

**STUDY HABITS AS CORRELATE TO ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT
AREA OF EDO STATE**

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF
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SCIENCE.**

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CERTIFICATION

We, the undersigned, certify that this research project was carried out by **Ayebosa Osamede OMORAGBON** with the matriculation number **EDU2001746**. Being a research work submitted to the Department of Educational Management in partial fulfilment of the requirement for the award of Bachelor Degree of Science (B.Sc.) (Ed.) in Political Science, University of Benin. Benin City.

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DEDICATION

The researcher dedicates this project to God Almighty, her Mother

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First and foremost, the researcher's sincere gratitude goes to God Almighty for his sustenance and guidance, and for making this program a success. The researcher's profound gratitude also goes to her dynamic and erudite supervisor, Dr (Mrs.) Nkechi Marchie, for her patience, effective and efficient guides, and painstaking efforts in scrutinizing this work which made it a success.

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ABSTRACT

This study investigated study habits as correlate to academic performance in public secondary school in Ovia North-East Local Government Area of Edo State. To achieve the purpose of the study, four (4) research questions were raised to guide the study. The design adopted for this study is the descriptive survey method.

The population for the study comprised 7,658 student from 27 public secondary schools in Ovia North-East Local Government Area of Edo State. A total one hundred and fifty (150) students chosen from ten (10) public secondary schools in the LGA. A structured questionnaire was used to collect data from respondents. The research instrument was validated by lecturer of the Department of Educational Management. Data collected from the survey was statistically analyzed. After analysis, results were displayed on tables showing frequencies and percentages of responses, including the decision made.

The study found that students in Ovia North-East Local Government Area demonstrate mixed study habits, with strengths in goal setting but struggles with planning and procrastination. Their academic performance is satisfactory but inconsistent. A strong correlation between effective study habits and better academic outcomes was noted, with time management playing a crucial role. Recommendations include implementing structured study timetables, offering academic support programs, integrating lessons on study skills, and promoting study sessions of two hours or more to enhance performance.

CHAPTER ONE

INTRODUCTION

Background to the Study

Study habits refer to the consistent practices or techniques that a person uses to organize and manage their learning activities and study habit also refer to the regular practice and routine that student use to learn, retain and recall Information. Study habits are "the behaviors and techniques used by an individual to learn effectively and manage time for academic tasks". This includes strategies like time management, active reading, note-taking, and consistent review of material, Harris's (2023). According to Smith and Williams (2023), study habits are "a set of personal habits or practices that are consistently applied during the process of studying or learning, aimed at achieving better academic performance and retention, study habits are defined as "regular routines and strategies that students adopt to enhance their learning, improve focus, and increase retention, often involving time management and organization of study materials, Brown (2023). Study practice are specific techniques and strategies that individuals adopt to enhance their learning, improve academic performance, and retain information more effectively. Some common study habits include: Time Management; Active learning; Consistent review; Setting goal; Creating a conducive reading environment; Use of active. These habits can improve focus, increase productivity, and lead to better academic outcomes. I have observed that student no longer study because of technology of today,

they no longer do their homework, because they are always distracted either by their phone or something else, they no longer read they want to watch Netflix and chill. They no longer do their assignment and something influenced by friend that party which makes them lose interest in school works.

According to Jones and Taylor(2023) academic performance is "a measure of a student's achievements and learning outcomes, typically evaluated through grades, assessments, and other indicators of educational attainment".This broad definition highlights that academic performance encompasses all measurable aspects of a student's educational success. Smith and Roberts (2023), academic performance is "the overall effectiveness with which a student performs in various learning tasks, reflected by their grades, exam results, and the ability to apply knowledge in real-world scenarios." This definition underscores the practical application of knowledge in academic settings. Clark and wang(2023) academic performance can be defined as "the outcome of a student's effort to learn, which is measured through their achievements on tests, assignments, and projects, as well as their progress in meeting educational goals". This perspective focuses on the process of learning and how it translates into measurable results.

Student study habits are critical to academic performance because they directly influence how effectively student learns, retain information, and perform in continuous assessment, here is good study habits contribute to academic success; improved retention and understanding; time Management; Enhanced focus and concentration; stress

reduction; Better problem-solving skills; Consistency over time. Study habits are crucial in determining the academic performance of students. Study habits and academic performance are interrelated and dependent on each other.

Students often come from different environments and localities with different levels of academic performance. Study habits are well-planned and deliberate patterns of study which have attained a form of consistency on the part of students towards understanding academic subjects and passing at examinations. Palani (2012) is of the opinion that effective reading is an important avenue for effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes that reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Understanding the significance of reading and academic success is crucial for educators and researchers. Regardless of a child's intellectual level, personalized education is essential. Developing strong study habits is key in excelling academically and in life. Reading plays a vital role in acquiring meaningful knowledge, acting as a powerful tool for students. Effective study habit not only influences individual's personalities but also fosters proper thinking methods and the generation of new ideas. Despite the impact of mass media on traditional reading source, effective reading is integral for successful learning. He asserts that reading is interconnected with the overall educational process, emphasizing its importance for educational success.

Unfortunately, contemporary trends indicate a decline in reading habits, with both young and old increasingly engrossed in television. Palani (2012) notes the shift in focus within educational institutions, where examination coaching now dominates the educational landscape. In other words, examination coaches have replaced the effective learning through intense study habit among students with learning "shortcuts" by merely preparing students for examinations. Thus, students become too lazy to learn an integral habit significant for their academic performance. The need for teaching effective study habit in Nigeria school cannot be underestimated. Students with better study habits are likely to perform better in examination than highly intellectual student with poor study habits. Abajo (2016) found a significant difference in the academic performance of students who used good study habit and those who used poor study habits. This study therefore, hope to find out the relationship between study habit and academic performance. Many educators often attribute students' declining academic performance, especially among undergraduates, to teaching methods and insufficient government funding for conducive study environments.

