

**FACTORS AFFECTING THE PERFORMANCE OF PARTICIPANTS IN LITERACY
EDUCATION IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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MAY, 2024

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**A PROJECT WORK WRITTEN IN THE DEPARTMENT OF ADULT AND NON FORMAL
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CERTIFICATION

We, the undersigned, certify that this project was written by Linda Chiamaka CHIAKA in the Department of Adult and Non Formal Education, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project work is dedicated to God Almighty.

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ABSTRACT

This study assesses factors affecting the performance of participants in literacy education in Egor Local Government Area of Edo State. To guide the study, five (5) research questions were raised and were further formulated to their corresponding hypotheses.

A descriptive research design was adopted. The population of this study consists of all Junior Secondary School three (JSS 3) Students in Egor local Government Area of Edo State (755 male students and 775 female students). Simple random sampling technique was used to select one hundred and fifty (150) junior Secondary School three (JSS 3) public secondary school students. The instruments used for the study was Factors Affecting Participants Performance in Literacy Education Questionnaire “FAPPLQ”. The instrument was validated by research experts including the researcher’s supervisor in Faculty of Education, University of Benin, Benin City. The reliability of the instruments was obtained using Cronbach Alpha method. Data were collected and analyzed using Pearson Product Moment Correlation

The findings revealed that: Authoritarian parenting style, Permissive parenting style, Agreeableness adolescent personality characteristics and Neuroticism adolescent personality characteristics significantly relate to deviant behaviour in adolescent in Oredo Local Government Area while Authoritative parenting style and Extraversion adolescent personality characteristics do not. Also, parenting style and adolescent personality characteristics significantly relates to deviant behaviour in adolescent in Oredo Local Government Area. Study habit, Memorization, Note-taking, Preparation for test and examinations and Self-testing significantly affect academic performance of participants in literacy education in Egor Local Government Area. Based on the findings, it was recommended among others that: Government should provide ways of improving study habits in secondary schools e.g by providing well equipped library buildings

and facilities and Students should be taught time management and how to utilize their time for study as well as prepare for test and examination.

CHAPTER ONE

INTRODUCTION

Background to the Study

Literacy education is important for gaining knowledge and understanding the world, and it is a prerequisite for an individual to become a good reader. The Program for International Student Assessment 2018 (PISA 2018) defined literacy education as “understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society.” From this definition, literacy education is a foundation for full participation in contemporary society, requiring students to be able to integrate and put into practice textual information with prior knowledge while weighing the accuracy of arguments in and reflecting on the information conveyed by the text. Today’s literacy education is no longer a skill acquired only in the early years of education but an evolving skill and strategy, and it’s focus is no longer on collection and memorization but on acquisition and use of information.

Literacy education expands ones knowledge of reading and writing in order to develop one’s thinking and learning for the purpose of understanding oneself and the world. Literacy education has become a prerequisite for individuals to successfully participate in life and work. Literacy is a continuum of learning and proficiency in reading, writing and using numbers throughout life and is part of a larger set of skills, which include digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills. Literacy skills themselves are expanding and evolving as people engage more and more with information and learning through digital technology. It empowers and liberates people. Beyond

its importance as part of the right to education, literacy improves lives by expanding capabilities which in turn reduces poverty, increases participation in the labour market and has positive effects on health and sustainable development. Women empowered by literacy have a positive ripple effect on all aspects of development. They have greater life choices for themselves and an immediate impact on the health and education of their families, and in particular, the education of girl children.

Literacy skills are critical to education since they influence students' abilities to learn about challenging topics, communicate thoughtfully and retain information. Teachers are crucial in helping students fully develop these skills. When educators create an environment where literacy is a priority, students are empowered to become engaged learners. In addition to being important to workers themselves, it is also crucial for enhancing a nation's cultural soft power and competitiveness and is an important indicator of a nation's social civilization and comprehensive national power (Luo 2016). Identifying the factors that significantly influence performance of participant in literacy education and understanding factors influencing literacy education would help students improve their reading literacy and performance in literacy education, which are crucial to the development of education policy making, top-level curriculum design, and improvement in classroom teaching strategies.

Students' or participants' performance in literacy education could be influenced by a variety of factors, including learning strategies, family support, school instruction, personality characteristics of the learner, intelligent quotient, family background, socio-economic status, learning styles and methods of study. Furthermore, the organizational climate of the school, curriculum planning, availability and access to relevant textbooks in well-equipped libraries, teaching-learning set up, home influence, health, psychological situations like motivation,

anxiety, depression, readiness and state of mind, among others could also be contributing factors to academic performance of participants in literacy education. However, for the purpose of this study, study skills, memorization, note-taking, preparation for test and examinations, and self-testing, would be investigated.

Academic performance in literacy education and its pursuit would be futile unless interest, ability and good study skills are inculcated and properly executed. These study skills when practiced overtime becomes habits. According to York (2015), the concept of study habit is broad as it combines nearly all other sub-topics under it such as study attitude, study method, and study skill. Farooq (2011) described study skills, academic skill, or study strategies as approaches applied to learning. Study habits can be termed as study routines or a standard procedure which an individual consistently follow in one's academic journey. In such a study routine, various activities may come like frequency of studying sessions, review of subject matter, self-testing, practice of learned material and learning in an appropriate environment. According to Sharma (2012), study habits are those activities or deeds which are purposefully carried out by students for improving their learning process or skills. Hence study habits are those techniques which students employ for their studies on regular basis.

Study habit is one of the greatest students' learning factors that could hugely influence students' academic performance in literacy education (Sharma 2012). Hence Díaz-Morales et al., (2015), noted that academic performance of learners in any subject may well be marred or enhanced depending on their approach to studying.

Another factor that could affect the performance of participants in literacy education is memorization. Memorization is a mental activity deliberately taken by any individual in order to remember necessary information in one's life (Sharma, 2018). There are various strategies which

assist in memorization like use of mnemonics (abbreviations of concepts), rehearsal or practice after a short period of time, relating new material with previous ones and chunking. Thus, the students must be aware of all these strategies for improving their memorization. It is assumed that memorization can be effective in enhancing student's academic performance in literacy education.

Note taking is another factor that could as well affect the performance of students in literacy education. Note-taking is one of the habits/activities that is believed to aid learning and remembering and consequently enhance academic achievement. Taking of notes is an effective skill which is important for every student as it assists in retaining, recalling, remembering and reciting the necessary information. It is a skill of write quickly and gets down the basic concept and use shorthand strategies which allow the students to quickly access to the information in their notes when it is needed. Adaptability in taking notes is like conquer the half battle.

Preparing for test and examinations may help students to improve their academic performance in literacy education. Tests and examinations are specially designed tools for assessing the student's achievement. Preparing for test and examination is an important step as it motivates the students to study. According to Akbari, Ghanbari, and Ghanbari, (2013) students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time. They added that students who are anxious on examination day are typically the procrastinators who come unprepared.

