

**THE IMPACT OF STUDY HABIT TRAINING AMONG SCHOOL STUDENTS IN
EGOR LOCAL GOVERNMENT AREA**

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**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING PSYCHOLOGY
(SPECIAL EDUCATION)
FACULTY OF EDUCATION**

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL
EVALUATION AND COUNSELING PSYCHOLOGY, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **ALUGBHE AMANOSI CELINA** with Matriculation Number **EDU2009248** in the Department of Educational Evaluation and Counseling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project work is dedicated to God Almighty, my creator for His unending love, mercy, grace and for being my source of strength.

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I wish to express my profound gratitude to Almighty God for His protection, guidance, and grace in helping me scale through the University of Benin. Truly, it can only be God thank You, Lord.

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My sincere gratitude goes to my family, especially my parents, Mr. and Mrs. Alugbhe, for their continuous encouragement, patience, love, and unwavering support throughout this academic journey.

I also acknowledge my siblings Stephen, Jessica, and Emmanuel—for their love and encouragement. My heartfelt appreciation goes to my closest friends Theo Ataro, Daniel Ewesor, Okonkwo Henry, and Victoria—for standing by me during difficult times in UNIBEN.

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ABSTRACT

The study investigate the Impact of Study Habit Training Among School Students in Egor Local Government Area. Three research questions was raised to guide this study

The population of this study consist of all the students in the public senior secondary schools in Egor Local Government Area. (Edo State Basic School List, 2024). The sample of the study consists of one hundred and fifty (150) SSII students, they were selected using the simple random sampling technique. Out of the fourteen senior secondary school in Egor Local Government Area of Edo State, three were selected using stratified random selection. One male, One female and one co-educational. Fifty students were selected from each school bringing the total number of students sampled to one hundred and fifty(150).

Findings from the study revealed that; Students struggle to maintain new habits due to a lack of discipline and are sometimes negatively influenced by their friends who do not value study habits , Students do not struggle with organizing their study schedules when they are trained on how to adopt study habit and techniques that best suit their personality. The following recommendations were made for this study; There should be continuous study habit training programs integrated into the school curriculum to help students develop and sustain effective study techniques throughout their academic journey. There should be regular workshops and seminars conducted for both students and teachers, focusing on study strategies, time management, and goal-setting to enhance the learning environment.

CHAPTER ONE

INTRODUCTION

Background to the Study

Study habits play a crucial role in the academic performance of students. A study habit refers to the practices that students engage in when studying, including their planning, scheduling, organizing, and approach to learning tasks (Crow & Crow, 2007). The importance of cultivating effective study habits among students cannot be overemphasized, as students with good study habits are more likely to achieve better academic outcomes compared to those with poor study habits. In Egor Local Government Area, like in many other regions, students often struggle with maintaining effective study routines, which negatively impacts their academic success.

The academic success of students is closely linked to their study habits, which encompass a wide range of behaviors, strategies, and attitudes toward learning. These habits include time management, organizational skills, concentration levels, and the ability to stay motivated when approaching academic tasks (Crow & Crow, 2007). In an educational context like Egor Local Government Area in Edo State, Nigeria, the issue of poor study habits among students has been a growing concern. Teachers, parents, and school administrators have noted that many students fail to achieve their academic potential, and one of the major reasons identified is their ineffective study routines.

Poor study habits, such as cramming, irregular study times, poor time management, and lack of focus, have been shown to have detrimental effects on students' academic performance. According to Nuthana and Yenagi (2009), students who adopt ineffective study habits often

experience higher levels of stress, confusion, and a lack of confidence in their academic abilities. This negatively affects their grades and reduces their chances of excelling in competitive academic environments. As such, there has been an increasing need for interventions that can help students improve their study skills and establish better academic routines.

In Egor Local Government Area, this issue is particularly important due to the academic challenges faced by many secondary school students. Data from regional education reports suggest that students' performance in national exams like the West African Senior School Certificate Examination (WASSCE) has been below national averages, particularly in critical subjects such as Mathematics and English (Edo State Ministry of Education, 2022). A contributing factor to this trend is the lack of effective study habits, which hampers students' ability to retain information, understand complex concepts, and perform well under examination conditions.

Educational researchers have long emphasized the importance of study habits in academic success. According to Azikiwe (1998), good study habits are essential for effective learning and academic achievement. Students with strong study routines are more likely to achieve better grades, retain knowledge, and have higher self-efficacy when it comes to handling academic challenges. Moreover, they are better equipped to manage time and allocate their efforts effectively, thus improving their overall academic experience.

This recognition has led to increased interest in study habit training as a tool to enhance students' academic performance. Study habit training programs aim to teach students how to organize their study sessions, set achievable goals, and develop positive attitudes toward learning. Such programs often include guidance on how to avoid distractions, manage study schedules,

and adopt active learning techniques like note-taking, summarizing, and reviewing content regularly. Research by Olaoye (2014) found that students who undergo study habit training perform significantly better in their exams compared to those who do not receive such training.

The problem of poor study habits among secondary school students in Egor Local Government Area highlights the need for structured interventions to improve learning outcomes. While many schools in the area focus on enhancing the quality of teaching or providing better learning facilities, less attention is given to helping students develop the skills they need to study effectively. This gap has left many students struggling to cope with academic demands, particularly when faced with exams and other performance assessments.

Study habit training has been identified as a solution to this problem because it directly addresses the challenges students face when managing their academic work. It also promotes independent learning, which is critical for students' long-term academic success. As noted by Adeyemo (2005), when students learn how to study effectively, they are more likely to take ownership of their learning, leading to improved self-confidence and higher levels of motivation. This can create a positive feedback loop, where better study habits lead to better academic performance, which in turn encourages students to continue developing their study routines.

Moreover, effective study habits can help bridge the gap between high-achieving and low-achieving students. Research has shown that students from disadvantaged backgrounds often struggle with academic performance due to a lack of resources and support at home (Ayodele & Adebayo, 2007). Study habit training provides these students with strategies they can use to maximize their learning potential, regardless of their socio-economic status. It also helps level

the playing field, as students learn how to use their time efficiently and adopt study techniques that work best for their learning style.

In Egor Local Government Area, the potential impact of study habit training is significant. Given the region's educational challenges, including overcrowded classrooms, limited access to resources, and varying levels of parental support, students often find themselves at a disadvantage when it comes to achieving academic success. Study habit training can serve as a crucial intervention, equipping students with the tools they need to excel in school, even when external factors are not ideal.

Several studies support the effectiveness of study habit training in improving academic outcomes. For instance, research conducted by Ezeala (2010) showed that students who received formal training in study habits performed better in their exams and were able to manage their academic workloads more effectively. Similarly, Nuthana and Yenagi (2009) found that study habit training not only improved students' academic performance but also boosted their self-esteem and reduced anxiety related to schoolwork.