However, it's essential to recognize that poor study habits among students could be a significant factor contributing to their academic struggles, even though there's limited research evidence to support this claim. One of the essential skills crucial for a student's success in both academics and everyday life is reading. Reading is more than just an academic pursuit; it's an intellectual activity in literate societies aimed at obtaining

information and expanding knowledge. Reading is a vital skill that enables individuals to gain insights from others' knowledge and experiences. Reading is a crucial skill essential for both teachers and students to develop. Mastering reading can lead to success in other areas as well. To read effectively, individuals must create meaning from written text. According to Durkin (2020), the reading process involves deriving meaning from printed symbols or words. Beyond its educational importance, reading plays a vital role in an individual's life by sparking curiosity and fostering a desire for continuous learning. It also provides opportunities for pleasure and entertainment, allowing individuals to connect with the experiences of others through various sources. Additionally, reading is a dynamic process wherein printed words are absorbed, interpreted, and transformed into spoken words, enabling a deeper understanding of meaning that can be applied in daily life (Egong, 2014).

Statement of the Problem

There has been an outcry by the educational stakeholders about the poor academic performance in public secondary schools. Despite the efforts by the school head in ensuring that the goals of the school is achieved such as providing curriculum for teachers, ensuring that teacher teach what they ought to teach, and even engaging student in tutorial classes after the school hours, among others. Could the perceived poor academic performance of students be due to their study habits? Against this background

the study seeks to investigate the students study habits as correlate to academic performance of students in Ovia North-East Local Government Area of Edo State

Research Questions

Four research questions will be raised to guide the study:

1. What is the level of students' study habits in public secondary schools in Ovia North East Local Government Area of Edo State?
2. What is the level of students' academic performance in public schools in Ovia North East Local Government Area of Edo State?
3. Is there any significant relationship between study habits and academic performance in Ovia North East Local Government Area of Edo State?
4. Is there any significant difference in the study habits and academic performance in public secondary schools in Ovia North East Local Government Area of Edo State based on time management?

Hypothesis

H₀₁: There is no significant relationship between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State.

H0₂: There is no significant difference in the study habits and academic performance in public secondary schools in Ovia North East Local Government Area of Edo State based on time management based on time management.

Purpose of the Study

The main purpose of this study is to investigate study habits and students' academic performance in Ovia North-East Local Government Area of Edo State. The specific objectives of the study are:

1. To determine the extent of students' study habits in Ovia North East Local Government Area of Edo State.
2. To ascertain the level of students' academic performance in senior secondary schools in Ovia North East Local Government Area of Edo State.
3. To find out if there is any significant relationship between study habit and academic performance in Ovia North East Local Government Area of Edo State.
4. To establish any significant difference between in the study habits and academic performance in Ovia North East Local Government Area of Edo State based on students' time management.

Significance of the Study

This study will prove beneficial to students, teachers, government officials, policy makers, and other stakeholders of education. Senior secondary school students will benefit from this study by being informed on how effective study habits can influence their academic performance. Thus, it will help them to maintain good study habits and cooperate with teachers in order to achieve good academic performance.

In the same vein, teachers of senior secondary schools will be made aware of the relationship between study habit and students' academic performance. They will be exposed to how effective study habits affects their classroom management and interaction with the students. Thus, they will be able to motivate students to cultivate good study habits to achieve excellent academic performance from the students.

Furthermore, this study will prove beneficial to parents/guardians by encouraging them to have interest in the study habits of their children/wards. The study will also be beneficial to government officials, policy makers, and other stakeholders of education. It will expose them to the relationship between study habits and students' academic performance. Hence, it will demand them to provide academic facilities such as library to improve the reading culture among secondary school students for academic excellence.

Scope and Delimitation of the Study

The study investigates the students' study habits and academic performance in secondary schools in Ovia North-East Local Government Area of Edo State. The study is delimited among senior secondary schools in Ovia North-East Local Government Area of Edo State.

Definition of Terms

- 1. Reading Habits:** Reading habits involve the regular and personalized ways individuals engage with reading over time. These habits encompass the frequency, content preferences, and methods people use when approaching various reading materials.
- 2. Academic Performance:** Academic performance is reflection of a student's accomplishments and success within an educational environment. It includes assessments of grades, exam results, and overall achievements in academic pursuits.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the literature regarding the relationship between study habits and academic performance. The chapter reviews related literature under the following sub-headings:

- Theoretical Framework
- Concept of Study Habits
- Concept of Academic Performance
- Study Habits and Academic Performance
- Study Habits and Academic Performance Based on Students' Time Management
- Summary of Reviewed Literature

Theoretical Framework

Self-Regulated Learning (SRL) Theory

Self-regulated learning (SRL) is a vital concept in educational psychology that focuses on how learners take control of their own learning processes, which includes cognition, behavior, and emotions. Self-regulated learners do not merely rely on external instruction or factors to succeed academically; instead, they take an active role in their learning by setting goals, planning strategies, monitoring their progress, and reflecting on their outcomes. This theory is particularly relevant for understanding study habits, as it highlights how students can intentionally structure their learning experiences to achieve

academic success. Zimmerman (2020) emphasized that self-regulated learners are adept at setting clear goals, employing various strategies to meet those goals, and making necessary adjustments to their methods based on regular self-monitoring. The SRL process integrates these components in a cycle that encourages continuous improvement.

Key Components of SRL

The self-regulated learning process can be broken down into four main components: goal setting, strategic planning, self-monitoring, and self-reflection. Each of these components plays a significant role in how students approach their learning and how these approaches translate into effective study habits.

