analysis on the time-use problem and collecting relevant data, assessing alternative solutions, selecting and implementing one of these activities. Time management can be said to be a problem solving techniques for students to help them achieve an improved academic performance which involves determining their goals of study, making priorities in their study and decision on how much time to be used in their study and planning for the unexpected in their academic pursuits. Time management from the earlier mentioned scholarly definitions entails students making analysis on the use of time, identifying what needs to be done by setting goals, prioritizing and carrying out what is identified within limited time.

Time management plays a major role in a student's achievement along with his academic performance. This section will highlight the following sub-topics;

### **A. Procrastination**

Means to put off doing something, especially out of habitual laziness, is a result of a cultivated habit, and it impacts everyone. A lot of students tend to procrastinate at college, they tend to do so mainly because of task-

aversion. Studying, generally, is the last thing that a student would think to do. Having all kinds of entertainment and distractions, such as video games, social networks, and heard media, would really not make students get into study. It is most likely the student's responsibility, in other words, his ability to control his passion that makes the student progress and complete his tasks. Most of the students who live in the dorms, generally, can get distracted easily. If students just spent ten minutes with each person there, imagine how much time would be left for them to study, even to do anything personal. More importantly, the student's uncertainty can really affect his progression at college. Hesitation will not make a student any better. A lot of students spend a huge amount of time thinking about the topic they will discuss or write about, and sometimes about the way they are going to present it, and this will certainly lead them to procrastinate. Eventually, the student's Grade Point Average (GPA) will start to decrease the more he puts off the work. However, when he keeps delaying his work, stress will rise up and more pressure will be on the student, which will lead him to late submission and his grades will decrease.

## **B. Mastering Time Management Skills**

Students in secondary school must learn how to manage their time effectively. Fortunately, there are many techniques that can help them do that. First, students should arrange their schedule according to their priorities, which means that they should look at the important dates, such as paper due dates and arrange them according to the size of the assignment and the date it is due, and then write them down on a calendar as a reminder note. This will make students see their whole semester a lot easier and simpler. Second, students should get over any bad feelings that they might face during their educational life, and move beyond them. They should “schedule time for fun and relaxation just like they would schedule a class”. Studies have shown that students get higher grades when they are in a good mood, and can get lower when they are stressed or upset. Finally, according to, students should take notes during class and ask the professor about anything they do not understand immediately which will save them a lot of time during learning on their own.

### **C. Getting Organized**

Getting organized means having your desk cleared, your papers filed, your tasks listed and your events scheduled. Furthermore, the ways to get

organized or manage disorganization that are discussed in include having an L- or U-shaped desk, keeping a diary as well as creating a “to- do” list. However, the most effective method of managing disorganization according to is “ruthlessly” getting rid of what you do not need. As a result, by following these steps students will find it much easier to manage their time through organization.

### **Time Management Strategies**

Time management strategies could therefore mean a devised plan of utilizing time to achieve goals. It is important to note that no one strategy of time management works for every student, it depends on the strategy a student knows it suits him or her. Time management strategies are explained as follows:

#### **Clock based reminders and alert**

This is a traditional based approach of time management technique. It involves the use of a device displaying time. It measures and records time. The alerts of this device reminds of tasks to be carried out or when to end a day’s work

#### **Scheduling**

Scheduling is the process of arranging, controlling and outlining description of what should be done. Schedule is referred to as a Personal Time Analysis Chart according to Ajayi (2007). Ajayi (2007) was of the opinion that Personal Time Analysis Chart will help individuals to study the use of their time and on the basis prepare a more useful personal time tables for their activities during the day and each week.

### **Prioritization**

It is the act of assessing items and tasks and arranging them according to importance or urgency. This is to ensure that important item and tasks are attended to first. Akomolafe (2005) was of the view that the key to effective time management is to use proactive thinking. It is very essential in time management for one to identify long term goals, break them down into projects and prioritize activities

### **Goal setting**

This is a time management strategy that has to do with identifying and designing academic goals to be achieved in stipulated time set.

### **Carrying out the most difficult task**

This is a time management strategy that has to do with carrying the most difficult tasks among the listed task to be carried out.

### **Carrying out task that are easy first**

This is one of the non-traditional time management strategies and it has to do with attending to the tasks that appear easy first before others are attended to.

### **Keeping task lists**

James (2013) explains an effective technique in time management as the keeping of task lists which is also known as to-do lists. Keeping task lists is a means of reducing work load and is greatly related to prioritization of tasks in order of importance.

### **Time Management and Study Habits of Students**

Most students start out each new term of school with high expectations. They envision themselves being successful in their studies and school work but they fail to put together a realistic plan, or establish a routine, that will enable them to achieve academic success. There are only so many hours in a day, days in a week, and weeks in a term. And if you don't pay attention, the end of the term will arrive before you know it – catching

you by surprise. To achieve academic success, you must carefully manage your study time on a daily, weekly, and monthly basis. The following is a time management strategy for doing exactly that.

### *Step 1: Prepare a Term Calendar*

At the start of each new term, before you get heavily involved in your studies or other activities, prepare a calendar that covers the entire term. Your term calendar can look like a regular monthly calendar, or it can employ a different format. Whichever format you choose; your term calendar should outline the following:

- Assignments with their due dates
- Tests with their dates
- All school activities
- All out-of-school and extra-curricular activities

### *Step 2. Prepare a Weekly Schedule*

Unlike your term calendar, which is planned out in its entirety at the beginning of each term, your weekly schedule is prepared at the beginning of each new week. Each Sunday sit down and prepare your weekly schedule. Although you'll prepare your weekly schedule each Sunday, you should

update your schedule as the week progresses and new items arise. To prepare your weekly schedule do the following:

- Write down on your calendar each class you have for each day of the week
- Take a look at your term calendar and write down on your weekly calendar items that need to be completed, or are occurring that week (i.e. assignments, tests, events, etc.)
- Go back and review all your class notes and your schedule from the prior week to see if there is anything you need to add to this week's schedule that is carrying over.
- Add to your weekly schedule any out-of-school and extra-curricular activities you'll be participating in during the upcoming week.
- Note down the day and time for each assignment, study session, work group or project you'll be completing during the week. These may be occurring in the evening, after school, or during school.