Self-testing is a study technique employed by most students to test their level of comprehension and achievement before the actual testing is done. Here the learner, after studying, prepares envisaged areas of testing and raises questions to determine his/her level of achievement. This can be done at any time in the course of learning and while preparing for tests

or examinations. Such testing helps the learner to have answered most of the testing questions before the actual testing and at the same time aid retention of content into memory and improvement. In a nutshell, it may enhance academic performance of the learner. This study will investigate its influence on academic performance of students.

Despite the required intelligence, some learners could fail to maintain expected academic performance, which could be attributed to poor study habit, memorization, note-taking, preparation for test and examinations, and self-testing. The difference between a successful student and an unsuccessful one may then rest with their approach to study which is study habit memorization, note-taking, preparation for test and examinations, and self-testing. Therefore, improving the academic performance of students in literacy education may require that students improve their study habits, memorization, note-taking, preparation for test and examinations, and self-testing in different areas. These approaches/strategies are an array of skills which tackle the process of organizing and taking in new information, retaining information, recall or dealing with assessments. Based on the above premise, the researcher intends to investigate factors affecting the performance of participants' literacy education in Egor local government area of Edo State

Statement of the Problem

Literacy in education is the foundation for all other academic knowledge and skills. Learning to read with comprehension and write effectively opens the door to shared knowledge, understanding, communication and critical thinking. It helps further cement new concepts by allowing students to describe these items in their own words. It encourages logical thinking by forcing students to organize their thoughts. It also helps them learn how to tell a story,

communicate ideas and record important moments. Acquiring literacy is not a one-off act. Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world.

Hence, the performance of participants in literacy education is of great concern to stakeholders in education. For example, parents on their own employed home lesson teachers that could teach their children/wards how to read and write. Government on the other hand organized in-service training and seminars for teachers and teachers on the sides create time to develop themselves by attending seminars and training that could enhance their teaching pedagogy in this 21st century.

As a result, it has been observed by the researcher and has been reported by some examination bodies like WAEC, NECO and NABTEB that some parents enrol their wards in special centres for the purpose of examination malpractice, teachers are being bribed help students pass examinations, government officials like examination supervisors take bribe to allow students cheat during examination, students facilitate the purchase of examination questions before examinations, take prepared answers into examination halls. All these are done in a bid to have good academic grades which is a measurement of good academic performance. These habits have serious implications for the individual students, parents, school system and the society at large. Students will find it difficult to defend the certificates they carry when the need arises. Hence, the researcher deems it necessary to investigate some factors that could affect the performance of participants in literacy education in Egor Local Government Area of Edo State.

Research Questions

The following research questions were raised to guide the study:

1. Does study habit affect academic performance of participants in literacy education in Egor Local Government Area?
2. Does memorization affect academic performance of participants in literacy education in Egor Local Government Area?
3. Does note-taking affect academic performance of participants in literacy education in Egor Local Government Area?
4. Does preparation for test and examinations affect academic performance of participants in literacy education in Egor Local Government Area?
5. Does self-testing affect academic performance of participants in literacy education in Egor Local Government Area?

Hypotheses

To further guide the study the research questions were formulated to their corresponding hypotheses

1. Study habit does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.
2. Memorization does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.
3. Note-taking does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

4. Preparation does not significantly for test and examinations affect academic performance of participants in literacy education in Egor Local Government Area.
5. Self-testing does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Purpose of the Study

The main purpose of this study was to determine the factor that could affect the performance of participants' literacy education in Egor local government area of Edo State. Specifically, the study also aimed to determine if:

- study habit affect academic performance of participants in literacy education in Egor Local Government Area.
- memorization affect academic performance of participants in literacy education in Egor Local Government Area.
- note-taking affect academic performance of participants in literacy education in Egor Local Government Area.
- preparation for test and examinations affect academic performance of participants in literacy education in Egor Local Government Area.
- self-testing affect academic performance of participants in literacy education in Egor Local Government Area.

Significance of the Study

The findings of this study will be a major contribution to the bank of knowledge on the factor that could affect the performance of participants' literacy education; and will also be beneficial to students, instructors/teachers, parents/care-givers, policy makers, government and future researchers. Students who are the primary beneficiary of the findings of this research will find this study useful, as it will enlighten them on the need for improving their study habit for better performance in literacy education. It will help them to acquire the skills for better study habit. It will also empower them with the necessary skills like note taking, memorization, preparation for test and examination and self-testing needed to study and overcome the pressure from the other variables that will distract them from their study.

Teachers will benefit immensely from this research because it will be a useful tool in handling poor study habits among students, considering the dangers of poor performance in literacy. This study will also educate them on the need to make teaching and learning a pleasurable exercise and not a boring one. The outcome of this study will enlighten parents/guardians/caregivers and make them have thorough knowledge on factors that enhance participants' performance in literacy education and ways of improving it and its implications to the growth and development of the individuals and the nation at large. In addition, the need to prepare the child for tomorrow should be paramount in their schedule and not preparing tomorrow for the child. Because if the child is not prepared for tomorrow, he/she will not be able to fit into it as the needed skills will be missing.

Finally, other researchers in the field of education, sociology, management, psychology and social sciences will find this study useful in carrying out further

researches on improving and enhancing performance of participants in literacy education among secondary school students.

Scope and Delimitation of the Study

This scope of this study was the factors affecting the performance of participants' literacy education in Egor local Government Area of Edo state. It investigates study habits, memorization, note-taking, preparation for examinations, and self-testing as the factors that could affect performance. This study was delimited to students in public senior secondary schools (SSS 2) in Egor Local government Area of Edo State.

Conceptual Definition of Terms

The following terms as used in this study have been defined to avoid misinterpretation

Literacy Education: literacy education as “understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society

Memorization: Memorization is a mental activity deliberately taken by any individual in order to remember necessary information in one's life

Note-taking: It is a skill of write quickly and gets down the basic concept and use shorthand strategies which allow the students to quickly access to the information in their notes when it is needed. Adaptability in taking notes is like conquer the half battle.

Performance: This refers to what the student has learned or what skills the student has learned which is usually measured through assessment like standardize test, and performance assessment.

Self-testing: Self-testing is a study technique employed by most students to test their level of comprehension and achievement before the actual testing is done.

Study Habits: Study skills are study routines or a standard procedure which an individual consistently follow in one's academic journey.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the review of related literature will be presented under the following sub-headings:

- Theoretical Framework
- Conceptual Framework
- Concept of Literacy Education
- Concept of Academic Performance
- Measurement of Academic Performance
- Factors Affecting Performance of Participants in Literacy Education
- Empirical Study
- Summary of Reviewed Literature

Theoretical Framework

This study is anchored on Thorndike's Theory of Reinforcement. This theory was propounded by an American psychologist, Edward Lee Thorndike in 1913. He carried out experiments to study how non-reflexive behaviour can be modified from experiences. Thorndike in his study considered the strengthening of connection between stimulus and response as being responsible for the formulation of habits. As such, Thorndike formulated some basic principles of learning which are:

- i. The law of effect,
- ii. The law of exercise,

iii. The law of readiness.