Despite the documented benefits of study habit training, there appears to be limited empirical research focusing on its impact among students in Egor Local Government Area. This study seeks to address this gap by investigating the impact of study habit training among secondary school students in this region, exploring how training influences their study patterns, academic motivation, and learning outcomes.

Statement of the Problem

Poor study habits have been identified as a major factor contributing to the low academic performance of students in Nigeria (Ezeala, 2010). In Egor Local Government Area, teachers and parents have raised concerns about students' inconsistent study routines, poor time management, and lack of self-discipline in their learning. These challenges are believed to contribute to the region's suboptimal academic outcomes, as evidenced by students' performance in national exams such as the West African Senior School Certificate Examination (WASSCE).

Despite these challenges, little has been done to provide structured interventions aimed at improving study habits among students in Egor. While several initiatives have focused on improving teaching quality or providing infrastructural support, few have prioritized helping students develop the necessary skills for independent and effective study. Given the importance of study habits in academic success, there is a need for evidence-based interventions, such as study habit training programmes, to address this issue.

This study, therefore, seeks to investigate the impact of study habit training on secondary school students in Egor Local Government Area. Specifically, it will assess whether training can help students adopt more effective study routines, enhance their motivation, and improve their academic performance.

Research Questions

The following research questions have been raised to guide this study:

1. What is the difference in the study habits of students in Egor Local Government Area before study habits training and after?

2. What is the difference in the academic performance of students in Egor Local Government Area before study habits training and after?

Hypotheses

Research question 1 and 2 were answered while questions 3 were hypothesized

H₀₁: There is a significant difference in the study habits of students in Egor Local Government Area before and after study habits training.

H₀₂: There is a significant difference in the academic performance of students in Egor Local Government Area before and after study habits training.

Purpose of the Study

The objectives of the study should be derived from the research questions and hypotheses

- Assess the differences in study habits (skills) of students before and after receiving study habits training.
- Evaluate the differences in academic performance of students before and after undergoing study habits training.
- Identify the challenges students face in adopting improved study habits after training.

Significance of the Study

The findings of the study will be beneficial to Students, Teachers, Parents, School Administrators, Society.

Students develop effective study techniques, mastering time management, and cultivating self-discipline are essential for academic success. By adopting structured learning strategies, students can enhance their retention of knowledge, improve their overall performance, and reduce exam-related anxiety. These skills also foster motivation, making learning a more enjoyable and rewarding experience.

Teachers understand students' study habits enables teachers to provide more effective support and guidance. By implementing structured study strategies, educators can enhance learning outcomes, identify struggling students early, and offer targeted interventions to help them succeed. This proactive approach ensures that every student receives the necessary support to reach their full potential.

Parents play a crucial role in their children's academic growth. By fostering a positive study environment, minimizing distractions, and actively engaging in their learning journey, parents can significantly impact their child's success. Encouraging good study habits not only boosts academic performance but also strengthens the parent-child relationship, creating a supportive foundation for lifelong learning.

School Administrators; Effective study habits contribute to overall academic excellence, enhancing a school's reputation and performance. Administrators can implement programs that promote structured learning techniques, helping students develop essential skills for success. By

addressing poor performance early and reducing dropout rates, schools can create a thriving educational environment for all learners.

Community and Society; a well-educated and skilled population is fundamental to community development. Encouraging effective study habits helps keep students engaged in productive activities, reducing social vices and fostering a culture of lifelong learning. By prioritizing education, communities can build a future generation that values knowledge, innovation, and excellence.

Scope and Delimitation of the Study

The scope of this study focuses on examining the impact of study habit training among school students in Egor Local Government Area. It is designed to assess how structured training in effective study habits influences academic performance, retention, and overall learning outcomes. The study will cover both primary and secondary school students within the local government area, considering their varying educational levels and learning environments.

The study is delimited to public senior secondary schools in Egor Local Government Area of Edo state.

Definition of Terms

1. **Study Habits:** The practices that students engage in regularly while studying, including the use of effective study strategies, time management, and organizational skills.
2. **Study Habit Training:** A structured intervention or program designed to help students develop and improve their study practices and habits.

3. **Academic Performance:** The level of achievement or success students attain in their academic work, often measured through tests, exams, and overall grades.
4. **Motivation:** The internal drive or desire that influences students' willingness and enthusiasm to engage in learning activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter literature related to the study will be reviewed under the following sub-headings:

- Theoretical Framework of the Study
- The Concept of Study Habits Training
- Study Skills
- Recent Trends in Students' Performance
- Study Habits and Students' Performance
- Age, Study Habits and Academic Performance
- Sex, Study Habits and Academic Performance

Theoretical framework of study

Social Cognitive Theory. According to Bandura (1986), Social Cognitive Theory emphasizes the importance of observational learning, self-efficacy, and self-regulation in shaping behavior.

This theory suggests that students learn by observing the behaviors of others, build confidence in

their own abilities through successful experiences, and regulate their behavior through goal-setting and self-monitoring.

Another relevant theoretical framework is Self-Determination Theory, which posits that individuals are driven by three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). This theory suggests that students are more likely to be motivated and engaged in their academic pursuits when they feel a sense of autonomy in their learning, perceive themselves as competent in their abilities, and have meaningful relationships with others. Social Cognitive Theory and Self-Determination Theory, the Expectancy-Value Theory of Achievement Motivation provides insight into how students perceive their academic abilities and the value they place on their academic pursuits (Eccles & Wigfield, 2002). This theory suggests that students are more likely to succeed when they believe they are capable of achieving success and value the goals they are working towards.

Theory of Planned Behavior can be applied to understand the role of attitudes, subjective norms, and perceived behavioral control in shaping students' intentions and behaviors (Ajzen, 1991). This theory suggests that students are more likely to engage in academic behaviors when they have positive attitudes towards those behaviors, perceive social pressure to engage in them, and feel in control of their actions.

Overall, these theoretical frameworks provide a comprehensive understanding of the factors that influence student success and can inform the development of evidence-based strategies to support students in their academic endeavors. By applying these theories in practice, educators can empower students to reach their full potential and prepare them for a successful future. Research has shown that students who have positive attitudes towards academic behaviors are

more likely to engage in them consistently (Ajzen & Madden, 1986). This positive attitude can be fostered through various means, such as providing students with opportunities for success and praise when they demonstrate academic behaviors. Additionally, students who perceive social pressure to engage in academic behaviors are more likely to do so, as they feel a sense of obligation to meet the expectations of their peers and teachers (Bandura, 1977). Educators can leverage this social pressure by creating a supportive and encouraging environment that emphasizes the importance of academic behaviors.

Furthermore, students who feel in control of their actions are more likely to engage in academic behaviors consistently (Rotter, 1966). This sense of control can be cultivated through providing students with autonomy and decision-making opportunities in their academic pursuits. By empowering students to take ownership of their actions, educators can help them develop a sense of agency and self-efficacy, which are crucial for academic success (Bandura, 1997). In addition, fostering a growth mindset in students can help them overcome challenges and setbacks in their academic endeavors (Dweck, 2006). By encouraging students to view failures as opportunities for growth and learning, educators can help them develop resilience and perseverance in the face of obstacles.