*Step 3: Prepare a daily schedule:*

You'd think a term calendar and weekly schedule would be sufficient to effectively manage your time, but they aren't. You also need to prepare

a daily schedule. Each evening, prepare a daily schedule for the next school day. Place a check mark next to each item to be completed as it is completed. To prepare your daily schedule, do the following:

- Jot down everything from your weekly schedule that you need to do for the coming day.
- Write down everything from your previous daily schedule that wasn't completed and needs to be completed the next day.
- Check your daily schedule for the current day to see if there are any other school activities that you need to include for the following day.
- Include any other activities from your weekly schedule that need to be included in your next day's schedule

You'll notice that one of the keys to effectively managing your study time is to start with the big picture and then work down to the detail. Your term calendar provides direction and instruction for accomplishing the big picture. Your weekly and daily schedules provide the detail required to accomplish everything in your term calendar, enabling you to accomplish your term goals one day and week at a time

### **Other Time Managements Skills that improve Study Skills**

Once you've developed a term calendar, weekly schedule, and daily schedule, there are several other strategies that will help you accomplish more and make the most effective use of your time. These include:

- **Prioritize your Assignments:** As you progress through your education, you'll find the topics of study become more complex, the work load more demanding and the material more challenging. By the time you arrive at college, there just isn't enough time in the day to get everything done. Start the habit of beginning your studying with the most difficult, or important, subject or task first. Tackling the hardest subjects first, while you're still fresh and energized, will make the remainder of your studies much easier.
- **Find a Dedicated Study Space:** Some students will spend the first 20 minutes of their study time just looking for somewhere to study. A key to ongoing time management is to find a dedicated study space free from distractions where you can concentrate. If you want to change up your study space, that's fine, just make sure to find a study space that works and stick with it.

- **Create Blocks of Study Time:** Not only should you have a dedicated study space; you should have dedicated study time—blocks of time where you focus on your studies. Blocks around 40 to 50 minutes are ideal, but may be longer or shorter based on the subject and your ability to focus. It's okay to take study breaks during your blocks for a snack, or just to get up and walk around, but make sure to return to your studies.
- **Schedule Activities for after Your School Work:** One of the most difficult, yet important, elements of effective time management are to put your school work first. It's easy to say you'll get your school work done later, or just before you go to bed. It's just as easy to say you'll do it tomorrow when bedtime arrives and you no longer have the disposition or energy to get it done. Complete your school work as soon as possible. Putting off less important activities until after you complete your school work will allow you stay on track and focus on your "fun" activities without the pressure looming school work.
- **Use helpful Resources.** The old adage, if at first you don't succeed, try, try, try again, while useful for many of life's situations, isn't always the best philosophy when you're strapped for time and can't figure out your

chemistry homework. As you progress through primary school and then into secondary school, it's wise to rely on the help, expertise and knowledge of others to assist you with the learning process. Smart friends, tutors, study groups, and even the Internet, are useful resources for tackling complex subjects and making the most effective use of your time.

- **Join a study group.** Study groups offer several advantages to students, least of which is the ability to cover more material faster. Working in a study group makes it possible to research and learn about various topics quickly. Each member is assigned a topic and then provides a summary to the group.
- **Get exercise. Eat right. Get plenty of sleep.** Yeah, you've heard this before, but let us say it again. Get exercise, eat right and get plenty of sleep. If you're not at your peak, you won't be able to focus or concentrate, nor will you have the energy or stamina to get your studies completed efficiently. Going to bed an hour earlier can make all the difference the next day in your ability to make the best use of your time.

- **Be flexible.** You can't plan for everything. Unforeseen obstacles are bound to pop up, so plan accordingly and be flexible. Just want sure to get back on track as soon as possible and maintain your monthly, weekly and daily schedule.
- Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their degree programs. The sooner a student starts practicing and

developing good habits, the better chance he will have that he will continue with them.

- Procrastination can be overcome with proper study habits and improving one's study habits is the key to better studying. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find himself working more efficiently and experiencing lesser stress in the process. He adds that having effective study habits creates a more efficient academic environment. Planning your study schedule as a student in advance and faithfully sticking to it saves time. When students have good study habits, they tend to be less stressed. Students who are anxious on exam day are typically the procrastinators who come unprepared. Students who organize their lives and stick to their established study schedules are confident and relaxed attest-taking time (Marc, 2011).
- Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and

establish good ones. He further maintains that no matter what age or academic level, employing effective study strategies can mar all the difference between acing a class, barely. Passing or worse and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions. To Ašhish (2013), knowing exactly what does and does not work on a personal level, even tracking study patterns and correlating it with related grades and then proactively creating a study plan and schedule around the proven effective methods, is the most powerful study tool of all. Adeninyi (2011) maintains that good study habits allow students to study independently at home and aspire for higher educational career.

- The formation of good study habits in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council(WAEC), National Examinations Council (NECO), Joint Admissions and Matriculation Board (JAMB) and National Business and Technical Examinations Board(NABTEB). In the view of Agba (2013), serious students do

study anyhow without specific techniques, and he submits that such students are most likely to perform below average. Thus, he concludes that good study habits help students to: attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and exams, take down notes and develop the points independently, ask relevant questions in class; thereby having good grades at the end of the term or semester.

- Monday (2008) writing on bad study habits maintains that developing good study habits in school will help students succeed in class and achieve educational goals. Similarly, Boiling (2000) asserts that good study habit through planning helps students prepare for what is ahead, and accomplish their academic goals. Thus, lack of study habits clearly puts students at a disadvantage, and is one of the main reasons students need remedial classes, fall behind in coursework and drop out of school. Developing good study habits drastically lowers students' risk of academic struggles, and failure to complete a secondary school. Hence, Boiling (2000) submits that who tend to perform high across most of their subjects can be considered to have good study habits by

being actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete. Different students have different and unique study habits. What may be a good study habit to a particular student may be a bad one indeed to another student. As such, it is often difficult to practically pin-point that this is good and that is bad.

