

**THE INFLUENCE OF STUDY HABITS AND PEER PRESSURE ON THE ACADEMIC
PERFORMANCE AMONG UNIVERSITY OF BENIN STUDENTS**

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BENIN CITY**

NOVEMBER, 2025

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We the undersigned certify that this research work was carried out by **ATABHUJIE ANITA OSAMHENGBE** of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria, and approve of it as adequate in scope and quality in partial fulfilment of the requirements for the award of the B.Sc(Ed) in Counselling Psychology.

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Project Supervisor

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Date

Date

Rev. Fr. A. A. Adubale (Ph.D.)
Head of Department

Date

DEDICATION

This project is dedicated to God Almighty for His guidance, protection, and strength throughout the course of this study.

ACKNOWLEDGMENTS

I sincerely thank God Almighty for His guidance, wisdom, and strength, without which this research would not have been possible.

I am profoundly grateful to my supervisor, Dr. (Mrs.) Elizabeth N. Ohiozua for her invaluable guidance, insightful comments, and unwavering support throughout the course of this study. Her patience and encouragement significantly contributed to the successful completion of this work.

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ABSTRACT

This study was designed to investigate the influence of study habits and peer pressure on academic performance among university students. Two research questions were raised to guide the study. The questions raised and examined include: What is the influence of study habits on the academic performance of university students? What is the influence of peer pressure on the academic performance of university students?

The study adopted a correlational survey research design to examine the relationship between study habits, peer pressure, and academic performance among university students. The population of this study consists of 323 students in the Department of Educational Evaluation and Counselling Psychology (EECP), Faculty of Education, University of Benin, Benin City. The population comprises students across all levels as follows: 400 level – 47, 300 level – 81, 200 level – 89, and 100 level – 106. The sample size of 100 was considered adequate and manageable for effective data collection, analysis, and generalization of findings within the department. The main instrument for data collection in this study was a structured questionnaire. The reliability of the instrument was determined using the Cronbach Alpha method to measure the internal consistency of the items. The questionnaire was administered once to a group of 200-level students who were not part of the study sample. The analysis produced a reliability coefficient of 0.82, indicating that the instrument was reliable and internally consistent for data collection. The data collected for this study were analyzed using descriptive statistics, such as mean and standard deviation, to answer the research questions.

Findings from the study indicates that students agreed that study habits significantly influence their academic performance. It was also discovered that peer pressure plays a vital role in shaping students' attitudes toward learning and achievement. From the study it was recommended that students should be encouraged to develop and maintain positive study habits such as effective time management, regular reading, goal setting, and consistent class preparation. It was also recommended that the University of Benin should also organize study skills workshops to help students improve their learning strategies.

CHAPTER ONE

INTRODUCTION

Background of the Study

Study habits are the consistent practices, strategies, and routines that students adopt to facilitate effective learning and academic performance. They include behaviours such as time management, note-taking, setting study goals, organizing materials, maintaining concentration, and reviewing learned content. Good study habits help learners retain information more effectively, reduce anxiety, and achieve better academic outcomes, while poor study habits may lead to procrastination, low motivation, and poor performance. For example, Credé and Kuncel (2018) describe study habits as behaviours directly related to how students engage with academic materials and prepare for assessments. Similarly, Alzahrani (2022) emphasizes that study habits involve both the psychological and behavioral patterns students use to manage their learning tasks.