Thorndike, in his principle of effect observed that learning consists of forming association, bonds or relationship between stimulus and response through reinforcement and further asserted that such “association” or “habits” become strengthened or weakened by the nature and frequency of stimulus response pairing. Thorndike stressed environmental stimulus (study approaches) as one of the tools for modifying behaviour and increasing task performance. This theory states that responses which bring unpleasant reward (poor academic performance) would not recur. In effect, this is the rationale behind rewards and punishment. When a student performs well academically in school, he/she is rewarded, hence, the satisfaction for learning hard, so as to obtain the reward in future. The principle of effect is based on the emotional reaction of the student. It has a direct relationship to motivation. This explains that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant reinforcement. The student will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more apt to lead to success and motivate the learner.

As earlier noted, the principle of effect, states that the consequence or effect, of a response will determine whether the tendency to respond in the same way in the future will be strengthened or weakened. Responses (studying) closely followed by satisfying consequences (better academic performance) are more likely to be repeated. Given the above position in Thorndike’s law of effect, it can be deduced that students’ study habits, memorization, note-taking, preparation for test and examination and self-testing can be strengthened or weakened by the nature and frequency of stimulus response

received from the learner's environment (poor or better academic performance), which can motivate the child positively or negatively in his/her study. These can stimulate the learner to respond positively or negatively to his or her study and task performance.

Conceptual Framework of the Study

Independent Variables

Dependent Variable

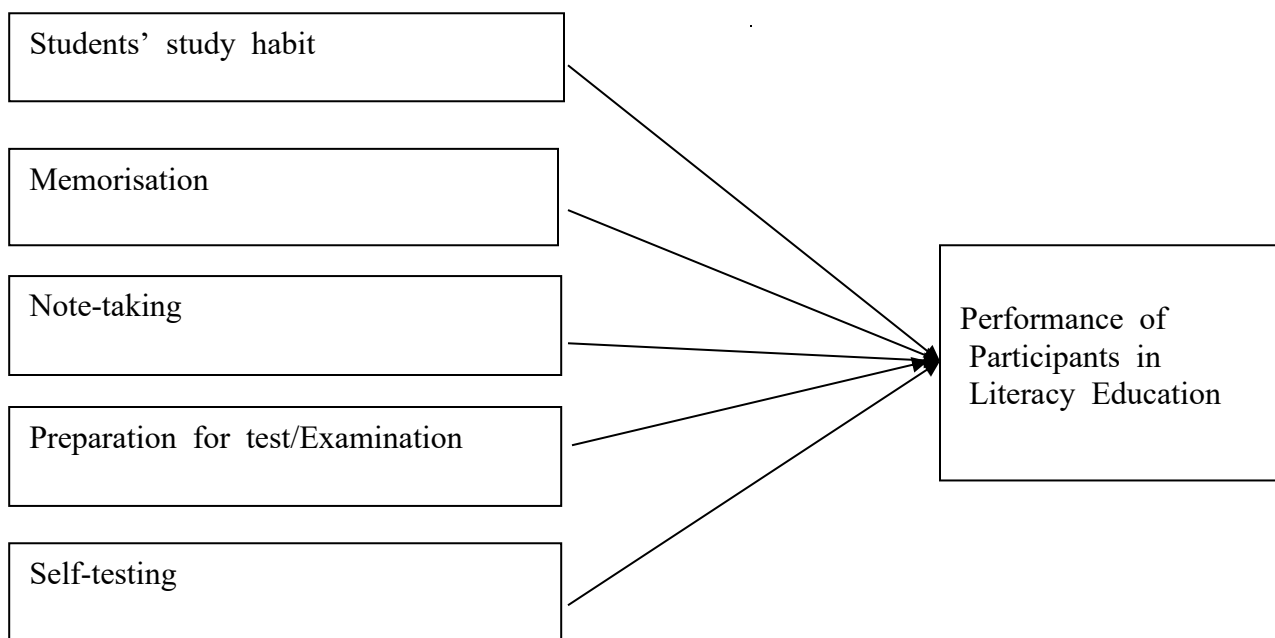


Figure 1

The conceptual model for this study is presented in Figure 1 above. This is based on the Stimulus-Organism-Response (S-O-R) paradigm which is built on the behavioural theory propounded by Skinner and further developed by Kanfer and Philips (1980), Egbochuku (1997), Igbineweka (2013) and modified by the researcher. The model presented above explains how the different variables of the study (study habits,

memorization, note-taking, preparation for test and examination and self-testing) could affect the performance of participants in literacy education. The figure 1 of the conceptual framework also showed the independent variables on the left hand and the dependent variable on the right hand. The arrows indicate the relationship of the independent variables with the dependent variable. This means that, a change in the independent variables will lead to a little or no change in the dependent variable.

Concept of Literacy Education

Literacy as a concept brings up many ideas with varying degree of charity in the many people. The term literacy is commonly taken to mean the art of reading, writing or those about to read and write. Literacy can be seen as a basic communication skills that enables an individual to extent the range of his contact well beyond his immediate environment (Tarahorm & Kongkeaw, 2014). Mass literacy has long been argued to be a necessary but not sufficient condition for sustained development to take place and there is an extensive literature on the problems of increasing literacy rates. The world now has almost one billion adult as its illiterates and over 95% of these are to be found in the developing countries. Disproportionate number of illiterates is females, from poor households and members of minority groups within their own countries in absolute numbers. China and India have the most illiterate as a result of their large population, profiles of illiteracy rates by age group and sex have proved slow to change over time though overall level of literacy have improved considerably (Mingsakoon 2003).

According to Brevik, Olsen and Hellekjær, (2016), literacy is a process by which one expands one's knowledge of reading and writing in order to develop one's thinking and learning for the purpose of understanding oneself and the world. This process is fundamental to achieving competence in every educational subject. Educational literacy is hugely important and is the driving factor in how well students make progress. Historically the modern foundation of formal education in Nigeria had its root laid by the British in Levi after World War II that brought the need to extend education to large number of Nigerians. This leads to the setting up of colonial secretary advisory committee in 1944 with the intention of considering the best approach to the problems of mass literacy and adult education (Elliot, 2005). Their suggestions gave intelligent guidelines for the development of adult education and literacy education in the British dependencies. They stressed the need for a more generalized system of education with the interest of the British government showed in the direction of providing some sort of adult literacy education to the masses various experiments were embarked upon with the view to establishing and promoting adult literacy education to the various communities (Elliot, 2005). A practical manifestation of this interest was that the colonial administration started to encourage the local people and arouse their interest in establishing evening classes. Furthermore efforts to provide functional literacy stemmed from the report of the UNESCO world conference of education ministers at Teheran in 1965 in which Nigeria participated. The recent world conference on education for all called for reduction in the adult literacy levels to one half of the existing values. UNESCO, definitions of functional literacy is that “a person is functionally literate who can engage in all those activities in which literacy is required for effective functioning

of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community development”.