Goal Setting

Goal setting is one of the first and most essential steps in self-regulated learning. It involves determining specific academic goals that are clear, measurable, and achievable within a defined period. Setting goals helps students maintain focus on their academic pursuits and gives them direction in terms of what they need to achieve. Effective goal setting also involves breaking down long-term goals into smaller, more manageable objectives. By doing so, students are better able to monitor their progress and stay motivated throughout the learning process.

In the context of study habits, students with well-established goals are more likely to engage in focused and structured study sessions. Research by Schunk (2020) demonstrated that students who set specific learning goals tend to be more persistent, less likely to procrastinate, and better able to prioritize tasks. The act of setting academic

goals empowers students by giving them a sense of ownership over their educational outcomes. These students are more likely to develop the habit of reviewing and planning their studies regularly.

Strategic Planning

Strategic planning refers to the process of identifying the most appropriate study methods and resources that will help achieve the set goals. This includes selecting specific study techniques (such as summarization, note-taking, or practice testing) and organizing time effectively. Strategic planning requires students to be conscious of their strengths and weaknesses, making informed decisions about how best to approach their studies.

In order to improve study habits, students need to identify the resources they can use to support their learning. These resources might include textbooks, online materials, study groups, or academic mentors. Planning strategies might involve designing a study schedule that allows students to allocate time for various subjects, ensuring that each area receives adequate attention. As noted by Zimmerman (2020), the more intentional and strategic students are in planning their learning, the more effective their study habits become, and the greater their academic performance.

Self-Monitoring

Self-monitoring refers to the process of regularly tracking one's own progress toward achieving set goals. This involves checking whether the strategies being employed are working and making adjustments when necessary. Self-monitoring can take

many forms, such as reviewing practice tests to assess progress or asking for feedback from teachers to understand areas that need improvement. It allows students to become more aware of their learning styles and how they interact with study materials.

Through self-monitoring, students can identify if they are falling behind or if they need to modify their approach to studying. Research indicates that students who engage in regular self-assessment are more likely to refine their study habits and enhance their academic performance (Schunk, 2020). Self-monitoring also allows students to recognize the impact of external factors (such as time constraints, distractions, or emotional stress) on their academic performance, thus helping them adapt accordingly.

Self-Reflection

Self-reflection involves evaluating one's academic performance after completing a task or achieving a goal. It allows students to think critically about their learning process and analyze what worked well and what didn't. This reflection helps students understand which strategies were effective and which need to be improved or discarded. By reflecting on their experiences, students can gain deeper insights into their own learning styles and habits.

Self-reflection is a critical component of the SRL process because it allows students to learn from their mistakes and celebrate their successes. Reflecting on one's study habits and academic performance also fosters a growth mindset, where students believe that their efforts and strategies can lead to improvement. According to Schunk

(2020), self-reflection is an essential tool in refining one's study practices and achieving academic success.

Benefits of SRL for Study Habits

Research shows that students who engage in self-regulated learning tend to have stronger study habits, which in turn leads to improved academic performance. These students are more likely to approach learning in a systematic, organized manner, enabling them to retain information better and perform well in assessments. Furthermore, SRL empowers students by giving them autonomy over their learning, making them more proactive and responsible in their educational journey. The skills developed through self-regulated learning, such as time management, goal setting, and self-monitoring, are transferable to various aspects of life and are critical for personal growth.

Zimmerman (2020) emphasized that self-regulated learners are often more resilient in the face of challenges. They are able to bounce back from setbacks by adjusting their strategies and continuing to work toward their academic goals. In essence, SRL provides students with the tools to be lifelong learners, capable of navigating academic, personal, and professional challenges with confidence.

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB), developed by Ajzen (2020), posits that an individual's behavior is determined by their intention to engage in that behavior.

Intentions, in turn, are influenced by three key factors: attitude towards the behavior, subjective norms, and perceived behavioral control. In the context of study habits, TPB provides a useful framework for understanding why some students adopt good study habits while others struggle.

Attitude Towards Studying

Attitude refers to the individual's positive or negative evaluation of engaging in a particular behavior. In the case of study habits, a student's attitude towards studying can greatly influence whether or not they will prioritize studying and engage in effective study behaviors. Students who value education and perceive studying as an important activity are more likely to form consistent study habits. Conversely, students who have a negative attitude towards studying may struggle to find motivation and may develop poor study habits. For example, a student who believes that studying is a rewarding activity and integral to their success will likely dedicate time and effort to develop solid study habits. On the other hand, a student who perceives studying as tedious or unnecessary may resist studying and procrastinate, leading to poor academic performance. TPB highlights the importance of fostering positive attitudes towards studying to encourage better study habits.

Subjective Norms

Subjective norms refer to the social pressures or expectations that individuals perceive from their environment. In the case of study habits, subjective norms can

include the expectations from parents, teachers, peers, and society at large regarding the importance of education. If students perceive that their social environment values studying and academic success, they are more likely to adopt good study habits in response to these expectations.

For instance, if a student's parents place a strong emphasis on education and encourage regular study, the student may feel obligated to engage in consistent studying. Similarly, students who perceive that their peers value academic achievement may be motivated to adopt similar behaviors. TPB suggests that social influences play a significant role in shaping study habits, as individuals often conform to the norms and expectations of those around them.

Perceived Behavioral Control

Perceived behavioral control refers to a person's belief in their ability to perform a specific behavior, given the presence of any barriers or obstacles. In the context of study habits, this factor relates to a student's confidence in their ability to manage their time, overcome distractions, and achieve academic success through consistent studying. Students with high perceived behavioral control are more likely to develop effective study habits because they believe that their efforts will lead to positive outcomes.

For example, a student who feels confident in their ability to balance academic work with other responsibilities may be more likely to implement time management strategies, study consistently, and perform well academically. Conversely, a student who doubts their ability to manage their workload or fears failure may struggle to adopt effective study

habits. TPB emphasizes the importance of fostering self-confidence and a sense of control in students to improve their study behaviors.