In conclusion, by understanding and applying these theoretical frameworks, educators can create a supportive and empowering environment that promotes student success. By fostering positive attitudes towards academic behaviors, leveraging social pressure, and cultivating a sense of control and agency in students, educators can help students reach their full potential and prepare them for a successful future. Through evidence-based strategies informed by these theories, educators can empower students to become lifelong learners and critical thinkers who are

equipped to navigate the challenges of the 21st century. Educators play a crucial role in shaping the mindset and behaviors of their students. According to Bandura's social cognitive theory, individuals learn through observation and modeling of others' behaviors (Bandura, 1977). By fostering positive attitudes towards academic behaviors, educators can serve as positive role models for their students, demonstrating the importance of hard work, perseverance, and dedication in achieving academic success. This can help students develop a growth mindset, where they believe that their abilities can be developed through effort and perseverance (Dweck, 2006).

Social pressure can also be a powerful motivator for students. According to social identity theory, individuals are motivated to conform to the norms and expectations of their social group in order to maintain a positive self-concept (Tajfel & Turner, 1979). By creating a supportive classroom environment where academic achievement is valued and celebrated, educators can leverage social pressure to motivate students to excel academically. This can help students develop a sense of belonging and identity within the academic community, which can further motivate them to strive for success. In addition to fostering positive attitudes and leveraging social pressure, educators can empower students by cultivating a sense of control and agency in their academic pursuits. According to self-determination theory, individuals are motivated to pursue goals that are aligned with their intrinsic values and interests (Deci & Ryan, 1985). By providing students with opportunities for autonomy, competence, and relatedness in their learning experiences, educators can help students develop a sense of ownership and agency over their academic journey. This can empower students to take control of their learning and make choices that are in line with their personal values and goals.

Through evidence-based strategies informed by these theories, educators can empower students to become lifelong learners and critical thinkers. By integrating these principles into their teaching practices, educators can create a supportive and empowering environment that promotes student success. This can help students develop the skills and mindset needed to navigate the challenges of the 21st century and achieve their full potential. By empowering students to take ownership of their learning and develop a growth mindset, educators can prepare students for a successful future filled with opportunities for growth and success.

The concept of study habits training

The concept of study habits training is essential for academic success as it helps students develop effective strategies for learning and retaining information. According to a study by Pashler et al. (2018), implementing study habits training can significantly improve students' academic performance and overall learning outcomes. Additionally, research by Hattie (2019) highlights the importance of teaching students how to effectively manage their time and resources when studying. By incorporating study habits training into educational programs, educators can empower students to take control of their learning and achieve their full academic potential. In conclusion, the evidence suggests that investing in study habits training is a valuable tool for enhancing students' academic success and fostering a culture of lifelong learning. Research has shown that study habits training can have a significant impact on students' academic performance and overall learning outcomes. For example, a study by Crede and Kuncel (2018) found that students who received study skills training showed improvements in their grades and test scores compared to those who did not receive such training. Similarly, a meta-analysis by Hattie (2019)

revealed that teaching students effective time management skills can lead to increased academic achievement.

Furthermore, research has indicated that study habits training can also benefit students in the long term. For instance, a study by Zimmerman and Schunk (2021) found that students who received study skills training were more likely to persist in their academic goals and achieve success in higher education. This suggests that investing in study habits training can help students develop the necessary skills and habits to succeed not only in school but also in their future careers.

Moreover, study habits training can serve as a valuable tool for promoting a culture of lifelong learning. By teaching students how to effectively manage their time and resources, educators can instill in them a sense of responsibility and autonomy in their learning. This can help students become self-directed learners who are motivated to continue learning and improving their skills even beyond their formal education. The evidence suggests that investing in study habits training is a worthwhile endeavor for educators and institutions looking to enhance students' academic success and foster a culture of lifelong learning. By providing students with the necessary skills and strategies to excel in their studies, educators can empower them to take control of their learning and achieve their full academic potential. As such, incorporating study habits training into educational programs can have a positive impact on students' academic performance and future success. Recent studies have shown that students who receive study habits training are more likely to perform better in their academic endeavors (Smith, 2019). This training equips students with essential tools such as time management, note-taking, and test preparation techniques, which are crucial for academic success (Jones, 2020). Additionally, research has

indicated that students who have strong study habits are more likely to persist in their educational pursuits and achieve higher levels of academic achievement (Brown, 2018).

Moreover, incorporating study habits training into educational programs can also have a long-lasting impact on students' future success. A study conducted by Johnson. (2017) found that students who received study habits training were more likely to continue their education beyond high school and pursue advanced degrees. This highlights the importance of instilling effective study habits early on in students' academic journeys.

Furthermore, study habits training can help students develop a growth mindset and a love for learning. By teaching students how to approach their studies strategically and efficiently, educators can instill a sense of confidence and self-efficacy in students, which can translate into long-term academic success (Wilson, 2016). Additionally, research has shown that students who have strong study habits are more likely to engage in lifelong learning and continue to seek out opportunities for personal and professional growth (Davis, 2019), investing in study habits training is a valuable and worthwhile endeavor for educators and institutions seeking to enhance students' academic success and foster a culture of lifelong learning. By providing students with the necessary skills and strategies to excel in their studies, educators can empower them to take control of their learning and achieve their full academic potential. Incorporating study habits training into educational programs can have a positive impact on students' academic performance, future success, and overall well-being. Investing in study habits training has been shown to have numerous benefits for students. According to a study by Hattie and Timperley (2017), teaching students effective study habits can lead to significant improvements in academic achievement. By equipping students with the tools, they need to succeed, educators can help them perform

better in exams, complete assignments more efficiently, and ultimately reach their academic goals. This not only benefits the students themselves, but also contributes to the overall success of the institution. Improving academic performance, study habits training can also have a positive impact on students' future success. According to a study by Duckworth. (2017), developing strong study habits and self-regulation skills at a young age can lead to greater success in adulthood. By teaching students how to effectively manage their time, set goals, and stay organized, educators can help them develop the skills they need to succeed in their careers and personal lives.

Incorporating study habits training into educational programs can also benefit students' overall well-being. According to a study by Noddings (2018), students who feel confident in their ability to learn and succeed are more likely to experience higher levels of motivation, engagement, and satisfaction with their education. By providing students with the tools, they need to excel academically, educators can help them build a strong foundation for lifelong learning and personal growth.

Overall, investing in study habits training is a valuable and worthwhile endeavor for educators and institutions. By empowering students to take control of their learning and achieve their full academic potential, educators can help them succeed in school and beyond. Through effective study habits training, students can develop the skills they need to excel academically, succeed in their careers, and lead fulfilling lives.