There remains a problem in translating this simple definition into practice. Two principal methods have been advocated: self assessment (e.g. through consensus questioning) and the use of standardized literacy tests. Indirect self assessment methods carry a high risk of error and over reporting, particularly when carried out using untrained interviewers (Dillaha, and Rodgers, 2017). In many surveys the ability to read aloud from newspaper is used as a criterion though this may not indicate comprehension or other use of the ability of the respondents to write their names as the criteria. According to Dillaha, and Rodgers, (2017) some assessments include basic numeracy as an integral part, but practice on this is inconsistent. At the most unreliable level respondents are asked “can you read and write?” with no capability to test the veracity of the response or differentiate levels of facility. Literacy may be defined in a mother tongue or in a national language and this is likely to affect the number of illiterate identified. Creswell (2008) opined that direct methods that involve standardized testing are expensive to administer and also suffer from problems of reliability and validity. Wagner (2010) proposes new approaches to assessment which employ both direct and indirect measures of literacy, attempt to differentiate levels of facility and recognize the context in which literacy is acquired and used.

UNESCO (2016) has developed a series of concepts which illustrate some of the shifting approaches that have been employed in literacy. These include fundamental education, community development, and universal literacy. Work oriented literacy and

cultural literacy. However, according to Jones (2019) none of these have stayed in place long enough to have acquired an adequate theoretical grounding. In reality, many of the assertions made in the literature about relationships between literacy and development are hypothesis for which there may be circumstantial evidence but no rigorous justification while it is generally accepted that literacy is a necessary condition for access to ideas from the wider world and that “modernization in attitudes and disposition is closely associated with the possession of literacy more specific relationships have proved difficult to unravel. This is partly because literacy is a social construction and is significantly in determining and being determined by the prevailing social order, Oxenham (2019). It is being increasingly recognized that literacy is a relative construct and is in the practice context dependent. Global definitions therefore appear both elusive and unattainable (Winchester 2013). The implication is that literacy programmes need clear objectives that are grounded in different socio-economic context and the criteria for improvement are unlikely to be universal, or if they are they will be at the lowest level of cross cultural generalization.

Reading literacy is important for gaining knowledge and understanding the world, and it is a prerequisite for individual to become a good reader (Dreher and Mikulecky., 2000). The Program for International Student Assessment 2018 (PISA 2018) defined reading literacy as “understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society.” PISA 2018 takes reading literacy as a foundation for full participation in contemporary society, requiring students to be able to integrate and put into practice textual information with prior knowledge while weighing the accuracy of

arguments in and reflecting on the information conveyed by the text (OECD, 2019). As seen in the PISA definition, today's reading literacy is no longer a skill acquired only in the early years of education but an evolving skill and strategy, and its focus is no longer on collection and memorization but on acquisition and use of information (OECD, 2010).

Concept of Academic Performance

The concept of Academic performance is believed to possess an amorphous nature, since it broadly incorporates various factors ranging from attaining a professional degree to the development of students in the moral sense (York, et al. 2015). In educational situation, academic performance refers to how well a student meets standards set out by the government and the institution (Kumar et al. 2021). It is a combination of psychological, social, and economic factors crucial for proper multifaceted growth of students. Academic performance is the maximum performance in all activities at school after a period of training (Merriam & Brockett, 2017). Academic performance of students is the key feature (Rono, et al. 2014) and one of the important goals (Naradet al. 2016) of education, which can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. Academic performance refers to what the student has learned or what skills the student has learned and it is usually measured through assessment like standardize test, and performance assessment (Cambridge University Reporter, 2003). Academic performance is the outcome of the educational goals that are achieved either by the students or the teacher. This performance is always assessed through mechanisms as homework, oral tests and

presentations, and examinations. It is mainly considered to evaluate enhancement throughout the learning process. From the above definitions, academic performance can be said to be the outcome of the achievement of educational goals which are measured through different test (oral tests, examinations, homework among others).

Performance is the result achieved by students after carrying out the lecture process. It is commonly measured on the basis of scores from examinations or continuous assessment but there is no general agreement on how best it should be tested or which aspects is most important. Performance refers to students' performance measures which students, teachers, institutions or schools used to determine the extent to which objectives have been met. It simply indicates the learning outcomes of the students. Fadipe (2000) defined students' performance as a concept used to quantify the observable manifestation of knowledge and ideas of the learner. According to him, it is the application of a learned product that at the end of the process provides mastery of the subject. Good (2009) defined students' performance as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Similarly, Karanataka (2009) viewed students' performance as the ability to study, remember facts, being able to communicate the knowledge verbally or in a written form.

Verešováa and Maláa (2016) mentioned that students' performance of a student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even under examination conditions. Bossaert et al. (2011) see students' performance as student's success in meeting short or long term goals. In the same vein, Tsavga (2011) views students' academic performance as

referring to a students' strong performance in a given academic area. According to Aliade (2008) students' performance is sometimes referred to as academic performance both in curricular and co- curricular activities of the students.

Students' performance also allows students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. According to Ogunmakinet al. (2013), students' performance is one of the top priorities in schools. It is so important that parents, teachers and society in general are much worried and apprehensive about the way to improve it. It is used to measure the extent to which a student, teach, school or institution has achieved the stated educational goals. Students' performance which is the yardstick to measure educational outcomes is paramount to the economic, scientific and technological advancement of a nation. Performance is the result achieved by students after carrying out the lecture process. It is commonly measured on the basis of scores from examinations or continuous assessment but there is no general agreement on how best it should be tested or which aspects is most important. Academic achievement refers to students' performance measures which students, teachers, institutions or schools used to determine the extent to which objectives have been met. It simply indicates the learning outcomes of the students. Fadipe (2000) defined students' performance as a concept used to quantify the observable manifestation of knowledge and ideas of the learner. According to him, it is the application of a learned product that at the end of the process provides mastery of the subject. Good (2009) defined students' performance as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.

Similarly, Karanataka (2009) viewed students' performance as the ability to study, remember facts, being able to communicate the knowledge verbally or in a written form.

Verešová and Malá (2016) mentioned that performance of a student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even under examination conditions. Bossaert et al. (2011) see students' performance as student's success in meeting short or long term goals. In the same vein, Tsavga (2011) views students' performance as referring to a student's strong performance in a given academic area. According to Aliade (2008) students' performance is sometimes referred to as academic performance both in curricular and co-curricular activities of the students. Students' performance is monitored by those inside and outside the schools/institution that are in position to influence decisions. Sunday-Piaro (2018) pointed out that, students' performance is contingent upon a number of factors including: previous educational outcome, socio economic status of the parents, parents educational background, self-effort and self-motivation of students, learning preferences, standard and types of schools/educational institutions in which students study. Durden and Ellis (2005) pointed out that, the measurements of students' previous educational outcomes are the most important indicators of students' future achievement. In other words, the higher the previous appearances, the better the students' academic achievement in future endeavours. However, Roddy and Talcott (2006) in their study on the relationship between previous students' performance and subsequent performance at university level found that learning or study habit, at graduate level and the scores secured did not predict any academic

performance at university level. They concluded that future academic performance is not determined by preceding performance. According to Okpala (2011) students' performance is measured by educational assessment and it is influenced by personality, motivation, opportunities, education and training. He further reiterates that these factors play a significant role on academic performance of students.