(Kaur and Pathania, 2015) describe the study habit as the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject. According to them, good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure. (Sasi and Anju, 2020), define the term study habits as the student's way of study whether systematic, efficient or

inefficient. Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

The peer group is one of the agents of socialization, in which a group of learners helps each other, or people of the same age group or bracket who have the same social status as a member of the peer group (Kalu, 2016). Uche (2020) stated that children who found themselves under the same age brackets or group, often times are worried about failing in front of their peers. This is because of the respect they enjoy in the presence of their peer group. This shows that peer pressure is strong among young people, hence they want to be like people of the same age brackets. This is why Ogbonnaya (2023) defined them as a group of people who are approximately the same age, especially, if they have the same interests, inspirations and expectations. In education, peer group influence is one of the psychosocial factors that can cause disruptive behaviour in the classroom. This is because in classroom situation, students are attracted to their peers either by affection or by dominance. Chiaha (2020) noted that, through affection, students are drawn to their peers because of shared interests, likeness, or acts of kindness, favour, and love shown to them by others. In most cases, Chiaha(2020) noted that affection often develops into friendships that may last a lifetime. In classrooms, students who are dominant are often attracted to one another because they believe such relationships offer something to gain from each other; hence, one may become dependent on the other. According to Uche(2020), the resulting effects is that one student ends up controlling the attitudes and behaviours of the other, knowingly or unknowingly. He is like a charismatic leader to his peers, whom he seeks to control or influence.

Peer group influence, according to Ngwoke and Eze (2020), can therefore have a significant impact on student's academic activities in schools by influencing the academic motivation and goals. They noted that this can only be achieved when the peer group members values academic achievement than disruptive behaviour. When that happens, students are more likely to be motivated to perform well. Conversely, if the peer group is indifferent or dismissive towards academics, the students may become less motivated. According to Johnson (2023), peer group influence can affect students study habits, time management, and their overall engagement in classroom activities. It is the duty of the students to ensure that members of their group adopt study strategies, complete homework, and involve themselves in high level of classroom participation model geared towards improving their classroom activities. This is why peer group members should be encouraged by their teachers to take their educational careers, expectations, aspiration and ambition seriously.

This is because students are likely to pursue higher education or specific career paths of their friends and classmates once they discover they have similar goals and objectives. This shows that peer groups can provide academic support through study groups, tutoring and collaboration on projects. This will help enhance learning and problem-solving abilities among student members of the peer group, thus ultimately improving student's academic performance. This perhaps may be the reason why Udoh (2021) warned that social pressure and conformity can lead students to develop negative or positive norms, as they may feel compelled to either excel or underperform academically to fit in with their peers. This shows that peer group

influence has both positive and negative aspects — while some interactions promote students' academic performance, others may hinder it.

Statement of The Problem

The academic performance of students is influenced by various factors, among which study habits and peer pressure are particularly significant. Study habits refer to the techniques and strategies that students employ to facilitate their learning and retention of information. These habits can vary widely among students and can have a profound impact on their academic success. On the other hand, peer pressure encompasses the influence exerted by peers to conform to certain behaviour, attitudes, or values, which can either positively or negatively affect a student's academic performance. Recent studies have shown that inadequate study habits, such as poor time management, lack of effective study techniques, and procrastination, can lead to suboptimal academic performance. For instance, Akinsola (2023) found that students with poor study habits tended to achieve lower grades and reported higher levels of academic stress. This suggests that the cultivation of effective study habits is crucial for enhancing academic outcomes.

Conversely, peer pressure can create a dual-edged sword in the context of academic performance. Positive peer pressure can motivate students to excel academically by encouraging healthy competition and collaborative learning. However, negative peer pressure can lead students to engage in behaviour that detract from their academic focus, such as excessive socializing, substance abuse, or neglect of studies (Sharma & Kaur, 2022). This dichotomy raises

important questions about the extent to which peer pressure influences students' study habits and, consequently, their academic performance. Given the increasing prevalence of both academic challenges and social pressures in today's educational environment, it is imperative to investigate the interplay between study habits and peer pressure in shaping students' academic performance.

Research Questions

The following research questions were raised to guide the study

1. What is the influence of study habits on the academic performance of university students?
2. What is the influence of peer pressure on the academic performance of university students?

Purpose of the Study

The primary purpose of this study is to determine the influence of study habit and peer pressure on the academic performance among university students: Specifically, the study sought to:

1. Find out the influence of study habits on the academic performance of university students.
2. Determine the influence of peer pressure on the academic performance of university students.