TPB and Study Habits

The TPB framework suggests that study habits are influenced by a combination of internal beliefs (attitude and perceived control) and external pressures (subjective norms). Students who have a positive attitude towards studying, perceive that their social environment values education, and believe they have the ability to manage their academic responsibilities are more likely to engage in effective study behaviors. Conversely, students who lack these elements may struggle to develop and maintain good study habits.

Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory emphasizes the importance of social interaction and cultural tools in cognitive development. According to Vygotsky (2021), learning is inherently social, and cognitive development is influenced by the cultural tools and practices that exist within a given society. In the context of study habits, Vygotsky's theory suggests that students' academic behaviors are shaped not only by their individual cognition but also by their interactions with others and the resources available to them.

The Role of Social Interaction

Vygotsky believed that cognitive development occurs through social interactions, especially within the context of collaborative learning. Students who engage in group study sessions or collaborative learning environments are more likely to develop strong study habits because they benefit from sharing ideas, discussing concepts, and receiving

feedback from their peers. These interactions provide opportunities for students to learn from each other's strengths and perspectives, which enhances their understanding of the material.

Additionally, social interactions with teachers and mentors play a critical role in shaping study habits. Teachers who provide guidance, support, and feedback can help students develop effective study practices. For example, a teacher who encourages active learning and provides constructive feedback can help students refine their study habits and improve their academic performance.

Cultural Tools and Resources

Vygotsky's theory also emphasizes the importance of cultural tools and resources in shaping learning. In the context of study habits, cultural tools such as textbooks, technology, and even study aids like flashcards or educational apps can influence how students engage with their studies. Students from cultures that place a high value on education and provide access to supportive learning environments are more likely to develop effective study habits. For instance, students who have access to tutoring, study groups, or academic support services are more likely to engage in focused, consistent studying.

In contrast, students who lack access to such resources may struggle to develop good study habits, which can negatively impact their academic performance. Vygotsky's theory underscores the importance of providing students with the necessary tools and support to foster positive study behaviors.

Concept of Study Habits

Study habits are an essential component of a student's academic success. They refer to the set of behaviors, techniques, and routines that students use to engage with their academic material. Study habits encompass more than just the amount of time spent studying; they include how students approach studying, how they organize their time, and how they actively engage with learning materials.

Characteristics of Effective Study Habits

1. **Time Management:** Time management is one of the most important study habits. Students who develop effective time-management strategies can allocate appropriate time for each subject, avoid procrastination, and meet deadlines. As Smith and Kross (2022) suggest, students who plan their study schedule in advance are more likely to perform well because they avoid last-minute cramming, which often leads to poor retention of information.
2. **Active Learning:** Active learning refers to strategies that engage students in the learning process, such as summarizing, asking questions, and testing themselves. Research by Leech and Lowery (2022) highlights that active learning encourages deeper understanding and better retention of knowledge. Active learners tend to retain information longer than those who passively read or listen.
3. **Consistent Review:** Regular review of study materials reinforces learning and aids long-term retention. A student who consistently reviews notes, textbooks, and assignments is more likely to retain information. According to Ahmed and Khan

(2023), consistent review helps students consolidate what they have learned, making it easier to recall information during exams.

4. **Note-Taking:** Effective note-taking is another crucial study habit. Research by Bashir and Mattoo (2012) found that students who take organized and thorough notes are more successful academically. Note-taking helps students actively engage with the material and makes it easier to study later on.
5. **Environmental Factors:** A conducive study environment is also a key component of good study habits. Students who study in environments free from distractions and with access to necessary resources (books, quiet space, internet) are more likely to succeed academically.

Factors Influencing Study Habits

While study habits are largely shaped by the individual, several external factors can influence their development. These include:

- **Family Support:** Students who receive encouragement and support from family members tend to develop better study habits. Families that prioritize education and provide a quiet, well-equipped study environment contribute to academic success.
- **Peer Influence:** Students who interact with peers who prioritize education and good study habits are likely to adopt similar behaviors. Peer study groups can foster collaborative learning and improve academic performance.

- **Teacher Influence:** Teachers who provide clear expectations, structured study schedules, and effective study strategies can help students develop positive study habits.

Concept of Academic Performance

Academic performance is the achievement of students in their educational pursuits, typically measured through grades, test scores, assignments, and overall academic success. Academic performance is influenced by various internal and external factors that either facilitate or hinder learning.

Academic Performance and Assessments

Academic performance is usually assessed through exams, quizzes, assignments, and projects. Grades provide a tangible measure of how well students have mastered the material. However, academic performance is not solely defined by grades; it also includes the development of critical thinking, problem-solving, and other cognitive skills.

Research by Garba and Ahmed (2024) suggests that academic performance is strongly correlated with students' cognitive abilities, motivation, and the quality of their study habits. However, it is important to note that performance on a single test or assignment does not always provide a complete picture of a student's academic abilities. Academic success also depends on consistency over time.

Factors Influencing Academic Performance

1. **Motivation:** Motivation is a crucial determinant of academic performance. Motivated students are more likely to invest time and effort into their studies. According to Salim et al. (2022), intrinsic motivation (the desire to learn for personal satisfaction) and extrinsic motivation (such as parental expectations or rewards) both play significant roles in shaping students' academic outcomes.
2. **Study Environment:** A positive study environment—characterized by minimal distractions, good lighting, and access to study materials—can improve academic performance. Students who study in environments that foster concentration tend to perform better than those who study in noisy, chaotic spaces.
3. **Teacher Support:** Teachers who provide personalized instruction and feedback can significantly impact academic performance. A supportive teacher-student relationship encourages students to take their studies seriously and engage more deeply with the material.
4. **Family Background:** Students from families with higher educational attainment or those who value education may have a stronger foundation for academic success. Family involvement in academic tasks, such as helping with homework or discussing educational goals, contributes to higher academic performance.