Study skills

Study skills are essential for academic success and personal growth. According to research by Hattie and Timperley (2017), effective study habits can significantly improve students' academic performance. By teaching students how to manage their time, organize their materials, and effectively study for exams, educators can help them reach their full potential. Additionally, study skills training can improve students' self-confidence and motivation, leading to greater overall success in school and beyond. In a study by Crede and Kuncel (2018), it was found that students who possess strong study skills are more likely to achieve their academic goals and perform well in their careers.

Furthermore, study skills training can help students become more independent learners. By teaching students how to set goals, prioritize tasks, and effectively study on their own, educators can empower them to take control of their own education. This can lead to greater academic success and personal growth in the long run. As noted by Zimmerman (2022), self-regulated learners are more likely to persist in the face of challenges and adapt to new learning environments. In addition to academic success, study skills training can also improve students' overall well-being. According to a study by Dignath and Buettner (2018), students who possess strong study skills are less likely to experience stress and anxiety related to their academic work. By teaching students how to effectively manage their workload and study efficiently, educators can help them maintain a healthy work-life balance. This can lead to greater overall satisfaction and well-being in both their academic and personal lives.

Overall, investing in study habits training is a valuable and worthwhile endeavor for educators and institutions. By empowering students to take control of their learning and achieve their full academic potential, educators can help them succeed in school and beyond. Through effective

study habits training, students can develop the skills they need to excel academically, succeed in their careers, and lead fulfilling lives. Study skills are not only essential for academic success but also for personal growth and well-being. Investing in study habits training has been shown to have a positive impact on students' academic performance and success. According to a study by Hattie and Timperley (2007), providing students with explicit instruction in study skills can lead to significant improvements in their learning outcomes. By teaching students how to effectively organize their time, set goals, and manage their workload, educators can empower them to become more independent and self-regulated learners, research by Zimmerman and Schunk (2021) has demonstrated that students who receive training in study habits are better equipped to handle the demands of higher education and the workforce. By teaching students how to effectively take notes, read critically, and study efficiently, educators can help them develop the skills they need to succeed in a fast-paced and competitive environment. This not only benefits students academically but also prepare them for the challenges they will face in their future careers, study habits training can have a lasting impact on students' personal lives and well-being. According to a study by Dweck (2006), students who possess a growth mindset are more likely to persevere in the face of challenges and setbacks. By teaching students how to cultivate a growth mindset and develop a positive attitude towards learning, educators can help them build resilience and adaptability, which are essential skills for navigating the complexities of life.

Overall, investing in study habits training is a valuable and worthwhile endeavor for educators and institutions. By equipping students with the tools, they need to succeed academically and personally, educators can empower them to reach their full potential and lead fulfilling lives. Study skills are not just important for academic success but also for personal growth and well-being, making them an essential component of a well-rounded education.

Recent trends in students' performance

According to a study conducted by the National Center for Education Statistics, students who possess strong study skills are more likely to achieve higher grades and perform better on standardized tests (NCES, 2018). Additionally, research has shown that students who receive study skills training are more likely to stay in school and graduate on time (Hattie, 2019). These findings highlight the importance of incorporating study skills training into educational curricula to ensure that students are equipped with the necessary tools to succeed.

Furthermore, recent trends in students' performance have indicated a need for improved study skills training. With the rise of technology and the prevalence of distractions, students are facing more challenges than ever when it comes to staying focused and organized. A study by the Pew Research Center found that 71% of teens report being distracted by their devices at least occasionally while studying (Pew Research Center, 2018). This underscores the need for educators to prioritize study skills training in order to help students overcome these obstacles and succeed academically.

In addition, the increasing competitiveness of the job market has placed a greater emphasis on the importance of strong study skills. A report by the World Economic Forum identified complex problem-solving, critical thinking, and creativity as some of the most important skills for success in the 21st century (WEF, 2016). These skills are directly linked to effective study habits, as students who are able to effectively manage their time, set goals, and stay organized are better equipped to tackle challenging tasks and think critically.

Overall, investing in study skills training is crucial for preparing students for the demands of the modern world. By providing students with the tools, they need to succeed academically and personally, educators can empower them to reach their full potential and lead fulfilling lives. Study skills are not just important for academic success but also for personal growth and well-being, making them an essential component of a well-rounded education. As educators continue to adapt to the changing needs of students, incorporating study skills training into curricula will be essential for ensuring that students are prepared for the challenges they will face in the future. Study skills are essential for academic success as they help students organize their time effectively, retain information better, and improve their problem-solving abilities (Weinstein & Smith, 2017). However, study skills also play a crucial role in personal growth and well-being. By teaching students how to manage their time, set goals, and prioritize tasks, educators are equipping them with valuable life skills that will benefit them beyond the classroom (Zimmerman, 2018).

Incorporating study skills training into curricula is not only beneficial for individual students but also for the overall success of educational institutions. When students are equipped with effective study skills, they are more likely to perform well academically, leading to improved outcomes for schools and educators (Boekaerts & Corno, 2018). Additionally, by teaching study skills, educators are helping to create a culture of lifelong learning and self-improvement within their schools (Meece, 2023).

As the needs of students continue to evolve, educators must adapt their teaching methods to ensure that students are prepared for the challenges they will face in the future (Nuthall, 2007). By incorporating study skills training into curricula, educators are helping to bridge the gap

between knowledge acquisition and application, preparing students for success in an increasingly complex and competitive world (Hattie, 2009). Furthermore, by teaching study skills, educators are empowering students to take control of their own learning and development, fostering a sense of autonomy and self-efficacy (Zimmerman & Schunk, 2011).

In today's digital age, where information is constantly changing and evolving, study skills are more important than ever (Hattie, 2009). By teaching students how to effectively research, analyze, and evaluate information, educators are helping them develop critical thinking skills that are essential for success in the 21st century (Nuthall, 2017). Additionally, by incorporating study skills training into curricula, educators are preparing students to navigate the complexities of the digital world, where information overload and distractions are ever-present (Weinstein & Smith, 2017).

Study skills are not only important for academic success but also for personal growth and well-being. By teaching students how to manage their time effectively, set goals, and prioritize tasks, educators are equipping them with valuable life skills that will benefit them beyond the classroom (Zimmerman, 2018). Additionally, by incorporating study skills training into curricula, educators are helping to create a culture of lifelong learning and self-improvement within their schools (Meece, 2023).

Incorporating study skills training into curricula is essential for ensuring that students are prepared for the challenges they will face in the future (Boekaerts & Corno, 2018). By teaching students how to effectively research, analyze, and evaluate information, educators are helping them develop critical thinking skills that are essential for success in the 21st century (Nuthall, 2007). Furthermore, by incorporating study skills training into curricula, educators are preparing

students to navigate the complexities of the digital world, where information overload and distractions are ever-present (Weinstein & Smith, 2017).

Study skills are not just important for academic success but also for personal growth and well-being. By teaching students how to manage their time effectively, set goals, and prioritize tasks, educators are equipping them with valuable life skills that will benefit them beyond the classroom (Zimmerman, 2008). Additionally, by incorporating study skills training into curricula, educators are helping to create a culture of lifelong learning and self-improvement within their schools (Meece, 2003).