- In the opinion of Katelyn (2013), there is no doubt that different people study in different ways and it is a near certainty that what works for one on topics you find difficult person may not work for another. John (2010) opines that not all students are alike. There are several key study habits that are crucial to all students' success. One of such is study in a good environment, a little bit of background music, such as classical with no lyrics are fine and a good studying location. Whether studying in rain or shine, day or night what is most important is to be consistent and stay on one schedule.
- Generally, study habits can be classified into two-good study habits, and bad study habits. Good study habits according to Katelyn (2013) are sometimes referred to as positive or productive study habits. As

the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results. They are the study habits which make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most effective for you as a student. When studying, stay away from distractions, such as the computer. Instead of procrastinating, work on a long term assignment daily, instead of studying the night before, study a little each night. Review what you learned in class every day when you get home, before starting homework. Also, a good tip is to review what you did in class the previous day at the beginning of class when, you have a few minutes before the teacher starts talking. By learning the ways that you learn the best, you will be successful in your studies.

- Katelyn (2013) therefore, identifies fourteen positive or good study habits which students can employ in order to improve their academic performance. They are: attending all classes regularly, reviewing your notes daily, reading material Prior to it being covered in class study,

have at least one conference with the teacher, develop and learn a word list for the course, read materials to improve your background in the course (other than text), attend help session, attend learning resource lab when available, develop a list of possible questions, ask questions in class, study an old exam (when available), avoid a last minute cram session, and sleep at least 8 hours the night before exams commence.

### **Gender Influence on Students' Study Habits**

Gender is a social connotation built on assumptions based on the biological nature of the sexes (Nnachi, 2008). Human perceptions vary from culture to culture such that the way a man is perceived in one culture may be different from the way he is perceived in another culture. Similarly, a woman could be perceived differently from one culture to the other. According to Taylor (1994), gender is a set of assumptions about the nature and character of biological differences between males and females that are manifest in a number of ideas, and social practices that have determinate influence upon the identity, social opportunities and life experiences of human actors.

Gender plays an important role in human development and behaviors, just as effective study habit skills promote academic progress. One can also say that the way a human being view himself/herself has significance in developing effective study skills. Findings on gender difference in study habits have been very interesting and illuminating though findings have differed from one study to another. For example, Aluya and Blanch (2004) found that females scored higher on study habit measure. Gender involves the psychological and socio-cultural dimensions of being male or female (Ewumi, 2012). A gender role is a set of expectations that prescribes how females or males should think, act and feel. Ewumi (2012) noted the importance of personality in terms of traits and contexts rather than the personality traits alone. In this wise, adolescents' gender development is influenced by their observation and imitation of others gender behaviour, as well as by rewards and punishments of gender-appropriate and gender-inappropriate behaviour. Parents and sibling's influences adolescents gender roles

In a study on age and gender difference on study habit, Ossai (2012) found that female students are better in study habits such as concentration,

listing, note-taking and reading. Salami (2013) studied the impact of biological gender on study habits, found that females are generally shown to be more ethical such as frequency of attending lecturers and seeking academic assistance, missing class tests and assignments duration of study, adherence to timetable and note-taking and as such try to avoid negative consequences of behaviors such as cheating. In comparison to men, women's greater sense of duty and responsibility in the roles they occupy as study, daughter and friend may lead to a better understanding of the expectations placed on them and as such have better study habits than men.

According to Reay (2003), female students' relative to male students may develop and maintain closer relationship with their Professors which allow them to learn the study habits. Experience has shown that female student relative to male student tend to develop the courage to seek academic assistance and even counseling from their Professors. This partly explains why cases of dropout and membership of secret cults is higher among the male students in Nigerian schools. One of the most topical issues in the current debate all over the world has been that of gender differences and academic achievement among students in schools. Hence, it is crucial to

know and to understand which factors are responsible for determining, predicting or for causing variance in academic achievement. Fergusson and Horwood (1997) reported pervasive differences in the school achievement of males and females with males having lower scores on all standardized tests; being uniformly rated as performing less well in the areas of reading, written expression, mathematics and spelling, and at age 15, having lower success rates in School Certificate examinations, higher rates of reading delay and more often leaving school without qualifications. According to them, the consistently poorer academic achievement of males was due to the fact that males were cognitively less able than females.

Study Habit skills are processes of gaining knowledge usually from books and are key to success or failure in academics. Amuda (2006) reported study habits as systematic conscious effort to acquire specific knowledge general toward a set standard. It is a behaviour that is easily manifested without conscious exertion on the part of the learner. Malgwi (2006) reported from empirical evidence that study habits promote effective learning and subsequent high academic performance. The important point of the habit is centered on planning and programming of study, how to use

library, taking note at lectures, how to learn about remembering and how to prepare for examinations.

Moreover, studies have shown that girls and boys differ in their reading attitudes and other measures of motivation, with girls typically having more positive attitudes toward reading, demonstrating more positive reading self-concept, and engaging more often in reading activities outside of school (Gambell & Hunter, 1999). These differences have often been cited as explanation of national and international results showing that girls have higher reading achievement than boys (Donahue, 2005). While boys and girls differ in many of their reading habits and behaviors, these differences tend to be smaller within the top-achieving group, with the gap between boys and girls increasing within the low-achieving group. It is apparent from these results that the bottom third of the boys' achievement distribution are at a more serious disadvantage than bottom-achieving girls, both in terms of their average reading achievement and their reading habits and attitudes (Kennedy, 2010).