Study Habits and Academic Performance

Study habits play a pivotal role in determining the academic success of students. Effective study habits involve systematic and organized approaches to learning that allow students to engage deeply with academic materials. Students who develop strong,

structured study habits tend to perform better in their exams and other assessments because they approach learning with discipline, focus, and consistent effort. When students adopt strategic study behaviors, they are able to absorb and retain information more effectively, and are often more successful in applying what they have learned in real-world scenarios. The ability to manage one's study time and methods leads to a more thorough understanding of academic content, which, in turn, translates into higher academic performance.

Time Management and Academic Success

Among the various factors that contribute to effective study habits, time management is perhaps the most crucial. Proper time management enables students to prioritize tasks, organize their schedules, and balance multiple academic responsibilities effectively. Research has shown that students with good time management skills are more organized, reduce stress levels, and perform better academically than those who struggle with managing their time. By allocating time for different subjects, setting deadlines for tasks, and avoiding procrastination, students with solid time management practices are more likely to stay on top of their coursework and avoid last-minute cramming sessions.

A study by Ojo and Ogun (2023) highlighted the significant link between time management and academic performance. Their findings suggest that students who manage their time effectively are consistently better at meeting academic deadlines, completing assignments, and maintaining a steady pace in their studies. This organized approach not only enhances learning but also reduces the chances of burnout and

academic fatigue. Students who excel at time management tend to view academic tasks as manageable and achievable, rather than overwhelming, which contributes to higher levels of academic achievement.

Active Learning and Retention

Active learning involves engaging with study materials in ways that promote deeper understanding and retention, as opposed to passive reading or memorization. Active learning strategies, such as summarizing information in one's own words, asking questions, and self-testing, have been proven to significantly improve comprehension and long-term retention of material. Rather than simply reading or passively absorbing information, active learners actively engage with the content, creating connections and making the learning process more interactive and meaningful.

According to Leech and Lowery (2022), students who employ active learning techniques are more likely to perform well on exams and other assessments because these methods help consolidate knowledge and improve recall. For instance, summarizing and questioning allow students to actively process and reframe the information, which helps with deeper understanding. Self-testing, another active learning technique, also boosts memory retention by challenging students to retrieve information from their long-term memory. As a result, students who adopt these strategies are able to retain information for longer periods and can apply it more effectively in various academic contexts.

Consistency in Study Habits

The key to mastering academic material lies in the consistency of study habits. Consistent study routines help reinforce learning by creating regular opportunities for review, which are crucial for memory retention and understanding complex concepts. Students who make study a regular part of their routine are more likely to retain information and perform better in exams, as they are continually exposed to the material in manageable chunks. Cramming, on the other hand, often leads to superficial learning and poor retention.

Dike et al. (2022) emphasize that consistent study habits are critical for academic success, as they prevent last-minute preparation and reduce anxiety during exam periods. Students who engage in consistent study sessions tend to develop a deeper understanding of their subjects and retain information more effectively. This approach also enables students to spot and address knowledge gaps early, rather than waiting until the night before an exam. By reviewing material regularly and maintaining steady study habits, students can ensure that they are better prepared and more confident when it comes to assessments.

Study Habits and Academic Performance Based on Students' Time Management

Effective time management plays a pivotal role in determining academic success. Time management refers to the ability of students to plan, allocate, and utilize their time effectively for studying, completing assignments, and engaging in other academic tasks.

Students who manage their time well are better equipped to meet deadlines, balance their academic workload with extracurricular activities, and reduce stress. By making deliberate and thoughtful choices regarding how to spend their time, students can enhance their academic performance and avoid common pitfalls such as procrastination and last-minute cramming.

Importance of Time Allocation

Proper time allocation is fundamental for successful academic performance. One of the key elements of effective time management is the allocation of specific time slots for each subject or task. By creating a study timetable and adhering to it, students ensure that they dedicate adequate time to each subject, leading to better preparation and understanding of the material. This strategy prevents students from feeling overwhelmed by the sheer volume of their academic responsibilities. It also minimizes the temptation to cram before exams, a practice that often leads to shallow learning and poor retention.

Smith et al. (2022) emphasize the significance of time allocation in academic success. Their research suggests that students who use a structured study timetable are more likely to excel academically because they approach their coursework in a systematic and organized manner. Time allocation allows students to manage their time efficiently by giving them a clear framework within which to work. It ensures that no subject is neglected, and students can devote sufficient attention to more challenging topics. This approach helps reduce the pressure of exam periods, as students who have been

consistently studying are more prepared and less likely to experience the stress associated with last-minute preparation.

Effective time allocation also enables students to balance academic work with other essential activities, such as extracurricular pursuits, social engagements, and personal time. By strategically setting aside time for various activities, students can maintain a healthy and well-rounded lifestyle without sacrificing their academic performance.

Procrastination and Its Impact

Procrastination is a major obstacle to effective time management and a significant barrier to academic success. It is the tendency to delay tasks or put off studying until the last minute. Procrastination often arises when students underestimate the amount of time required to complete assignments or fail to organize their time effectively. This tendency can lead to poor study habits, higher levels of stress, and ultimately, lower academic performance. Students who procrastinate often engage in avoidant behavior, such as watching television or spending time on social media, which prevents them from focusing on their studies.

A study conducted by Yusuf et al. (2023) found that students who procrastinate tend to perform poorly in exams, as they often lack sufficient time to adequately prepare. The effects of procrastination are not limited to academic outcomes; they can also result in heightened stress and feelings of anxiety. Students who delay tasks are often caught in a cycle of last-minute studying, which leads to ineffective learning and reduced long-term

retention. Additionally, procrastination can create a sense of time scarcity, which forces students to rush through assignments, compromising the quality of their work.