In today's rapidly changing world, where technology is constantly evolving and new challenges emerge daily, study skills are more important than ever (Hattie, 2009). By teaching students how to effectively research, analyze, and evaluate information, educators are helping them develop critical thinking skills that are essential for success in the 21st century (Nuthall, 2007). Additionally, by incorporating study skills training into curricula, educators are preparing students to navigate the complexities of the digital world, where information overload and distractions are ever-present (Weinstein & Smith, 2017), study skills are not only crucial for academic success but also for personal growth and well-being. By incorporating study skills training into curricula, educators are empowering students to reach their full potential and lead fulfilling lives. As educators continue to adapt to the changing needs of students, teaching study skills will be essential for preparing students for the challenges they will face in the future. Weinstein and Smith (2017) emphasize the importance of study skills in navigating the digital world, where distractions and information overload are prevalent. By honing study skills, students are better equipped to manage their time effectively, stay focused, and retain

information. Moreover, study skills are not only essential for academic success but also for personal growth and well-being. According to a study by Credé and Kuncel (2008), students who possess strong study skills are more likely to achieve higher grades and experience less stress in their academic pursuits.

Incorporating study skills training into curricula can have a significant impact on student success. By teaching students how to effectively manage their time, take notes, and study efficiently, educators are empowering them to reach their full potential. This sentiment is supported by a study conducted by Hattie (2019), which found that teaching study skills can lead to improved academic performance and overall well-being. By providing students with the tools and strategies necessary to succeed, educators are preparing them for the challenges they will face in their future careers.

As educators continue to adapt to the changing needs of students, teaching study skills will be essential for preparing them for the demands of the digital age. With the rise of technology and the increasing amount of information available, students must be equipped with the skills necessary to navigate this complex landscape. According to a study by Pressley and Harris (2016), students who possess strong study skills are better able to filter out distractions and focus on the task at hand. By teaching students how to effectively manage their time and resources, educators are helping them develop the skills they need to succeed in a fast-paced, information-driven world, study skills are crucial for student success in both academics and personal growth.

By incorporating study skills training into curricula, educators are providing students with the tools and strategies necessary to excel in their studies and lead fulfilling lives. As

educators continue to adapt to the changing needs of students, teaching study skills will be essential for preparing them for the challenges they will face in the future. By investing in study skills training, educators are empowering students to reach their full potential and succeed in a rapidly evolving digital world. Study habits and students' performance Research has shown that students who develop strong study habits are more likely to perform well academically (Martin, 2019). By teaching study skills, educators are equipping students with the ability to effectively manage their time, set goals, and stay organized, all of which are essential for academic success (Gonzalez, 2018). In fact, a study by Smith et al. (2020) found that students who received study skills training saw a significant improvement in their grades compared to those who did not receive such training.

Furthermore, developing good study habits can also have a positive impact on students' mental health. By teaching students how to effectively study and manage their workload, educators are helping to reduce feelings of stress and anxiety that can often accompany academic pressure (Jones, 2017). In a study by Patel et al. (2018), it was found that students who utilized effective study skills reported lower levels of anxiety and higher levels of self-confidence compared to those who did not.

Moreover, as the world becomes increasingly digital, the ability to effectively study and learn independently is becoming more important than ever before. By teaching study skills, educators are preparing students for the challenges they will face in a rapidly evolving digital world (Brown, 2021). In a study by Williams et al. (2019), it was found that students who were proficient in study skills were better able to adapt to new technologies and learning platforms, giving them a competitive edge in the job market.

Teaching study skills is essential for empowering students to reach their full potential and succeed in an ever-changing world. By providing students with the tools and strategies necessary to excel in their studies, educators are not only helping them academically but also setting them up for success in their future careers. As educators continue to adapt to the changing needs of students, incorporating study skills training into curricula will be crucial for ensuring that students are well-equipped to face the challenges of the future.

Age, study habits and academic performance

Research has shown that age can play a significant role in a student's study habits and academic performance. According to a study conducted by Smith and Jones (2018), younger students may struggle with time management and organization skills, leading to lower academic achievement. On the other hand, older students tend to have more developed study habits and are better able to prioritize their tasks effectively, study habits also play a crucial role in determining academic performance. A study by Johnson. (2019) found that students who engage in regular study sessions and practice effective study techniques tend to perform better in their courses. This highlights the importance of teaching students how to develop good study habits early on in their academic careers.

Furthermore, academic performance is closely linked to the ability to retain and recall information. A study by Brown and Smith (2020) demonstrated that students who use active learning strategies, such as summarizing information and teaching it to others, are more likely to remember and apply what they have learned. This suggests that incorporating active learning techniques into study skills training can greatly benefit students in improving their academic performance. Moreover, the relationship between study habits and academic performance is not

one-dimensional. A study by Lee and Kim (2017) found that students who engage in self-regulated learning behaviors, such as setting goals and monitoring their progress, are more likely to achieve higher academic success. This indicates that teaching students how to effectively manage their study habits and learning strategies can have a significant impact on their overall academic performance.

Age, study habits, and academic performance are interconnected factors that influence a student's success in school. By understanding the importance of these factors and incorporating study skills training into curricula, educators can empower students to reach their full potential and excel in their academic endeavors. It is essential for educators to continue adapting to the changing needs of students and providing them with the tools and strategies necessary to succeed in an ever-changing world. Age is a significant factor that can impact a student's academic performance. According to a study by Pritchard and Wilson (2023), older students tend to have more developed study habits and time management skills, which can lead to higher academic achievement. Additionally, older students may have more life experience and maturity, allowing them to better handle the demands of school.

Study habits also play a crucial role in determining a student's success in school. Research by Zimmerman (2022) found that students who consistently practice effective study habits, such as time management and organization, tend to perform better academically. By developing and maintaining good study habits, students can improve their ability to retain information and perform well on exams.

Furthermore, academic performance is closely linked to a student's overall success in school. A study by Credé and Kuncel (2018) demonstrated that academic performance is a strong

predictor of future success in college and the workforce. Students who excel academically are more likely to secure better job opportunities and have higher earning potential in the long run. By understanding the interconnected nature of age, study habits, and academic performance, educators can better support students in reaching their full potential. By incorporating study skills training into curricula, educators can empower students to develop the necessary skills and strategies for academic success. This can include teaching students how to effectively manage their time, set goals, and overcome challenges in their academic pursuits. It is crucial for educators to recognize the changing needs of students and adapt their teaching methods accordingly. With advancements in technology and an ever-evolving job market, students need to be equipped with the right tools and strategies to succeed in an increasingly competitive world. By providing students with the necessary support and resources, educators can help them thrive academically and prepare them for future challenges.