Clark and Foster (2005) are of the view that girls prove to be more positive than boys towards reading. But in school years, boys read more for

getting a good job in future while girls read for fun and for some break. Gender and background have an effect on the study habits of students. Study habit is essential and it can leave a positive impact on all age groups. Gaining knowledge is a good way, but it must be constructive knowledge, it must facilitate a man to get on in a profession and pass an examination. Adnan and Akram (2013) investigated gender differences in study habits of secondary school students and reported that study habits of male and female students are somewhat different which is in consistent with the results of Frankenstein's (2009) study, who stated that boys and girls have different choices when it comes to reading. Shafi and Loan (2010) also found that gender was a major factor impacting students' reading habits and female students were better than male students in reading culture.

Gender is one of such factors also mentioned in literature to have considerable effects on students' academic performances especially in science subjects. Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. The importance of examining performance in relation to gender is based primarily on the socio-

cultural differences between girls and boys. Some vocations and professions have been regarded as men's (engineering, arts and crafts, agriculture etc.) while others as women's (catering, typing, nursing etc.). In fact, parents assign task like car washing, grass cutting, bulbs fixing, climbing ladders to fix or remove things etc. to the boys. On the other hand, chores like dishes washing, cooking, cleaning and so on are assigned to the girls. In a nutshell, what are regarded as complex and difficult tasks are allocated to boys whereas girls are expected to handle the relatively easy and less demanding tasks. As a result of this way of thinking the larger society has tended to see girls as a weaker sex". Consequently, an average Nigerian girl goes to school with these fixed stereotypes.

So many factors contribute to the varied conclusions arrived at by all researches. Some of such factors include campaign for, understanding and implementation of gender equality in the study area. Nigeria has been the site of numerous kingdoms and consists of several tribes with different sociocultural backgrounds and believes system, therefore, campaign, understanding and implementation of gender equality in different parts of the country varies from one place to another. Another reason for the varied

conclusion is the subject on which the gender equality is being measured on. For example, there has been global concern about gender differences in students' performance in mathematics and some researches have been undertaken in many parts of the globe in this respect. Although some researchers have found that there are no significant differences in male-female mathematics performance at any level, most have identified gender differences (Atovigba, 2012). In fact, it has been the general belief in most parts of the country that male students tend to perform better compared to the female students in mathematical related or technology based subjects.

### **Effects of Socio Economic Background on Students' Study Habits**

Study habits of students, being one of the important correlate of academic achievement are influenced by various factors such as personality traits, motivation, interest and attitude of the learner, parental Socio-economic status, curriculum planning, etc. Study habits of students are their responses to the requirements or standards set for them by academic institutions. According to Crede and Kuncel (2008) "Study habits are study routines, including but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in

a conducive environment”. Some students with high scholastic abilities perform poorly in examinations while others with average abilities often do well. Such unpredictable occurrences have been found to be intimately connected with study habits and skills. Each learner is unique with different abilities, interests, way of thinking and responding thus these characteristics have a significant influence on study habits. Individual differences can be analyzed in terms of control focus, gender, success dimensions etc.

Socioeconomic status (SES) is one of the most widely used contextual variable in educational research which is often used to find its impact and correlation with academic achievement. The term Socio-economic status means the background or standing of one or more persons in the society on the basis both of social class and financial situation. Socioeconomic status refers to as a finely graded hierarchy of social positions which can be used to illustrate a person’s overall social position or reputation. It can be indicated by a number of sub concepts such as employment status, occupational status, educational attainment and income and wealth (Graetz, 1995). The socioeconomic status of a child is usually determined by parental

educational level, parental occupational status and income level (Jeynes, 2002).

Socio-Economic status refers to the social and economic position of an individual or his family in respect of a specific society. It is determined by one's educational, financial, residential, professional, social and others conditions. There are so many factors (school environment, learning facilities, teacher characteristics, and student's intelligent quotient) affecting student's academic performance. However, parent's social and economic background appears to be a major factor (Asikhia, 2010). Parents with higher status can provide their children with better financial support and home resources for individual learning (Schulz, 2005). Parent's skills and social networks can also be applied to the benefit of their children who are students. For instance, parents of a high class or middle class status in Nigeria will want their children to attend high-fees institutions such as foreign or private schools with stable academic calendar and good infrastructural facilities conducive for learning. Such students will likely achieve higher academic performance than their colleagues in local or public schools. Parents with fewer children have the economic or financial

capability to acquire a better education for their children. Parent's social status in terms of educational attainment and occupation also play significant role in children's academic performance (Osunloye, 2008).

The studies of Blair et al. (2008) indicated that good social relationship with parents at home (strong social attachment), peers and adults at school produced better behavior and quest for excellence or distinction which led to high academic achievement. However, Asikhia (2010) argued that social and economic background should be lumped together (socio-economic) because they are related. It is widely reported that parent's socio-economic background affects student's school achievement (Adekeyi, 2002,) as rich parents could afford high-fee schools, textbooks, extra lessons, good feeding, and upkeep money at school and domestic servants at home to relieve the students of house chores; while students from poor homes take up part-time jobs to supplement their income while in school.

## **Summary of Literature Reviewed**

Study habits and time management are very important factors that affects the life of students, and it has continued to be a challenge as many students do not have good study habits and some of them find it very hard to manage their time and use it for activities that positively affect their life. Study habits can be defined as learning tendencies that enable students to work privately. good study habits produce positive academic performance while inefficient study habits lead to academic failure. Study habits are measured directly through reports, examination, assessment, and rating.

Gender plays an important role in human development and behaviors; just as effective study habit skills promote academic progress. One can also say that the way a human being view himself/herself has significance in developing effective study skills. Study habits of students, being one of the important correlates of academic achievement are influenced by various factors such and the socio-economic status of their family is one of them.

Time management can be described as the natural or adopted way of balancing and having control overtime.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methodology used in carrying out this research work which is based on the students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo State.

The chapter is sub divided into the following sub heads:

- Research Design
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data analysis

#### **Design of the Study**

The research design adopted for this research is the descriptive research method. This method of research probes deeply and analyzes students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo State.

## **Population of the Study**

The population of the study comprised all the public secondary schools in Oredo Local Government Area of Edo state. There are fourteen (14) public secondary schools in the area under study.