Measures of Students' Performance

Owing to the amorphous nature of performance, a number of instruments can be used to measure the same, keeping in view the very perspective which is being taken into consideration. A majorly used yardstick to measure academic performance has been the "GPA". This evaluates performance of the students in a particular semester or term (Stephan et al., 2002). The same measure was utilized by Darling (2005), Galiher (2006), and Hijazand (2006). Academic performance could also be assessed by the performance of previous year's result or the outcome of a particular subject (Ogbodo, 2010). According to Narad et al., (2016) academic performance, which is the knowledge gained and is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time, is measured by using continuous assessment or examinations results. Since long, Grade Point Average (GPA) has been assumed to have a direct connect with the general acumen and career potential of individuals owing to which GPA is considered as a standard measure of academic performance of students. Based on an extensive review of the available literature in this study, secondary school students would be the participants and their term's performance would be used to access the effectiveness of study habit training.

Factors Affecting Performance of Participants in Literacy Education

Study Habit

In education disciplines, psychologists among others have defined study habit to suit the context of their study. To understand this concept, it is imperative that we understand the meaning of study and habit. Study habit could be referred to as learning which leads to the achievement of a learner's goal, through a prescribed pattern of steady behaviour. Study habits are the methods of study used by students during an academic course within an appropriate environment; in other words, it is the ability of students to manage time for the successful accomplishment of academic tasks (Ozsoy et al., 2009). According to the definition presented by Bajwa et al., (2012), they introduced study habits as the method selected by the student for private study or the technique used to dominate a topic after classroom learning. Study habits play an important role in academic success, and effective study cannot be conducted without using these skills. Students who have better academic achievements adopt a wider utilization of these skills than those who make poor progress (Najaf, 2004). In a study, it was found that about one third of secondary students are at risk of academic failure with poor study habits (Osa-Edoh et al., 2012). Hence, Ryan et al., (2011), opines that study habit is the predispositions which learners have acquired regarding isolated studying over time. Study habit can be described as series of studying activities embarked on by students with a view to ensuring learning effectiveness. According to Asikhia (2010), a good study habit should be logical, dynamic, functional and relevant to the personal characteristics of the individual students. These habits, determined purposes and enforced practices that the individual uses in order to learn.

The success of an individual depends upon his study habits. A study habit is; buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. According to Alutu (2016) the key to a successful student depends largely on how he/she manages his/her time and this must become a habit. If this is done effectively, it would undoubtedly increase productivity of academic activities. Without time planning, a student will attend to academic and other life issues haphazardly and this can create problems.

Study Habit and Performance of Students

Academic performance of students at secondary school requires study plan, reliable resources, regular effort and proper study habits and styles. Academic achievement is a complex student behaviour that underlies several abilities, like memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions, to name a few. Educational psychologists and researchers have argued that there are many determinants of academic achievement (Asikhia, 2010), school factors like good environment, school libraries, nutrition and so on. Researches carried out in different parts of the world have highlighted the importance of study habits in children's' educational affairs for improving their academic achievement (Osa-Edoh et al.,2012). For academic achievement, being smart is more important than being intelligent and hardworking and involves being practical, having common sense and using better organization and application of good study habits. Billings (2012) found that certain bad study habits result in poor academic performance whereas certain good study habits result in high academic performance.

Adeyele et al., (2012), on the basis of data of National Assessment of Educational Progress, demonstrated a positive relationship between good study habits and academic achievement of 8th and 9th Grade students. They also suggested good study habits to significantly enhance academic achievement of the pupils. Good study habits are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results.

It has also been discovered that poor academic performance is occasioned by poor study habit while good study habits contribute to high academic performance, Poor study habit also lead to involvement in examination malpractice. It has been suggested through research that poor study habit is the major reason for involvement in examination malpractice by Nigerian students. On the other hand, bad study habits are negative or non-productive study habits which are undesirable and counter-productive to students' academic performance (Mihaela, 2015). When developed and utilized by students at all levels, they tend to hamper academic progress and performance of the users. Some bad reading habits are studying with friends, listening to loud music, studying in uncomfortable conditions, cramming, and so on.

Study habits in student's life play a major role in their academic achievement, because without studies no one can be successful. York et al., (2015) identified poor study habit as one of the major causes of students' poor performance in examination as well as encouragement to be involved in examination malpractice so as to pass examinations. From the study of York et al. (2015) on a correlational study of academic achievement and study habits: issues and concerns, analyzing data on the correlation

between study habits and academic achievement, it revealed that the correlation coefficient between study habits and academic achievement is 0.695. This shows positive correlation between academic achievement and study habits and the magnitude of the relationship is high and strong. It means that when there is an increase in the scores of study habits there will be also an increase in the academic achievements of the students.

Furthermore, the above stated study analysing data for good and bad study habits, found that the mean score of the academic achievement of the students having good study habits is 72.7046 and that of the students having poor, study habits is 57.8943. The standard deviation scores are 7.0453 and 7.2317 for the students having good and poor study habits respectively. The calculated t value is 10.78. The tabulated t value at 106 degree of freedom is 1.98 at 0.05 level of significance and it is 2.63 at 0.01 level of significance. Here, the calculated value of t is greater than tabulated value of t at both the level of significance, so this hypothesis shall also be rejected. It means that the academic achievements of the students having good and poor study habits differ significantly and the students having good study habits achieve higher than the students having poor study habits.

Osa-Edoh et al., (2012) surveyed the study habits of selected secondary school students of Egor Local Government Area in Benin City. In this study for collecting the data a standardized inventory of study habits was used on fifty students selected from five private schools in Benin City. After analysing the data in this study it was concluded that study habits and academic performance was highly correlated and further the difference was also found in the study habits of students which were attributed to the fact that students did not know how to study and those who managed to study did

not adopt effective study methods. In the study, it was concluded that improper study habits were one of the root cause of dwindling education standard.

Schneider et al., (2017), carried out a study to predict the success in a first-year engineering course. In this study, researcher explored the factors affecting the success of engineering students in their first-year courses and considered the role of study habits on their success. Student's success was predicted by using students study habits. It was found that students, who demonstrate poor study habits, are most likely the ones to have low academic achievement. Having good study habits could reduce the failure rate within educational institutions since studying tends to increase a student's academic ability. Therefore, while some students may not find studying to be interesting, it is quite effective for achieving good overall grades.