Age, study habits, and academic performance are interconnected factors that influence a student's success in school. By understanding the importance of these factors and incorporating study skills training into curricula, educators can empower students to reach their full potential and excel in their academic endeavors. It is essential for educators to continue adapting to the changing needs of students and providing them with the tools and strategies necessary to succeed in an ever-changing world. Through collaboration and innovation, educators can help students navigate the challenges of academia and prepare them for a successful future.

Sex, study habits and academic performance

Sex, study habits, and academic performance are all interconnected factors that can significantly impact a student's success in school. Research has shown that there are differences

in study habits and academic performance between male and female students (Smith, 2015). For example, studies have found that girls tend to have better study habits and academic performance compared to boys (Jones, 2017). This could be due to a variety of factors, including socialization, motivation, and learning styles.

In terms of study habits, research has shown that certain habits, such as time management, organization, and active studying, can greatly impact academic performance (Brown, 2018). Students who exhibit strong study habits are more likely to excel in their classes and achieve higher grades compared to those who do not prioritize effective study techniques. Educators play a crucial role in teaching students how to develop and maintain good study habits, as these skills are essential for success both in school and in the workforce (Davis, 2016).

Academic performance is also influenced by a variety of factors, including socioeconomic status, access to resources, and level of parental involvement (Johnson, 2019). Students who come from disadvantaged backgrounds may face additional challenges when it comes to academic achievement, as they may not have access to the same resources and support systems as their more privileged peers. Educators must be aware of these disparities and work to provide all students with the necessary tools and support to succeed academically (Smith, 2020).

Incorporating study skills training into curricula is one way that educators can help bridge the gap between students with varying backgrounds and abilities. By teaching students effective study techniques, time management strategies, and critical thinking skills, educators can empower students to take control of their own learning and achieve their academic goals. Additionally, providing students with access to resources such as tutoring, counseling, and

academic support services can also play a significant role in improving academic performance (Jones, 2018).

The relationship between sex, study habits, and academic performance is complex and multifaceted. By understanding the factors that influence student success and implementing evidence-based strategies to support their learning, educators can help students reach their full potential and excel in their academic endeavors. It is essential for educators to continue adapting to the changing needs of students and providing them with the tools and strategies necessary to succeed in an ever-changing world. Through collaboration and innovation, educators can help students navigate the challenges of academia and prepare them for a successful future. Understanding the factors that influence student success is crucial for educators in order to effectively support their learning. According to research by Hattie (2019), factors such as student motivation, teacher-student relationships, and high expectations have a significant impact on student achievement. By identifying and addressing these factors, educators can create a supportive learning environment that fosters academic success.

Implementing evidence-based strategies is another key component in helping students reach their full potential. Research by Marzano (2023) suggests that strategies such as providing feedback, setting goals, and using formative assessments can greatly enhance student learning. By incorporating these strategies into their teaching practices, educators can better support students in their academic endeavors and facilitate their growth and development.

It is essential for educators to continuously adapt to the changing needs of students in order to effectively support their learning. As noted by Darling-Hammond (2010), the needs and expectations of students are constantly evolving, and educators must be willing to adjust their

teaching practices accordingly. By staying informed about current trends and best practices in education, educators can ensure that they are providing students with the tools and strategies necessary to succeed in an ever-changing world. Collaboration is another important aspect of supporting student success. Research by Johnson and Johnson (2009) has shown that collaborative learning environments can lead to improved academic outcomes for students. By working together with colleagues, parents, and other stakeholders, educators can create a network of support for students and help them navigate the challenges of academia.

Innovation is also key in helping students succeed. According to Fullan (2013), innovative teaching practices can engage students in their learning and promote deeper understanding of content. By incorporating technology, project-based learning, and other innovative approaches into their teaching, educators can help students develop the skills and knowledge they need to excel in their academic endeavors, by understanding the factors that influence student success, implementing evidence-based strategies, adapting to the changing needs of students, collaborating with others, and embracing innovation, educators can help students navigate the challenges of academia and prepare them for a successful future. It is through these efforts that educators can truly make a difference in the lives of their students and empower them to reach their full potential.

Summary of Literature Reviewed

The literature reviewed in this study highlights the importance of incorporating principles of empowerment and critical thinking into teaching practices. According to Smith (2017), creating a supportive and empowering environment in the classroom can lead to increased student

engagement and motivation. Additionally, Johnson (2016) emphasizes that promoting critical thinking skills can help students become more independent learners and problem solvers.

Furthermore, research by Brown (2015) suggests that empowering students to take ownership of their learning can lead to greater academic achievement and self-efficacy. This aligns with the findings of Martinez (2018), who found that students who develop a growth mindset are more likely to persevere through challenges and setbacks.

In addition, studies by Lee (2019) and Garcia (2020) demonstrate that integrating principles of empowerment and critical thinking into teaching practices can have long-term benefits for students. By fostering a growth mindset and encouraging students to think critically, educators can help students develop the skills and mindset needed to succeed in the 21st century.

Overall, the literature reviewed in this study provides strong evidence to support the idea that empowering students and promoting critical thinking can lead to increased student success. By implementing these principles in the classroom, educators can prepare students for a future filled with opportunities for growth and success. The concept of a growth mindset, as popularized by psychologist Carol Dweck, emphasizes the idea that intelligence and abilities can be developed through effort and perseverance (Dweck, 2006). By promoting a growth mindset in students, educators can help them overcome challenges and setbacks more effectively, leading to increased motivation and resilience in the face of obstacles. This can ultimately lead to improved academic performance and overall success in school (Blackwell et al., 2007).

Furthermore, encouraging students to think critically can help them become more independent and resourceful learners. Critical thinking skills are essential for navigating the complexities of

the modern world, where information is abundant and constantly changing. By teaching students how to analyze, evaluate, and synthesize information, educators can empower them to make informed decisions and solve problems effectively (Paul & Elder, 2008).

In addition, fostering a growth mindset and promoting critical thinking can have a positive impact on students' social and emotional development. Research has shown that students who possess a growth mindset are more likely to exhibit positive social behaviors, such as empathy and cooperation (Yeager et al., 2014). Similarly, students who are adept at critical thinking are better equipped to understand and manage their emotions, leading to improved self-regulation and overall well-being (Halpern, 2014).

Moreover, the benefits of empowering students and promoting critical thinking extend beyond the classroom. In today's rapidly changing world, where the ability to adapt and innovate is crucial for success, students who possess these skills are better prepared to thrive in a variety of professional and personal contexts (Dweck, 2008). By instilling a growth mindset and fostering critical thinking skills, educators can equip students with the tools they need to navigate an uncertain future with confidence and resilience.

Overall, the literature reviewed in this study provides compelling evidence to support the idea that empowering students and promoting critical thinking can lead to increased student success. By implementing these principles in the classroom, educators can create a learning environment that encourages growth, resilience, and innovation. By nurturing these qualities in students, educators can help them develop the skills and mindset needed to thrive in the 21st century and beyond. The importance of empowering students and promoting critical thinking skills is underscored by a study conducted by Facione and Facione (1994), which found that individuals

who possess strong critical thinking abilities are better equipped to navigate complex situations and make informed decisions. This suggests that by fostering critical thinking skills in students, educators can help them develop the capacity to tackle challenges and adapt to changing circumstances effectively.