## **Sample and Sampling Technique**

The sample size of the study consists of seven (7) public secondary schools in Oredo Local Government Area of Edo state namely:

1. Oredo Girls Junior Secondary School.
2. Ihogbe College (Senior School) Benin City, Oredo.
3. Ogbe Secondary School.
4. Adesuwa Grammar School, Oredo.
5. Edokpolo Grammar School.
6. Oredo Girls School.
7. Ihogbe College (Senior School)

A total number of thirty-five (35) students were selected from each school under the sampled study. As a result, two hundred and forty-five (245) students were selected through this process for the study to serve as respondents to the instruments.

## **Research Instrument**

The research instrument adopted for this research work is the questionnaire titled: “Students’ Study Habits and Time Management Questionnaire” (SSHTMQ). The questionnaire was divided into two sections: section A and B. Section A was designed to cover the demographic data of respondents. Section B covers information on variables of the research work. The respondents were expected to respond by choosing either Strongly Agree, Disagree and Strongly Disagree.

## **Validity of the Instrument**

The instrument was validated by the researcher’s supervisor in the department of Educational Management, Faculty of Education, University of Benin to ensure that the items adequately measure the purpose of its study. His suggestions, recommendations and correspondence were incorporated into the instrument.

## **Reliability of the Instrument**

To ensure reliability, the researcher administered 30 copies of the instrument (questionnaire) to students in schools that were not selected for the study twice, within a two-week interval. After which, Pearson Product-

Moment Correlation Coefficient statistics was used to compute the reliability. The value yielded **0.75** which proves high reliability.

### **Method of Data Collection**

Permission was sought from the principal of each of the sampled secondary school for the study. Copies of the questionnaire were administered to the respondents by the researcher and research assistant. The questionnaires were filled and returned to the researcher.

### **Method of Data Analysis**

The study made use of percentage and frequency counts to analyze the data collected for the study.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSS ON FINDINGS

This chapter deals with the analysis and presentation of data collected by the researcher using questionnaires from the selected sample population of students in public secondary schools in Oredo Local Government Area of Edo state.

#### Presentation of Results

**Table 1: Questionnaire Response Rate**

<b>Name of Schools</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Oredo Girls Junior Secondary School.	35	14.3
Ihogbe College (Senior School) Benin City, Oredo.	35	14.3
Ogbe Secondary School.	35	14.3
Adesuwa Grammar School, Oredo.	35	14.3
Edokpolo Grammar School.	35	14.3
Oredo Girls School.	35	14.3
Ihogbe College (Senior School)	35	14.3
<b>Total</b>	<b>245</b>	<b>100.0</b>

**Source: Field Survey (2021)**

A total of 245 copies of the questionnaires were administered, 245 were returned with a 100% response rate. The response rate of 100% is considered adequate for the study and acceptable response rate which stands at 50% and above.

## Section A: Analysis of the respondents' Biodata.

**Table 2: Gender distribution of the respondents**

Gender	Frequency	Percentage (%)
Male	119	48.6
Female	126	51.4
Total	245	100

**Source: Field Survey (2021)**

Table 2 presents the gender of the respondents for this study. Out of 245 questionnaires retrieved, it is evident that 119 respondents (48.6%) are male while 126 respondents (51.4%) are female. This shows little difference between the male and female respondents even though two schools in the sample population are single sex secondary school for girls.

**Table 3: Age distribution of the respondents**

Age	Frequency	Percentage (%)
10-14	84	34.3
15-18	133	54.3
19 and above	28	11.4
Total	245	100

**Source: Field Survey (2021)**

Table 3 shows that 84 respondents (34.3%) are within the age range of 10-14 years, 133 respondents (54.3%) are within the age range of 15-18 years while 28 respondents (11.4%) are within the age range of 19 years and above. This implies that majority of the respondents are within the age range of 15-18 years.

**SECTION B: Answers to the research questions**

**Research Question 1: What are the students study habits in public secondary schools in Oredo Local Government Area of Edo State?**

**Table 4: Analysis of students' study habit**

<b>Items</b>	<b>Agreed</b>	<b>%</b>	<b>Disagreed</b>	<b>%</b>
Note taking	233	95.1	12	4.9
Doing homework regularly	212	86.5	33	13.5
Regular reading at home after school hours	172	70.2	73	29.8
Asking for clarification after classes	88	35.9	157	64.1
Concentration and attentiveness during classes	208	84.9	37	15.1
Average responses	182.6	74.5	62.4	25.5

**Source: Field Survey (2021)**

Table 4 shows that 233 respondents representing (95.1%) of the sample population agreed that note taking was their predominant study habit, whereas 12 (4.9%) disagreed to this. Also, on doing homework regularly, 212 (86.5%) agreed to it being their study habit, whilst 33 (13.5%) disagreed. In same vein, 172 respondents (70.2%) agreed that doing homework at home regularly after school hours is their study habit, whereas 73 (29.8%) disagreed to it. Similarly, asking for clarification after classes was agreed upon by 88 respondents (35.9%) as against 157 (64.1%) who disagreed. 208 respondents representing (84.9%) agreed to concentration and attentiveness during classes being their study habit, while 37 (15.1%) disagreed to this. Given the above, it is obvious that notetaking, doing homework and concentrating during classes are the major study habits of the students.

**Research Question 2: What are the time management practices of public secondary school students in Oredo Local Government Area of Edo State?**

**Table 5: Students Time Management Practices**

Items	Agreed	%	Disagreed	%
Setting clock alerts and reminders for reading	199	81.2	46	18.8
Carrying out easy academic tasks first to have enough time to study	130	53.1	115	46.9
Carrying out difficult academic tasks first to save time	61	24.9	184	75.1
Prepare weekly study schedule to help manage time properly	147	60	98	40
Prepare a term study calender every term to help manage time effectively	88	36	157	64
Average responses	125	51.1	120	48.9

**Source: Field Survey (2021)**

Table 5 shows that 199 respondents (81.2%) agreed to setting clock alerts and reminders for reading as their time management practice, whilst 46 (18.8%) disagreed. Similarly, 130 (53.1%) agreed that carrying out easy academic tasks first is their time management as against 115 (46.9%) who disagreed to this. Further, 61 (24.9%) agreed that carrying out difficult academic tasks first is their time management practice, whilst 184 (75.1%)

disagreed. More so, 147 (60%) agreed that preparing weekly study schedule helped them manage time properly, while 98 (40%) disagreed. Lastly on Table 4, 88 respondents (36%) agreed that preparing a study calendar every term helped them manage time properly, whereas 157 (64%) disagreed to this.