Looyeh et al., (2017) studied the relationship between the study habits and the academic performance of medical sciences students in Rasht, Iran. 461 students from different courses at the Guilan University of Medical Sciences were selected based on a stratified random sampling method. The data collection tools included Palsane and Sharma Study Habit Inventory (PSSHI) with 8 areas (division of time, physical status, ability to read, noting, learning motivation, memory, exams, and wellness) and 45 items. The data from this research were analysed using mean descriptive and inferential statistical tests, standard deviation, Spearman's correlation coefficient, and multiple regressions with a significance level of $p < 0.05$. Results: The mean of the overall status of the students' study habits was 48.35 ± 10.37 from 90. The academic performance of the majority (67.2%) of the students was estimated to belong to the intermediate level. Data suggests that the academic performance of the students had the

highest correlation with the field of noting ($p < 0.0001$ and $r = 0.234$), while the lowest correlation was with the wellness area ($p = 0.03$ and $r = 0.101$). In general, the correlation between study habits and academic performance was significant ($p < 0.0001$ and $r = 0.229$). In addition, the study habits score can predict 6.8% of the changes in academic performance ($R^2 = 0.068$). In conclusion, owing to the existence of a significant relationship between study habits and academic performance, education administrators and planners can enhance students' study habits with the inclusion of appropriate educational content, especially their skills of noting and reading their notes, and thus improve their academic performance.

Note-Taking

This is one of the habits/activities that is believed to aid learning and remembering and consequently academic achievement. Note-taking when properly done, involves not only reading and writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. It may not be as easy as it seems to be the observer. It involves the thought and hearing ability of the individual (Osa-Edoh et al.,2012). Note-taking may have detrimental effect for students who are slow in listening efficiency. Taking notes is an effective skill which is important for every student as it assists in retaining, recalling, remembering and reciting the necessary information (Sharma, 2018). It is a skill of write quickly & gets down the basic concept and use shorthand strategies which allow the students to quickly access to

the information in their notes when it is needed. Adaptability in taking notes is like conquer the half battle.

Aids for effective note-taking are in the form of short abbreviations; for example, "b/w" to mean between. These abbreviations would be helpful to the slow writer. Care needs to be taken to see that only relevant ideas are included in a note, whether it is in a lecture or from a text book. The following procedure has also been suggested (Osa-Edoh et al., 2012);

- a. Read through the text carefully
- b. Read through it again picking out the key points that the section covers and writing them down as headings on separate pieces of rough paper.
- c. Make note on pieces of paper under each key point.

These notes would be useless if they are not reviewed consistently and regularly particularly just before examination. Educators emphasized that unless a student has an exceptional memory, it is difficult to master and recall accurately all the main points and relevant details in a study material by merely reading it. Note taking in classroom is an important learning activity. Taking note from the book greatly contributes to studying.

Note taking is a valuable primary way of creating records of subject matter presented in class for later review. Nyarko (2010) declared that access to good notes is not enough but should be complemented with better time management to yield a good CGPA. Furthermore, it also found that the quality of notes taken by students significantly and positively related to test performance.

Memorization

Memorization is a deliberate mental activity taken by a student to commit portions of writing into the short-term memory for the purpose of recall when needed, especially during a test or examination. Memorization is a mental activity deliberately taken by any individual in order to remember necessary information in one's life. There are various strategies which assist in memorization like techniques of mnemonics, rehearsal or practice after a short period of time, relating new material with previous ones and chunking. Thus, the students must be aware of all these strategies for improving their memorization.

Self-Testing

Testing is a process of examination or critical examination, judgement, decisive trial by means or certain standard to establish the knowledge base of a learner. Testing can be done by the school, government agency or by the individual student. In the course of personal study, students sometimes adopt the strategy of asking themselves anticipated questions from the study area to ascertain their level of comprehension or mastery of the subject matter. This is the procedure where the student draws questions from the study area and attempts to answer them correctly in the course of study. It is a procedure adopted by a student to understand various aspects of academic work. It is done to anticipate possible area where test questions will be drawn from by the examiners. It has been established by various researchers that self-testing is an effective study habit that enhances students' academic achievement. This study will therefore

establish if self-testing is potent in improving academic performance of students in Edo State.

Preparation for Examinations/Tests:

Gone are the days when candidates that are preparing either for their SSC or UTM examinations had sleepless nights, reading for their examinations. Today, the spirit of dogged attention to study by students in order to pass their examinations on their own without engaging in any form of sharp practices has been thrown to the dogs.

Preparation for examinations entails the practices/activities of study students engage in before they take a test or examination. Tests and examinations are specially designed tools for assessing the student's level of comprehension of specific area of knowledge after exposure over time. The scores obtained are used to rate the performance of the student. Preparing for test and exam is an important step as it motivates the students to study (Sharma, 2012). Schools must encourage the students for preparing test and exams by providing significant stimulus in the form of necessary guidance (coaching), grades(reward), and appreciation. When students study well before examinations, there is the tendency that academic achievement will be improved. Evidence abound to the fact that studying before examinations and tests-taking enhances students' opportunity for improved academic performance.

Empirical Study

Olaniyi (2020) carried out a study examined on motivational factors influencing participation and performance of adult learners' in functional literacy programmers in

Ondo State, Nigeria. The study adopted a survey research design. The sample comprised of 150 respondents in Ondo State, Nigeria. Four research questions were formulated for the study. Descriptive research design of survey type was adopted for the study. The sample size comprised of 150 respondents' in Ondo State, Nigeria. The instrument used was structured questionnaire tagged on factors motivating adult learners' participation in functional literacy programmers in Ondo State, Nigeria. The data collected was analyzed with descriptive and inferential statistics. The four research questions were answered with frequency counts, percentage and standard deviations. Findings revealed that adult learners participated in functional literacy programs to read and write (33.3%). On the basis of findings, it also revealed that it was for the sake of job that most adult learners participated in functional literacy programmers (52.7%). Findings also revealed that adult classes encouraged sound interpersonal relationship with others (33.3%), it was also discovered that adult learners' desire to go back to class stimulates them (33.3%).

Also, MANAOIS (2021) carried out a study on factors affecting the reading comprehension and performance of grade VI pupils. The study employed the descriptive-correlational and survey research design to determine the relationship between the reading factors and reading performance of the Grade VI pupils for School Year 2018-2019. Visares Elementary School, Capoocan District, Leyte Division is the main locale of the study. The 20 Grade VI pupils enrolled in the said locale for School Year 2018-2019 are the main respondents of the study and survey questionnaire used by Michael Estremera, et al., (2018) on the study Factors Affecting the Reading Comprehension of Grade Six Pupils and a researcher-made reading comprehension test covering the 2nd quarter competencies in English Reading Comprehension were used. This research is

focused in determining the extent of reading factors and reading performance of the Grade VI pupils and its relationship. A Proposed Reading Intervention Plan based on the findings of the study is the output. The data revealed that there is significant relationship between the extent of factors affecting the reading performance of grade VI pupils in terms of pupil factor, language factor, home factor and community factor and reading performance. On the other hand, the data shows that there is no significant relationship between the extent of factors affecting the reading performance of the grade VI pupils in terms of teacher factor, school head factor and school factor and reading performance.