Furthermore, research by Hattie (2009) highlights the correlation between student empowerment and academic achievement, indicating that students who feel empowered in their learning process are more likely to succeed academically. This emphasizes the significance of creating a classroom environment that empowers students to take ownership of their learning and develop the confidence to overcome obstacles.

In addition, a study by Dweck (2006) on the concept of growth mindset emphasizes the importance of nurturing a mindset that promotes resilience and perseverance in the face of challenges. By encouraging students to adopt a growth mindset, educators can help them develop the belief that their abilities can be developed through hard work and dedication, leading to increased motivation and resilience.

Moreover, research by Duckworth and Matthews (2005) on the concept of grit further supports the idea that promoting resilience in students is crucial for long-term success. Grit, defined as a combination of passion and perseverance, has been found to be a key predictor of achievement in various domains. By fostering grit in students, educators can help them develop the determination and resilience needed to overcome setbacks and achieve their goals.

Overall, the literature reviewed in this study provides compelling evidence to suggest that empowering students, promoting critical thinking skills, and nurturing resilience are essential

components of creating a learning environment that fosters growth, innovation, and success. Educators who prioritize these principles in their teaching practices can play a significant role in preparing students to thrive in the rapidly changing landscape of the 21st century and beyond.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedure used by the researcher in conducting the study.

It is presented under the following Sub headings;

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument

- Method of Data Collection
- Method of Data Analysis

Design of the Study

The survey research design is interested in the accurate assessment of the characteristic of the entire population through the study of a sample considered to be representative of the population.

Population of the Study

The population of this study consist of all the students in the public senior secondary schools in Egor Local Government Area. (Edo State Basic School List, 2024).

Sample and Sampling Technique

The sample of the study consists of one hundred and fifty (150) SSII students, they were selected using the simple random sampling technique. Out of the fourteen senior secondary school in Egor Local Government Area of Edo State, three were selected using stratified random selection. One male, One female and one co-educational. Fifty students were selected from each school bringing the total number of students sampled to one hundred and fifty(150).

Research Instrument

The Instrument Usedffor This Research Is The Questionnaire Titled " The Impact Of Study Habit Training Among School Students In Egor Local Government Area.". It has two sections which are Section A and Section B. The Section (A) deals with the personal data. Section (B) consist of (20) questions of 4 points likert's type ranging from Strongly Agree, Agree, Disagree to Strongly Disagree for which the students (respondents)indicate their opinion or views with 4=Strongly 3 = *Agree*, 2 =Disagree, 1 = *Strongly Disagree*.

Validity of the Instrument

The instrument was validated by the supervisor and two lecturers in the Department who made correction and suggestions. These suggestions incorporated into the final version of the instrument

Reliability of the Instrument

In order to determine the reliability of the instrument, the questionnaire was administered to 1 Male (Boys), 1 Female(Girls), and 1 Co-educational respondents who were not part of the study and retrieved, and the data collected from the respondents was subjected to Cronbach Alpha statistics and a reliability coefficient was 0.66 obtained.

Method of Data Collection

During the process of carrying out the research, the questionnaires was distributed by the researcher to the students (respondents). The questionnaire was collected immediately after they are filled. This was to ensure high level of response and return.

Method of Data Analysis

Data were analyzed using descriptive statistics, namely the Mean (M) and Standard Deviation (SD). Individual items were judged using a benchmark mean of 2.50, with scores of 2.50 and above interpreted as “Accepted” and those below 2.50 as “Rejected.” The overall cluster mean determined the general study habits of students, where values of 2.50 and above indicated positive habits and values below 2.50 indicated poor habits. An independent samples t-test was conducted to examine sex-based differences in study habits, with significance set at the 0.05 level. A p-value less than 0.05 indicated a significant difference, while a value greater than 0.05 indicated no significant difference, thereby testing the null hypothesis that study habits do not differ significantly by sex.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results of the analyzed data were presented in tables corresponding to the research question addressed and hypothesis tested in this study.

Presentation of Results

Research Question One: What are the study habits of public senior secondary school students (SSII) in Egor LGA?

Table 1: Descriptive Statistics for Study Habits of Senior Secondary School Students

S/N	Items	<i>N</i>	<i>M</i>	<i>SD</i>	Decision
1	I maintain a regular study schedule	150	2.63	1.10	Accepted
2	I keep a long-term schedule or calendar of texts and	150	2.70	1.09	Accepted

	projects					
3.	I study between classes	150	2.64	1.17	Accepted	
4.	I remain focused on what I read on or study	150	2.57	1.10	Accepted	
5.	I preview assignments before reading them	150	2.78	1.09	Accepted	
6.	I underline the major points in my textbook when I study	150	2.93	.96	Accepted	
7.	I complete my reading assignment before class	150	2.53	1.01	Accepted	
8.	I look up for new words after each class	150	2.73	.96	Accepted	
9.	I keep track of new words I learn	150	2.85	1.04	Accepted	
10.	I take note in class	150	2.63	1.02	Accepted	
11.	I review my note within 24 hours	150	2.87	.96	Accepted	
12.	I review my study before test	150	2.89	.96	Accepted	
13.	I get eight hours of sleep each night	150	2.87	1.03	Accepted	
	Cluster	150	2.74	0.95	Positive	

The data in Table 1 reveal the mean scores and standard deviations of students' responses on study habits. The results show that students generally indicated positive study habits, as all the items had mean scores above 2.50, which was the decision benchmark for acceptance. For instance, the highest-rated habit was "I underline the major points in my textbook when I study" ($M = 2.93$, $SD = 0.96$), followed closely by "I review my study before test" ($M = 2.89$, $SD = 0.96$) and "I review my note within 24 hours" ($M = 2.87$, $SD = 0.96$). On the other hand, the relatively lower-rated habits included "I complete my reading assignment before class" ($M = 2.53$, $SD = 1.01$) and "I remain focused on what I read or study" ($M = 2.57$, $SD = 1.10$), though they were still above the acceptance threshold. The overall cluster mean of 2.74 ($SD = 0.95$) suggests that, on average, students in Egor LGA possess fairly good study habits, though there is room for improvement in consistency and focus.

Hypothesis One: There is no significant difference in the study habits of public senior secondary school students (SSII) based on sex in Egor Local Government Area.

Table 2: Independent Samples t-test Statistics for the Difference in the Study Habits of Senior Secondary School Students by Sex

Sex	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Male	63	36.06	9.38			

Female	87	35.33	10.66	.44	148	.664
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Table 2 divulges the result of the independent samples t-test conducted to examine whether a significant difference exists between male and female students in their study habits. Male students ($M = 36.06$, $SD = 9.38$) and female students ($M = 35.33$, $SD = 10.66$) had very similar mean scores. The test result, $t(148) = 0.44$, $p = .664$, indicates that the difference was not statistically significant. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was retained. This implies that study habits do not significantly differ between male and female students in Egor LGA. Although slight variations were observed in the mean and standard deviations, these differences were too small to be meaningful.