It implies that the top time management practices of the students are setting clock alerts and reminders, preparing weekly study schedule, and carrying out easy academic tasks first.

**Research Question 3: Does gender affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?**

**Table 6: Gender effects on study habits of students**

Items	Agreed	%	Disagreed	%
Girls do more chores at home hence it affects their study habit	149	60.8	96	39.2
Boys do laborious work at home and get tired and are unable to study	162	66.1	83	33.9
Menstrual cycle limits studying time of girls	141	57.6	104	42.4

Average responses	150.7	61.5	94,3	38.5
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**Source: Field Survey (2021)**

Table 6 shows that 149 (60,8%) agreed that girls do more chores at home and that affects their study habit, with 96 (39.2%) disagreeing to this. Likewise. 162 (66.1%) agreed that boys do laborious work at home and get tired and are unable to read as a result, whilst 83 (33.9%) disagreed. 141 (57.6%) agreed that menstrual cycle limits studying time of girls, as against 104 (42.4%) who disagreed. Thus, majority of respondents agreed to the items and that gender affects study habits of students as boys do laborious work at home, girls do more chores at home and menstrual cycle causes a limitation to study for girls.

**Research Question 4: How does the socio-economic background of public secondary school students in Oredo Local Government Area of Edo State affect their study habits?**

**Table 7: Socio-economic factors that affect students' study habit**

Items	Agreed	%	Disagreed	%
Doing part-time jobs after school hours affects study habit	148	60.4	97	39.6
House maid students have no time for home study	186	75.9	59	24.1
Poor feeding affects study habit of students	177	72.2	68	27.8
Helping parents with their petty trade affects students' study habit	191	78	54	22
Average responses	175.5	71.6	69.5	28.4

**Source: Field Survey (2021)**

Table 7 shows 148 respondents (60.4%) agreed to working part-time jobs after school hours affect study habit, whereas 97 (39.6%) disagreed. In like manner, 186 (75.9%) agreed that housemaid students have no time to study at home as against 59 (24.1%) who disagreed to this. Further, 177 respondents representing (72.2%) of the sample size agreed to studying on

empty stomach often affects students’ study habits, whereas 68 (27.8%) disagreed. And on helping parents with their petty trade affecting study habits of students, 191 respondents (78%) agreed, leaving those who disagreed at 54 (22%). It is therefore obvious that helping parents with their petty trade, working part-time jobs after school hours, and doing housemaid work as well as hunger are major socio-economic factors which affect students study habits.

**Research Question 5: Does class classification of students affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?**

**Table 8: Influence of class classification on student's study habit**

Items	Agreed	%	Disagreed	%
I Q and knowledge assimilation levels disparity	179	73.1	66	26.9
Learning disabilities	218	89	27	11
Grouping fast learners with slow learners	108	44.1	137	55.9
Grouping according to shared intellectual features	168	68.6	77	31.4
Average responses	168.2	68.7	76.8	31.3

**Source: Field Survey (2021)**

In Table 8, 179 respondents representing (73.1%) of the sample size agreed that IQ and knowledge assimilation levels as derived from class

classification affect their study habits, whereas 66 (26.9%) disagreed. On learning disabilities, 218 (89%) agreed as against 27 (11%) that disagreed. In same manner, 108 (44.1%) respondents agreed to grouping fast learners with slow learners to affect study habits, whereas 137 (55.9%) disagreed. 168 respondents (68.6%) agreed that grouping according to shared intellectual features had effect on study habits, thereby leaving those who disagreed at 77 representing (31.4%)

**Research Question 6: How does the type of school affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?**

**Table 9: School type and students' study habit**

Items	Agreed	%	Disagreed	%
Students from unisex schools have good study habit	242	99	3	1
Students in grammar schools are very studious	152	62	93	38
Technical students hardly read at home	88	36	157	64
Students in model schools have good study habit	128	52	117	48
Average responses	152.5	62.3	92.5	37.7

**Source: Field Survey (2021)**

Table 9 shows that 242 (99%) of respondents agreed to students in unisex schools have good study, whilst 3 (1%) disagreed. Also, students in grammar schools being very studious had 152 (62%) agreeing, whereas 93 (38%) disagreed. In same vein, 88 (36%) agreed that technical students hardly read at home as against 157 (64%) who disagreed. 128 (52%) agreed that students in model schools have good study habit, whilst 117 (48%) disagreed.

This means that largely, school type affects the study habits of students as is evidenced in the data on table 8.

**Research Question 7: What are the steps students can take to manage their time properly?**

**Table 10: Time Management strategies**

Items	Agreed	%	Disagreed	%
Scheduling	81	33	164	67
Join a dedicated study group	185	76	60	24
Set clock alerts and reminders	235	96	10	4
Prioritizing tasks	97	40	148	60
Set goals	111	45	134	55

Find a dedicated study space	180	73	65	27
Average responses	148.2	60.5	96.8	39.5

**Source: Field Survey (2021)**

Table 10 reveals 81 respondents representing (33%) agreed that scheduling is a good step towards managing their time properly, whereas 164 (67%) disagreed. 185 (76%) agreed to joining a dedicated study group as proper time management step, leaving those who disagreed at 60 (24%). 235 respondents agreed that to set clock alerts and reminders is a proper time management step, whilst 10 (4%) disagreed. Prioritizing of tasks recorded 97 (40%) who agreed, as against 148 (60%) who disagreed. And 111 respondents (45%) agreed that setting goals is a proper time management step, whereas 134 (55%) disagreed. And lastly on this table, 180 (73%) agreed that finding a dedicated study space helps in properly managing time, while 65 (27%) disagreed. This reveals that setting clock alerts and reminders, joining a dedicated study group, and finding a dedicated study space are the top time management practices.