The negative consequences of procrastination can be mitigated by cultivating effective time management habits. Students who learn to manage their time proactively are more likely to avoid procrastination and reduce stress. By setting realistic study goals, breaking tasks into smaller manageable parts, and adhering to a study timetable, students can overcome procrastination and foster better study habits that enhance their academic performance. By recognizing the importance of time management and avoiding procrastination, students can enhance not only their academic outcomes but also their overall well-being.

Summary of Reviewed Literature

In conclusion, the literature reviewed emphasizes the strong relationship between study habits and academic performance. Effective study habits, such as time management, active learning, and consistency in study routines, contribute significantly to academic success. Time management, in particular, is one of the most influential factors in improving academic performance. Students who develop the ability to manage their time effectively are more likely to perform well in exams, reduce stress, and maintain a balanced academic life.

The reviewed studies also show that motivation, support from teachers and family, and a positive study environment contribute to the development of effective study habits.

Understanding the factors that influence study habits and academic performance is crucial for educators, parents, and policymakers who aim to improve educational outcomes.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods and procedures that the researcher employed in carrying out this study. They are as follow: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of Instrument, Reliability of the Instrument, Method of Data Collection, Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involved observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it helped to collect data which investigated the relationship between study habits and students' academic performance in Ovia North-East Local Government Area of Edo State. The design is the most preferred because data were collected from randomly selected elements in the population without imposing any condition on them. Thus, the researcher only described events without interfering in the functioning of the respondents.

Population of the Study

The population for the study comprised of 7,658 students from 27 public secondary schools in Ovia North-East Local Government Area of Edo State.

Sample and Sampling Procedure

The sample size for the study consists of one hundred and fifty (150) students chosen from ten (10) public secondary schools in Ovia North-East Local Government Area of Edo State.

Research Instrument

This study used a well-structured and objective questionnaire called the "Study Habits and Students' Academic Performance Questionnaire" (SHAPQ). The questionnaire is divided into two sections. Section A focuses on the students' personal information while section B elicits information about the relationship between study habits and students' academic performance in Ovia North-East Local Government Area of Edo State. The responses were rated on a modified 4-point Likert rating scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity of Instrument

To ensure the validity of the research instrument, the researcher employed face-to-face and content validation techniques. The research instrument was submitted to the researcher's supervisor and other two language professionals in the Department of Educational Management, Faculty of Education, University of Benin, who reviewed it for clarity, relevance to the research objectives, and appropriate coverage of the intended

content. The supervisor's feedback ensured the instrument accurately measured the desired information. Following revisions, corrections and approval, the instrument was ready for data collection.

Reliability of Instrument

The consistency of the instrument (SHAPQ) was determined by applying the Cronbach's Alpha reliability method. The reliability coefficient of .785 was obtained which implied that the instrument was reliable.

Method of Data Collection

In collecting data for this research, the researcher administered the instrument for this study to all the sampled respondents. The questionnaire consisted of questions related to the study only. Upon answering the questionnaires, the researcher retrieved all the copies from the respondents and proceeded for data analysis.

Method of Data Analysis

In analyzing the data, the researcher will make use of frequency count and simple percentage to compute the findings from the research.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results obtained from the analysis of data using the statistical procedures discussed earlier in chapter three. The analysis of the data is presented in two sections, the first section deals with the presentation of results and the second section presents the discussion of findings.

Table 1: Respondents Demographic Data

Variables	Frequency	Percentage
Male	87	58
Female	63	42
Total	150	100.0

Table 1 shows the variables in respect to gender. It shows that out of the 150 respondents who were sampled for the study, 87 respondents representing 58% were males, while 63 respondents representing 42% were females.

Table 2: Time Management (Hours Students Usually Have to Study Per Day)

Below an Hour	1 Hour	2 Hours	2 Hours and More
41 (27%)	32 (28%)	28 (19%)	49 (33%)

Table 2 shows the time management of students based on daily study hours. Out of 150 respondents, 27% study for less than an hour, 28% study for one hour, 19% study for two hours, and 33% study for two hours or more.

Presentation of Results

Research Question One: What is the level of students' study habits in public secondary schools in Ovia North East Local Government Area of Edo State?

Table 3: Level of students' study habits in public secondary schools in Ovia North East Local Government Area of Edo State

S/N	ITEMS	SA	A	D	SD	Mean	Std. D.	Dec.
1.	I regularly create a study timetable and follow it consistently.	33	38	57	32	2.41	1.077	Disagree
2.	I prefer to study in a quiet and well-lit environment to enhance my concentration.	57	38	23	32	2.80	1.164	Agree
3.	I set clear academic goals for myself and monitor my progress regularly.	62	40	30	18	2.97	1.049	Agree
4.	I usually make sure to review my notes and textbooks before exams.	48	47	23	32	2.74	.956	Agree
5.	I tend to procrastinate and leave my studying to the last minute, which affects my performance.	58	32	37	23	2.83	1.108	Agree

Source: Researcher's Field Survey, 2024

Note: N = 150. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. Weighted average = $13.75 / 5 = 2.75$

Table 3 shows the level of students' study habits in public secondary schools in Ovia North East Local Government Area of Edo State. Items 1 and 4, with respective mean

scores of 2.41 and 2.74, are disagreed upon, indicating that most students do not regularly create a study timetable or consistently review their notes and textbooks before exams. Items 2, 3, and 5, with respective mean scores of 2.80, 2.97, and 2.83, are agreed upon, showing that students prefer studying in a quiet and well-lit environment, set academic goals for themselves, and admit to procrastination affecting their performance. The least mean score on the table is on item 1, while the highest mean score is on item 3. The weighted average of the table is 2.75, reflecting that while students generally practice some positive study habits, they still face challenges such as procrastination and a lack of consistent planning.