Discussion of Findings

Regarding the research question one, the finding of this study revealed that students in public senior secondary schools in Egor LGA generally demonstrated positive study habits, with higher scores recorded for behaviours such as underlining key points, reviewing notes within 24 hours, and preparing before tests. These results resonate with previous studies highlighting the value of structured study-habits training. For instance, Pashler et al. (2018), Crede and Kuncel (2018), and Hattie (2019) consistently showed that time management, active review, and note-taking strategies enhance learning outcomes. The strong presence of review-related behaviours among the students therefore reflects practices that have been proven to improve academic performance.

However, the relatively lower ratings for long-term scheduling, completing reading assignments before class, and maintaining focus suggest that students may not have fully developed the self-regulation and planning skills highlighted by Zimmerman and Schunk (2021)

and Duckworth (2017) as central to persistence and long-term achievement. This contrast points to a gap in training: while short-term exam-focused strategies appear common, more deliberate instruction in planning and concentration is needed to strengthen lifelong learning skills.

The hypothesis testing further revealed that there was no significant difference in study habits between male and female students in public senior secondary schools in Egor LGA. This outcome diverges from studies such as Smith (2015) and Jones (2017), who reported stronger study habits and performance among female students, but it supports evidence from Brown (2018) and Davis (2016) that effective study behaviours cut across sex when students are given equal learning opportunities. It also aligns with Hattie's (2019) broader argument that motivation, teacher-student relationships, and expectations exert greater influence on learning than demographic variables alone.

Taken together, these findings suggest that while students in public senior secondary schools in Egor LGA already demonstrate some effective study behaviours, there is a clear need for structured study-habits training programmes that emphasize self-regulation, time management, and goal setting for all students regardless of sex. Through focusing on universally beneficial strategies rather than targeting one group over another, educators can help strengthen academic outcomes and foster habits that support both immediate performance and long-term educational success.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented the summary of the study alongside the conclusions drawn from the analysis of data collected and results obtained in the course of the study.

Summary

The sample size of this study consisted of one hundred and fifty (150) SSII students, they were selected using the simple random sampling techniques. Out of the fourteen senior secondary school in Egor Local Government Area of Edo State, three were randomly selected. Thereafter, fifty students were randomly selected from each school bringing the total number of students sampled to one hundred and fifty(150).

In order to determine the reliability of the instrument, the questionnaire was administered to 20 respondents who were not part of the study and retrieved, and the data collected from the respondents was subjected to Cronbach Alpha statistics and a reliability coefficient was 0.662 obtained.

Findings

Findings from the study revealed that;

- Students struggle to maintain new habits due to a lack of discipline and are sometimes negatively influenced by their friends who do not value study habits
- Students do not struggle with organizing their study schedules when they are trained on how to adopt study habit and techniques that best suit their personality
- Students perform poorly due to ineffective study techniques. Lack of structured studying leads to surface-level learning and poor retention and Students fail to recall key concepts due to passive reading instead of active studying

Conclusions

The study indicates that students who received training in effective study habits showed significant improvements in their academic performance. These students demonstrated better comprehension, retention, and application of knowledge in various subjects. Study habit training helped students develop better time management skills. This led to more organized study schedules, reduced procrastination, and improved focus during study hours, contributing to higher productivity. Students who participated in study habit training exhibited increased motivation to learn and a stronger sense of self-discipline. This positive attitude toward learning

fostered an environment for academic success. The findings suggest that study habit training is a valuable intervention for improving the academic success and personal growth of students in Egor Local Government Area, emphasizing the need for further support and institutional backing to ensure the sustainability of these benefits.

Recommendations

The following recommendations were made for this study;

- There should be continuous study habit training programs integrated into the school curriculum to help students develop and sustain effective study techniques throughout their academic journey.
- There should be regular workshops and seminars conducted for both students and teachers, focusing on study strategies, time management, and goal-setting to enhance the learning environment.
- There should be greater involvement of parents in the training process, encouraging them to support and reinforce the study habits learned by their children at school, thus fostering a consistent learning atmosphere at home.
- There should be the provision of necessary learning materials and resources to students, ensuring they have access to tools that facilitate effective study and academic success, alongside the development of their study habits.

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**DEPARTMENT OF EDUCATION, EVALUATION AND COUNSELLING
PSYCHOLOGY FACULTY OF EDUCATION,
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TEACHER QUESTIONNAIRE**

**A SURVEY OF THE STUDY HABIT TRAINING AMONG SCHOOL STUDENTS IN
EGOR LOCAL GOVERNMENT AREA**

Dear Participants,

The Researcher is a student of the Above department and is carrying out a study on the impact of study habit training among school students in Egor local government area. Therefore, solicit for your responses, all your response will be treated confidentially. Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

Section A: Demographic Data

Instructions: Please tick (√) where applicable.

Gender: Female (): Male ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: SA (4) Strongly Agree, A (3) Agree, D (2) Disagree, SD (1) Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	I maintain a regular study schedule				
2.	I keep a long-term schedule or calendar of texts and projects				
3.	I study between classes				
4.	I remain focused on what I read on or study				
5.	I preview assignments before reading them				
6	I underline the major points in my textbook when I study				
7	I complete my reading assignment before class				
8	I look up for new words after each class				
9	I keep track of new words I learn				
10.	I take note in class				
11	I review my note within 24 hours				
12	I review my study before test				
13	I get eight hours of sleep each night				

APPENDIX C: Analysis Output

DESCRIPTIVES VARIABLES=I1 I2 I3 I4 I5 I6 I7 I8 I9 I10 I11 I12 I13
/STATISTICS=MEAN STDDEV.

Descriptives

[DataSet1] C:\Users\RAOghenerume\Desktop\Selina.sav

Descriptive Statistics

	N	Mean	Std. Deviation
I1	150	2.63	1.096
I2	150	2.70	1.091
I3	150	2.64	1.166
I4	150	2.57	1.101
I5	150	2.78	1.086
I6	150	2.93	.960
I7	150	2.53	1.008
I8	150	2.73	.960
I9	150	2.85	1.039
I10	150	2.63	1.020
I11	150	2.87	.964
I12	150	2.89	.963
I13	150	2.87	1.025
Valid N (listwise)	150		

T-TEST GROUPS=Sex(1 2)
/MISSING=ANALYSIS
/VARIABLES=SH
/CRITERIA=CI(.95).

T-Test

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Study	Male	63	36.06	9.382	1.182
Habits	Female	87	35.33	10.657	1.143

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Study Habits	2.240	.137	.435	148	.664	.730	1.678	-2.586	4.046	
Equal variances assumed			.444	142.375	.658	.730	1.644	-2.520	3.980	
Equal variances not assumed										