In same vein, Wutthisingchai (2020) carried out a study on analysis of factors affecting the English Reading comprehension of Mattayomsuksa 5 Students in Amphur Mueang, Lampang Provincethe factors affecting the English reading ability of 1,827 Mattayomsuksa 5 students attending both government and private schools in city and noncity areas of Amphur Mueang, Lampang province in the 2015 academic year. Purposive sampling of 78 students was utilized, and data were collected through a questionnaire, a reading comprehension test and interviews. Multiple factors affecting reading ability were determined and divided into the three internal factors of learning preferences, study habit, memorization and note-taking. Quantitative data were analyzed with descriptive statistics (frequency, percentage, mean, and standard deviation) and the reliability coefficient of Cronbach's alpha was also deployed. The results reveal that all respondents believed that the selection of the texts that they read was the most important factor affecting their English reading ability. Moreover, study habit,

memorization and note-taking are also factors that influence the academic performance of students in English reading ability.

Summary of Reviewed Literature

The review of related literature was organized in subheadings to indicate the areas covered as a way of providing adequate information for the investigation. The literature reviewed focused on the factors affecting the performance of participants in literacy education in Egor Local Government area of Edo State. Systematically, the study was anchored on Thorndike's Theory of Reinforcement. This theory was propounded by an American psychologist, Edward Lee Thorndike in 1913. He carried out experiments to study how non-reflexive behaviour can be modified from experiences. Thorndike in his study considered the strengthening of connection between stimulus and response as being responsible for the formulation of habits. Thorndike, in his principle of effect observed that learning consists of forming association, bonds or relationship between stimulus and response through reinforcement and further asserted that such "association" or "habits" become strengthened or weakened by the nature and frequency of stimulus response pairing. Thorndike stressed environmental stimulus (study approaches) as one of the tools for modifying behaviour and increasing task performance. This theory states that responses which bring unpleasant reward (poor academic performance) would not recur. In effect, this is the rationale behind rewards and punishment. When a student performs well academically in school, he/she is rewarded, hence, the satisfaction for learning hard, so as to obtain the reward in future. The principle of effect is based on the emotional reaction of the student. It has a direct relationship to motivation. This explains that

learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant reinforcement. The student will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more apt to lead to success and motivate the learner..

The researcher extensively reviewed the concept of literacy, factors that could affect performance of participants in literacy education against academic achievement. Another aspect of the review was study habit, memorization, preparation for test/examination and self-testing against academic achievement of students.

A lot of researches have been done in this regards by attributing various variables like personal factors, parental factors, environmental factors and peer group factors among others on performance of students in literacy education. The literature was reviewed so as to stimulate the researcher's idea on the subject matter and to examine how far previous scholars have contributed to factors responsible for performance of students in literacy education. From literature reviewed, empirical research documentation in personal factors such as study habit, memorization, preparation for test/examination and self-testing are scarce and no research has been carried out on the study in Egor Local Government Area to the best of the researcher's knowledge, hence, the study.

CHAPTER THREE

METHODOLOGY

In this chapter, the method that will be adopted for this study is discussed under the following sub-headings:

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

Design of the Study

The descriptive survey research design was adopted for this study. This design is adopted because it seeks to determine the relationship between the independent variable and dependent variable being investigated.

Population of the Study

The population of this study consisted of all Junior Secondary School three (JSS 3) Students in Egor local Government Area of Edo State. The total population consist of 1,530 (755 male students and 775 female students) from thirteen (13) secondary schools in Egor Local Government.

Sample and Sampling Techniques

The sample for the study was 150 junior secondary school three (JSS 3) students randomly selected using simple random sampling technique. First, 50% of the number of the schools in the local Government were randomly selected, while 50% of the number of the schools sampled were also selected.

Research Instrument

The instrument for this study was a questionnaire titled Factors Affecting Participants Performance in Literacy Education Questionnaire “FAPPLQ”. The questionnaire was developed by the research. It has two sections A and B. The section A consists of Personal data of the respondents like school type, school location and sex. Section B consists of items relating to factors affecting participants performance in literacy Education. The instrument is constructed on a four point Likert rating type ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

The instrument FAPPLQ was validated by experts including the researcher’s supervisor in the Faculty of Education, University of Benin, Benin City. All the corrections, observations, suggestions and comments will be incorporated into the final copy of the instrument.

Reliability of the Instrument

To determine the reliability of the instruments, trial testing was carried out using 20 students from schools that was not part sampled. Each of these students was given a questionnaire. Their responses were subjected to reliability to determine the reliability of the instrument.

Method of Data Collection

The researcher personally administered the instrument to the respondents. On visit to the schools, the research first, introduced herself to the principal, staff and students as well as the purpose of the researcher's visit was clearly stated. Before administration, adequate explanation was given to the respondents and equally they were encouraged to respond sincerely and objectively to the questionnaire as their responses will be kept in utmost confidentiality. This is necessary to ensure that the respondents do not distort the information they give as this may affect the generalization of results of the study. All the copies of the questionnaires were retrieved same day after completion.

Method of Data Analysis

In analyzing data collected for this study, pearson moment correlation coefficient method was used to test the hypotheses at 0.05 level of significant.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents results of the analysis and discussion of findings of this study.

Hypothesis 1: Study habit does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Table 1: showing study habit and performance of participants in literacy education

Variables	sig.(2-tailed)	N	r
Study Habit	.000	120	.82
Academic Performance			

$\alpha = 0.05$

Table 4 above showed r value of .82 and a *p*-value of 0.000. Since the *p*-value is greater than the alpha level the null hypothesis which states that Study habit does not significantly affect academic performance of participants in literacy education is rejected. Hence, Study habit significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Hypothesis 2: Memorization does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Table 2: showing memorization and performance of participants in literacy education

Variables	N	r
		sig.(2-tailed)
Memorization	120	
.868		.002
Academic Performance		

$\alpha = 0.05$

Table 5 above showed r value of .868 and *p*-value of 0.02. Testing at 0.05 level of significance, the *p*-value is less than the alpha level, hence, the null hypothesis which stated that Memorization does not significantly affect academic performance of participants in literacy education is rejected in favour of the alternative hypothesis; therefore, Memorization significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Hypothesis 3: Note-taking does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Table 3: showing note-taking and performance of participants in literacy education

Variables	N	r
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	sig.(2-tailed)	
Note-taking		
	.037	120
Academic Performance		.56

$\alpha = 0.05$

Table 3 above showed r value of .56 and *p*-value of 0.37. Testing at 0.05 level of significance, the *p*- value is greater than the alpha level; hence the null hypothesis which states that Note-taking does not significantly affect academic performance of participants in literacy education is rejected. Hence, note -taking significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Hypothesis 4: Preparation for test and examinations does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Table 4: showing preparation for exam and performance of participants in literacy education

Variables	sig.(2-tailed)	N
Preparation for Exam		
	.011	120
Academic Performance		.877

$\alpha = 0.05$

Table 4 above showed r value of 0.88 and p-value of 0.011. Testing at an alpha level of 0.05, the *p*- value is greater than the alpha level the null hypothesis which states that Preparation for test and examinations does not significantly affect academic performance of participants in literacy education is rejected. Hence, Preparation for test and examinations significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Hypothesis 5: Self-testing does not significantly affect academic performance of participants in literacy education in Egor Local Government Area.