Research Question Two: What is the level of students' academic performance in public schools in Ovia North East Local Government Area of Edo State?

Table 4: Level of students' academic performance in public schools in Ovia North East Local Government Area of Edo State

S/N	ITEMS	SA	A	D	SD	Mean	Std. D.	Dec.
6.	I usually achieve good grades in my subjects, which reflect my academic performance.	61	23	37	29	2.67	1.163	Agree
7.	My academic performance in exams is generally satisfactory but could be improved with more consistent effort.	44	55	23	28	2.72	1.071	Agree
8.	I believe that my performance in school is a good reflection of my	47	41	33	29	2.58	1.119	Agree

	abilities and potential.							
9.	I often struggle to meet academic expectations, and my grades are usually lower than desired.	47	31	42	30	2.51	.961	Agree
10.	I tend to excel in subjects that I enjoy, but my academic performance in others is inconsistent.	13	37	42	58	2.13	.993	Disagree

Source: Researcher's Field Survey, 2024

Note: N = 150. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. Weighted average = $12.61 / 5 = 2.52$

Table 4 shows the level of students' academic performance in public schools in Ovia North East Local Government Area of Edo State. Items 6, 7, and 8, with respective mean scores of 2.67, 2.72, and 2.58, are agreed upon, indicating that students generally believe they achieve good grades, their academic performance is satisfactory but could improve with more effort, and their performance reflects their abilities and potential. Item 9, with a mean score of 2.51, also shows agreement, reflecting that students often struggle to meet academic expectations and their grades are usually lower than desired. Item 10, with a mean score of 2.13, is disagreed upon, suggesting that most students do not excel only in subjects they enjoy, and their academic performance is not inconsistent across subjects. The weighted average of the table is 2.52, which shows that students' academic performance is generally satisfactory but could be improved with more consistent effort and focus across all subjects.

H0₁: There is no significant relationship between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State.

Table 5: Pearson Product Moment Correlation (PPMC) coefficient on the relationship between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State.

Variables	N	Mean	SD	DF	r	P	Decision
Study Habit	150	2.75	0.743	740	.714	.000	Rejected
Academic Performance	150	2.52	1.053				

Source: Researcher's Field Survey, 2025

Analysis in Table 5 shows a significant relationship between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State. This is because the probability value ($P = 0.000$) is less than alpha ($\alpha = 0.05$) level of significance at a correlation index ($r = 0.714$), degree of freedom ($DF = 740$), and mean (2.75, 2.52) and standard deviation (0.743, 1.053) respectively. Hence, the null hypothesis, which stated that there is no significant relationship between study habit and academic performance, is hereby rejected at the 0.05 level of significance. It can be deduced that study habits significantly determine academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State.

H0₂: There is no significant difference between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State based on time management.

Table 6: t-test statistical analysis of the difference between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State based on time management.

Variables	N	Mean	SD	r	p	Decision
Below an hour to 2 hours	150	2.47	1.274	.841	.021	Rejected
2 hours and more	150	2.71	.753			

P < 0.05

Table 6 shows that the study habit of students with a mean of **2.47** and standard deviation of 1.274 in the category of "Below an hour to 2 hours" had a correlation coefficient (r) of .841 and a p-value of 0.210. The academic performance of students in the category "2 hours and more," with a mean of 2.71 and standard deviation of 0.753, was also analyzed. The p-value of 0.021 is less than the significance level of 0.05, leading to the rejection of the null hypothesis. Therefore, it can be concluded that there is a significant difference between study habit and academic performance in public senior secondary schools in Ovia North-East Local Government Area of Edo State based on time management.

Discussion of Findings

The findings of this study, according to Table 3, reveal that students in public secondary schools in Ovia North-East Local Government Area of Edo State exhibit mixed study habits, which impact their academic performance. Many students struggle with consistent study planning, as indicated by low mean scores for Items 1 (2.41) and 4 (2.74), suggesting that they do not regularly create study timetables or review their notes before exams. This aligns with Akinsola (2015), who identified poor planning as a barrier to academic success. However, students demonstrate awareness of other essential study habits, such as preferring a quiet study environment, setting academic goals, and recognizing the negative effects of procrastination, as reflected by higher mean scores for Items 2 (2.80), 3 (2.97), and 5 (2.83). These results support Adebayo and Tella (2016), who found similar trends, but procrastination remains a significant obstacle. The weighted average score of 2.75 suggests that while students have some positive study habits, there is a need for more consistency, better time management, and structured planning, consistent with the findings of Iwu and Nwosu (2020), who emphasized the importance of these factors in improving academic performance.

The findings in Table 4 highlight that students in public schools in Ovia North-East Local Government Area of Edo State generally perceive their academic performance as satisfactory but recognize the need for improvement through more consistent effort and focus. Items 6, 7, and 8 show that students believe they achieve good grades (mean

score of 2.67), that their academic performance is satisfactory but could improve with more effort (2.72), and that their performance generally reflects their abilities and potential (2.58). These results align with previous literature, such as Garba and Ahmed (2024), which suggests that students' self-assessment of their academic performance often correlates with their motivation and the quality of their study habits. However, the finding that students often struggle to meet academic expectations, as reflected in Item 9 (mean score of 2.51), suggests that there is a gap between perceived performance and actual achievement, which is consistent with research by Salim et al. (2022), indicating that self-reported academic satisfaction does not always align with objective performance outcomes. Additionally, Item 10 (mean score of 2.13) reveals that students perform consistently across subjects, contrasting with studies such as Leech and Lowery (2022), which indicate that students may excel only in subjects of personal interest. The weighted average of 2.52 further emphasizes that while students' academic performance is generally satisfactory, greater effort and focus are needed to bridge the gap between perception and actual performance, reflecting findings from Dike et al. (2022) on the importance of sustained effort for academic success.