### **Discussion of Findings**

From the analysis of data gathered from the students of public secondary schools in Oredo Local Government Area of Edo state presented in the tables above, the following deductions were made:

That on research question 1, the predominant study habits in practice with the students are note-taking, concentration and attentiveness during classes and doing homework regularly. This revelation falls in line with what Nuthana and Yenagi (2009) posited, that reading and note-taking habits, habits of concentration, and preparation for examination have significant correlation with academic achievement. Thus, children who do well in reading and note-taking, well prepared for examination, and have good concentration may be successful in their academic pursuits.

That upon examining the data, research question 2 which deals on time management practices, it shows that time management practices of students majorly include setting clock alerts and reminders for reading, carrying out easy academic tasks first and preparing weekly study schedule. It aligns with the statement and ideas postulated in chapter two during the literature review, that clock-based alerts and reminders, carrying out the easy tasks first, and preparing weekly study schedule can help students manage their time

properly to improve academic performance. Particularly it collaborates the position of Eilam and Aharon, (2003) that time management is a way of ensuring proper conduct and controlling time. Effective time management basically is the appreciation of the process, adoption of the principles and avoidance of time wastage. Thus, setting clock-based alerts and reminders, carrying out easy academic tasks and preparing weekly study schedules are ways of ensuring that there will not be wastage of time and that they have control of their time to improve their academic performance.

As regards research question 3, that gender does affect the study habits of students because girls obviously do more of the home chore, boys on the other hand do most of the laborious works at home and hardly have time and energy to read, and menstrual cycle which is a female phenomenon naturally limits study time for girls because of the pains, discomfort, and inconveniences thereto. Like Shafi and Loan (2010) posited, that gender was a major factor impacting students' reading habits and female students were better than male students in reading culture. And this pays credence to the believes of Salami (2003) that in comparison to men, women's greater sense of duty and responsibility in the roles they occupy as study, daughter and

friend may lead to a better understanding of the expectations placed on them and as such have better study habits than men. This is so because albeit both boys and girls have their study habits affected by the common phenomenon of gender, Salami and Shafi et al agree that girls have better study habits though they have their problems associated with gender and studying.

Research question 4 which resolves around socio-economic backgrounds of students, the study shows that students' study habits are affected by their respective socio-economic backgrounds because the large number of students who do part-time jobs after school hours to support themselves financially will not have ample time as children from buoyant backgrounds have to study. More so, students who assist their parents with petty trade to support the family raise more money and augment the family finances hardly have time to study. While at it, they will have limited study time as against that of children who have no need to support their parents. Students whose parents have the financial wherewithal to hire services of domestic servants need not engage in house chores, they obviously have more time and support to study and improve their performance at school. Further, hunger has hunger-related sicknesses. Thus, malnourished children

often fall sick or are not mentally, emotionally, and physically balanced to study and assimilate knowledge clearly. And students who are housemaids do not have time to study at home because of the plethora of chores assigned to them. That student who are housemaids will not have time to study at home because of the plethora of chores assigned to them by their employers. And aligning with what Schulz (2005) said: parents with higher status can provide their children with better financial support and home resources for individual learning.

Concerning research question 5, on class classification having effect on study habits of students; it does affect their study habits because when grouped together, students with higher IQ assimilate information and knowledge faster than those with less IQ, and even when grouped based on shared or equal intellectual features, they tend to sharpen each other through healthy class competitions and academic rivalry. Also, students with learning disabilities feel out of place in a normal classroom setting, they are best fitted in schools or classes for children with special needs. This is because if they are in a normal class, the class teacher might not pay the

needed attention to him or her, as he or she is not trained to be a special needs teacher.

Based on research question 6, type of school affects study habits of students in that students from unisex schools have good study habits. This is probably or understandably because they do not have distractions from opposite sex like their counterparts in mixed/co-educational schools. Also, students in grammar schools are very studious, perhaps because evidently, they do more extracurricular activities tied to academic performance and grading. And that technical school students hardly have time to study at home, inferring that they spend more time at home trying out their technical knowledge and skillset on homewares. Lastly but not least, that students in model schools have good study habit because obviously, model schools are staffed with highly qualified individuals, academic and non-academic and are adequately equipped with model teaching and learning facilities.

Lastly on research question 7, that the major steps students can take to manage their time properly are, setting clock alerts and reminders, joining a dedicated study group, and finding a dedicated study space. It also draws from the statement accredited to Eilam and Aharon, (2003) that time

management is a way of ensuring proper conduct and controlling time. Effective time management basically is the appreciation of the process, adoption of the principles and avoidance of time wastage. Thus, setting clock alerts and reminders, joining a dedicated study group and finding a dedicated study space will help students manage and control their time to avoid time wastage.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Summary

This chapter is concerned with the summary of the findings on students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo state. Further, it includes conclusion and recommendations of the researcher. This chapter also focuses on the contributions of the study to the body of knowledge and suggestions were made for further studies.

To guide the study, the seven research questions raised were:

8. What are the students study habits in public secondary schools in Oredo Local Government Area of Edo State?
9. What are the time management practices of public secondary school students in Oredo Local Government Area of Edo State?
10. Does gender affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?

11. How does the socio-economic background of public secondary school students in Oredo Local Government Area of Edo State affect their study habits?

12. Does class classification of students affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?

13. How does the type of school affect the study habits of public secondary school students in Oredo Local Government Area of Edo State?

14. What are the steps students can take to manage their time properly?

The summary of findings on students' study habits and time management in public secondary schools in Oredo Local Government Area of Edo state are as follows: That the predominant study habits in practice with the students are note-taking, concentration and attentiveness during classes and doing homework regularly.