Table 5: showing self-testing and performance of participants in literacy education

Variables		N
r	sig.(2-tailed)	
Self testing		120
.81	.000	
Academic Performance		

$\alpha = 0.05$

Table 8 above showed r value of 0.81 and p-value of 0.000. Testing at an alpha level of 0.05, the *p*- value is greater than the alpha level, the null hypothesis which states that Self-testing does not significantly affect academic performance of participants in literacy education is rejected. Hence, self-testing significantly affect

academic performance of participants in literacy education in Egor Local Government Area.

Discussion of Findings

The result of hypothesis 1 (Table 1), revealed from the analysis that Study habit significantly affects academic performance of participants in literacy education in Egor Local Government Area. This implies that, students who set out time to study and then developed study habit tend to achievement more academically than students who do not. This finding agreed with the finding of Sasu (2022), who found that, study habit significantly influence academic performance of students. And also, Akintoye and Okungbowa (2018) who found that study habit correlate academic performance.

From hypothesis 2 (Table 2), Memorization does not significantly affect academic performance of participants in literacy education in Egor Local Government Area. It was found out from the analysis that Memorization significantly affects academic performance of participants in literacy education in Egor Local Government Area. This implies that, as memorization increases, academic performance of students equally increase, that is, students who are good in memorizing achieve more than their co-students who are not. This finding is in consonant with the finding of Pant (2020), who found that, memorization increases academic performance of students but however, the finding disagreed with the finding of Akinleke (2012), who found that, there is no significant correlation between memorization and academic performance among secondary school students in Benin Metropolis.

From Hypothesis 3 (Table 3) note-taking does not significantly affect academic performance of participants in literacy education in Egor Local Government Area. It was revealed from the analysis that note-taking significantly affects academic performance of participants in literacy education in Egor Local Government Area meaning students who take down note achieve more academically than students who refuse to take down note during lesson instruction. The finding agreed with the finding of Pant (2020), who found that there is a significant correlation between note-taking and academic performance.

From the result in hypothesis 4 (Table 4) Preparation for test and examinations does not significantly affect academic performance of participants in literacy education in Egor Local Government Area. It was revealed from the analysis that Preparation for test and examinations significantly affects academic performance of participants in literacy education in Egor Local Government Area. This mean that, as students' preparation for test and examination increases, their academic performance equally increases. The finding agreed with the finding of Narad and Abdullah (2016) who found that, there is a significant correlation between preparation for examination and academic performance among secondary school students in Benin Metropolis.

Hypothesis 5 (Table 5) Self-testing does not significantly affect academic performance of participants in literacy education in Egor Local Government Area. From the analysis, it eas revealed that self-testing significantly affects academic performance of participants in literacy education in Egor Local Government Area. This means that students' self-testing significantly influence their academic performance. This finding

agreed with Qasmi (2012), who found that there is a significant influence of self-testing on academic performance of secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

On the basis of the findings generated from the analysis of the data, their interpretation and discussions and within the scope of the limitations underlying this study, the following summary, conclusion and recommendations are presented.

Summary

This study investigated the factors affecting the performance of participants in literacy education in Egor Local Government Area of Edo state. This was considered imperative as a result of the role of academic performance in child's development and national growth and development. In the course of carrying out this study, five (5) research questions were raised and formulated into corresponding. A review of related literature was carried out. Empirical studies of some related works on academic achievement in public secondary schools were cited. The research design was a survey research design. The population of the study consist of 1,530 (755 male students and 775 female students) from thirteen (13) secondary schools in Egor Local Government. Simple random sampling technique was used to sample 150 junior secondary school three (JSS 3) students. The Instrument used was Factors Affecting Participants Performance in Literacy Education Questionnaire "FAPPLQ". The instrument was validated by the researcher supervisor and two experts in Faculty of Education, University of Benin. Descriptive statistics (mean and standard deviation) was used to test the hypotheses

Findings:

Findings of the study were as follows:

1. Study habit significantly affects academic performance of participants in literacy education in Egor Local Government Area.
2. Memorization significantly affects academic performance of participants in literacy education in Egor Local Government Area.
3. Note-taking significantly affects academic performance of participants in literacy education in Egor Local Government Area.
4. Preparation for test and examinations significantly affects academic performance of participants in literacy education in Egor Local Government Area.
5. Self-testing significantly affects academic performance of participants in literacy education in Egor Local Government Area.

Conclusion

Based on the findings of this study, it was concluded that study habits, memorization, note-taking, preparation for test and examination and self-testing are factors that affect the performance of participants in literacy education in Egor Local Government area of Edo State.

Recommendations

In view of the findings and conclusions arising from the study, the following recommendations are made for general improvement on the academic performance of students.

1. Government should provide ways of improving study habits in secondary schools e.g by providing well equipped library buildings and facilities.

2. Teachers should encourage good study habits and find ways and means of enhancing them among students.
3. Students should be taught time management and how to utilize their time for study as well as prepare for test and examination.
4. Parents should as well motivate, mentor and encourage their children/wards to developing good study habits.

Suggestions for Further Research

1. The same topic should be replicated in other parts of the country in other to confirm the result of the study.
2. Influence of school factors on academic achievement in literacy education.

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APPENDIX A

DEPARTMENT OF ADULT AND NON FORMAL EDUCATION, UNIVERSITY OF BENIN, BENIN CITY

“Factors Affecting Participants Performance in Literacy Education Questionnaire”

Dear Respondent.

This questionnaire is only for research purpose. Kindly feel free to respond to each item sincerely as it is applicable to you. The information given will be treated with confidentiality

PART A: PERSONAL DATA

Instruction: Please respond to each item sincerely by ticking [√]

1. Name of School:.....
2. Class:.....
3. Gender: Male (), Female ()

S/N	Items	Often	Sometimes	Rarely	Never
	Study habit				
1	I survey each chapter before I begin reading				
2	I underline main texts, sentences or phrases as I read				
3	I try to get the meaning of new words as I see them for the first time				
4	I look for familiar concepts as well as ideas that spark my interest as I read.				
5	I look for the main ideas as I read.				
	Memorization				
6	When studying, note taking helps me to remember what I have read				
7	I use abbreviations during memorization exercise				
8	I say difficult out loud in order to commit them to memory				
9	I use mnemonics as aids for memorization				
10	I try to create associations between new material as I try to learn new information				
11	I always try to commit portions of what I study into memory				
	Note Taking				
12	I take notes as I read my text books.				
13	I take notes during class lectures.				

14	I organize my notes in some meaningful manner (such as outline format).				
15	I compare my notes with a classmate				
16	I try to organize main ideas and details into a meaningful method				
17	I check my notes to fill in any missing words soon after the lecture				
18	When taking notes from textbook, I look out for the main ideas and supporting details in each section as I read it				
	Preparation for test and Examination				
19	I study with a classmate or group before a test/examination				
20	I anticipate what possible questions may be asked on my tests and make sure I know the answers.				
21	Before starting a test, I plan how much time to use on each section of the test.				
22	I review my notes each night by turning them into test questions				
23	I answer practice questions to study.				
	Self Testing				
24	I make questions from a chapter before, during, and after reading it.				
25	I quiz myself over material that could appear in future exams and tests.				