In Table 5, the result reveals a strong positive correlation between study habits and academic performance, suggesting that students who maintain effective study habits tend to perform better academically. This aligns with previous research, such as Akinsola (2015) and Olatoye (2018), which emphasized the importance of good study practices in

improving academic outcomes. The rejection of the null hypothesis indicates that study habits are a significant predictor of academic success in this context. Students who engage in structured study activities, such as setting goals and planning, are more likely to achieve higher academic results. The significance of this relationship suggests that interventions aimed at improving students' study habits, such as time management skills and organized study schedules, could have a meaningful impact on their academic performance. This highlights the importance of incorporating study habit development into educational strategies for enhancing students' success.

Table 6 reveals that there is a significant difference between study habits and academic performance based on time management. Specifically, students who studied for "2 hours and more" had a higher mean score of 2.71, compared to those who studied for "Below an hour to 2 hours," with a mean score of 2.47. The p-value of 0.021, which is below the 0.05 significance level, led to the rejection of the null hypothesis, confirming that time management plays a significant role in influencing the relationship between study habits and academic performance. This suggests that students who allocate more time to their studies tend to perform better academically. These results align with previous studies by Iwu and Nwosu (2020) and Olatoye (2018), which emphasize the importance of effective time management for academic success. However, while time spent studying is significant, future research should explore how the quality and effectiveness of study time impact performance, as this may be a crucial factor influencing academic outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study investigated the relationship between study habits and students' academic performance in Ovia North-East Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised to guide the study. A questionnaire was designed to elicit information from the respondents. The questionnaire was face validated to determine appropriateness, clarity and suitability of the items. The Cronbach's Alpha reliability was used to ascertain reliability and a reliability coefficient of 0.785 was obtained. Questionnaires were distributed to one hundred and fifty (150) students from ten (10) public secondary schools in Ovia North-East Local Government Area of Edo State. The descriptive survey research design was adopted for the study. An analysis of data was done using frequency count, percentages, mean and standard deviation.

Findings

The following is the summary of the findings:

1. The level of students' study habits in public secondary schools in Ovia North-East Local Government Area of Edo State is mixed. While students demonstrate

positive habits like setting goals and preferring a quiet study environment, they struggle with consistent planning and procrastination.

2. Students' academic performance is generally satisfactory but could improve with more consistent effort. Students report good grades but often struggle to meet academic expectations and show inconsistency across subjects.
3. There is a significant relationship between study habits and academic performance. The study found a strong correlation between effective study habits, like goal setting and avoiding procrastination, and better academic performance.
4. Time management significantly affects the relationship between study habits and academic performance. Students who study for "2 hours and more" perform better than those who study "Below an hour to 2 hours," indicating better time management enhances academic outcomes.

Conclusion

The study explored the relationship between study habits and students' academic performance in public secondary schools in Ovia North-East Local Government Area of Edo State. Based on the findings, the researcher concludes that while students have some positive study habits, the inconsistency in planning and procrastination negatively affects their academic performance. Time management also plays a crucial role in the relationship between study habits and academic success. Therefore, improving study

habits and time management should be a focus to boost academic performance in the region.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Schools should encourage students to develop structured study timetables through workshops and programs focused on time management and planning.
2. Academic support programs like tutoring and study groups should be offered to help students improve their performance across all subjects.
3. Teachers should integrate lessons on effective study habits, goal-setting, and time management into their lessons to equip students with necessary skills for success.
4. Schools should promote study sessions of 2 hours or more, as the study found that longer study times lead to better academic outcomes.

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APPENDIX I

DEPARTMENT OF EDUCATIONAL MANAGEMENT

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

STUDY HABITS AND STUDENTS' ACADEMIC PERFORMANCE

QUESTIONNAIRE (SHAPQ)

Dear Respondent,

Please read the following questionnaire items and mark the responses that accurately reflect your preference where applicable. Your responses will be kept strictly confidential and used solely for research purposes. Please do not write your name.

Thank you.

Yours faithfully,

Researcher

SECTION A

Gender: Male () Female ()

Time Management: How many hours do you usually have to study per day?

Below an Hour (), 1 Hour (), 2 Hours (), 2 Hours and More ()

SECTION A

Keys to Responses: SA (Strongly Agree); A (Agree); D (Disagree); SD (Strongly Disagree)

S/N	ITEMS	SA	A	D	SD
Q1	What is the level of students' study habits in public secondary schools in Ovia North East Local Government Area of Edo State?				
1.	I regularly create a study timetable and follow it consistently.				
2.	I prefer to study in a quiet and well-lit environment to enhance my concentration.				

3.	I set clear academic goals for myself and monitor my progress regularly.				
4.	I usually make sure to review my notes and textbooks before exams.				
5.	I tend to procrastinate and leave my studying to the last minute, which affects my performance.				
Q2	What is the level of students' academic performance in public schools in Ovia North East Local Government Area of Edo State?	SA	A	D	SD
6.	I usually achieve good grades in my subjects, which reflect my academic performance.				
7.	My academic performance in exams is generally satisfactory but could be improved with more consistent effort.				
8.	I believe that my performance in school is a good reflection of my abilities and potential.				
9.	I often struggle to meet academic expectations, and my grades are usually lower than desired.				

10.	I tend to excel in subjects that I enjoy, but my academic performance in others is inconsistent.				
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APPENDIX II

RELIABILITY OUTPUT OF STUDENTS STUDY HABIT

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.224	5

RELIABILITY OUTPUT OF STUDENTS ACADEMIC PERFORMANCE

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items

.785	5
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