That the time management practices of students majorly include setting clock alerts and reminders for reading, preparing a weekly study schedule and, carrying out easy academic tasks first to avoid time wastage.

That gender does affect the study habits of students because girls obviously do more of the home chores, boys on the other hand do most of the laborious works at home such that they are tired and have no energy and time to study, and menstrual cycle which is a female phenomenon naturally limits study time for girls because of the pains, discomfort, and inconveniences thereto.

Also, socio-economic backgrounds of students affect their study habits. These include poor feeding, helping parents with their petty trade, doing part-time jobs to train self in school as well as being a house maid will not afford students time to study.

That class classification affects study habits of students because when grouped together, students with higher IQ assimilate information and knowledge faster than those with less IQ, and even when grouped based on shared or equal intellectual features, they tend to sharpen each other through healthy class competitions and academic rivalry. Also, students with learning disabilities feel out of place in a normal classroom setting, they are best fitted in schools or classes for children with special needs.

Type of school affects study habits of students in that students in unisex school have good study habits as they have little or no distraction from the opposite sex presumably, and that students in grammar schools are very studious. Importantly, that technical schools hardly have time to study at home, this could be attributed to their inclination to practicalize with homewares and gadgets more than the use of books. Similarly, that model school students have good study habits. That the major steps students can take to manage their time properly are set clock alerts and reminders, join a dedicated study group, and find a dedicated study space.

## **Conclusion**

This work examined students' study habits and time management of public secondary schools in Oredo Local Government Area of Edo state. Based on the findings, the researcher concluded that to improve and maintain their study habits, students take notes and concentrate during classes and do their homework regularly: understand how to manage their time properly using means such as clock alerts and reminders as well as preparing a weekly study schedule and carrying out difficult academic tasks first. More so, that gender, socio-economic background of students and type

of school, be it technical, model, grammar and/or single sex school, all have effect on the students' study habit. Lastly but not least, that the preferred steps to take towards managing their time properly include clock alerts and reminders setting, joining a dedicated study group, and finding a dedicated study space.

Conclusively, that the researcher discovered that students are not yet familiar with modern learning, studying and time management tools such as beepers and tabs. And that curriculum planners, school policy formulators and administrators should best move from manual to a tech-based system. This will improve the study habits of students and help them manage their time properly because they can assess study materials from the comfort of their parents' homes during school sessions and holidays too.

### **Recommendations**

- Government and public policy experts should make education free for all to lift the burden of financial implications from poor parents.
- Regular feeding of students should be practiced ensuring they are well nourished and consume foods that will improve their brain power especially.

- Schools through government provisions should have a standard library with enough historic and contemporary books for every subject area and an e-centre for e-reading.
- Government and its private partners should provide buses for public schools to convey their students safely to and fro daily. This will ensure students from poor socio-economic backgrounds cease trekking long distances to school and back home.
- More model schools should be established with a view to promote and instill good study habits and time management practices.
- Finally, more schools for “special needs children” should be established and adequately equipped to suit their study habits and time management practices as they cannot meet up with the speed of normal students in regular schools.

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**APPENDIX**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
QUESTIONNAIRE ON STUDENTS’ STUDY HABITS AND TIME  
MANAGEMENT IN OREDO LOCAL GOVERNMENT AREA OF  
EDO STATE.**

Dear Respondents,

This research instrument is designed to elicit information and aid in analyzing students’ study habits and time management in Oredo Local Government Area of Edo state. Your cooperation is solicited in completing this questionnaire as it is crucial to the successful completion of this study. Any information given will be treated with strict confidentiality and will be used for academic purposes only. The study is in partial fulfilment of the requirement for the award of bachelor’s degree in education.

Thank you,

Researcher.

**SECTION A: Background Information**

Please tick (\*) as appropriate.

1. Name of School.....
2. Class.....

3. Gender: Female ( ) Male ( )

4. Age Range: 10-14 ( ) 15-18 ( ) 19 & Above ( )

## SECTION B

Kindly respond to the following items honestly by ticking

### Key:

Strongly Agree = S A

Agree = A

Disagree = D

Strongly Disagree = S D

Items	S A	A	D	S D
1. I take notes regularly in class; hence it helps in improving my performance and study habit at school.				
2. I ask my teachers and fellow students questions on things taught in class for more clarification, hence it improves my study habit.				
3. I do my homework regularly, that is why I perform well at school.				
4. I read regularly at home after school hours, it helps improve my performance and study habit at school.				
5. I set my clock alert and reminder to remind me of study hours at home, that way, I make good use of my time.				
6. I carry out tasks that are difficult first, that way I manage my time properly.				
7. I do the easier tasks first, that way, I have more time to do the difficult tasks and manage my time effectively.				
8. I prepare daily study schedule to help me manage my time effectively.				
9. I prepare weekly study schedule to help me manage my time properly.				
10. Every term, I prepare a term study calendar. That way, I manage my time adequately.				

<b>11. I always join a dedicated study group every term; hence it helps me manage my study time efficiently.</b>				
<b>12. There is no library in school, hence it is difficult to have a quiet space for studying.</b>				
<b>13. My teachers hardly attend to me after classes if I need clarification on subjects taught during classes.</b>				
<b>14. As a girl, I do most of the house chores at home; hence I hardly have time to study.</b>				
<b>15. I often do laborious work at home as a boy, so I hardly have time and enough strength to study afterwards.</b>				
<b>16. Before and after school hours, I help my parents' out with their trade; hence I hardly have time to study.</b>				
<b>17. I am not encouraged by my parents to read; hence they seldom allow me time to study.</b>				
<b>18. I hardly understand when I study; hence it discourages me.</b>				
<b>19. I study on empty stomach most times, that is why I find it difficult to study.</b>				
<b>20. I work part-time jobs after school hours and during holidays; hence I hardly have time to study.</b>				
<b>21. We have Helps and domestic servants at home, so I am afforded time to study</b>				