Significance of the Study

The study will be of great significance to students, parents, educators and policymaker.

- Understanding the impact of study habits and peer pressure can help students identify effective strategies for academic success. They can learn how to manage their time, select study methods that work for them, and navigate peer influences that may either positively or negatively affect their studies.

Parents can gain insights into how their children's study habits and peer relationships impact academic performance. This knowledge will enable them to provide better support, create conducive study environments at home, and encourage healthy peer interactions that promote academic success.

Educators can benefit from understanding the dynamics of study habits and peer pressure in their classrooms. This knowledge can inform teaching strategies, classroom management, and the development of programs aimed at fostering positive study environments and reducing negative peer influences.

- **Policymakers** can utilize the study's findings to shape educational policies and programs that address the factors influencing academic performance. This could include initiatives aimed at promoting healthy peer relationships, enhancing study skill training, and creating supportive school environments that encourage academic achievement.

Scope and Delimitation of the Study

This study focuses on the influence of study habits and peer pressure on the students' academic performance. The study is delimited to University of Benin students'

Definition of Terms

The following terms are operationally defined in the study:

Academic performance: This refers to the extent to which a student has achieved their educational goals, typically measured through grades, test scores, and overall academic achievements.

Study habits: This is referred to the behaviour and practices that students adopt to facilitate learning and academic success.

Peer pressure: This is the influence that a group of individuals (peers) exert on an individual to conform to the group's behaviour.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature in line with the research questions. This was done under the following subheadings:

- Concept of Study Habits
- Influence of Study Habits on the Academic Performance of University Students
- Influence of Peer Pressure on the Academic Performance of University Students
- Mechanisms of Peer Influence on Academic Performance
- Influence of Study Habits and Academic Performance of University Students Based on Sex
- Relationship Between Study Habits, Peer Pressure, and Academic Performance
- Summary of Reviewed Literature

Concept of Study Habits

Study habits encompass the consistent behaviour and strategies students employ in preparing for learning tasks, examinations, and assignments (Credé and Kuncel, 2018). Research shows that while intelligence contributes to academic achievement, non-cognitive factors like study habits, motivation, and self-regulation play equally critical roles (Zimmerman, 2020).

Therefore, understanding the influence of study habits is essential for designing interventions that enhance learning outcomes in higher education. Study habits are defined as students' patterns of learning-related behaviour, including reading strategies, note-taking, review schedules, concentration, and test preparation (Proctor et al., 2016). They also involve affective aspects such as motivation, discipline, and persistence. According to Entwistle and Ramsden (2015), effective study habits reflect deep learning approaches, where students seek understanding rather than rote memorization.

Influence of Study Habits on the Academic Performance of University Students

Time management is consistently associated with higher academic performance. Students who allocate study periods, avoid procrastination, and balance academic and personal responsibilities perform better (Kitsantas, Winsler and Huie, 2018). Effective scheduling helps students meet deadlines and reduces stress during examinations. In contrast, procrastination and irregular study routines correlate with lower grades (Steel, 2017). Students who actively engage with texts through summarization, annotation, and outlining exhibit better comprehension and recall (Weinstein and Mayer, 2016). Note-taking serves as an external memory aid and improves active learning. Research indicates that university students who adopt systematic note-taking strategies (e.g., Cornell method) achieve higher test scores compared to those with passive reading habits (Kiewra, 2016). Frequent review and distributed practice improve long-term retention more than massed practice (cramming). Cepeda et al. (2016) demonstrated that spacing study sessions enhances durable memory, whereas last-minute cramming leads to rapid

forgetting. University students who revise regularly before assessments typically outperform those who rely on all-night study sessions. Self-regulated learning theory emphasizes that motivation and self-discipline are crucial for sustaining study habits (Zimmerman, 2020). Students with strong intrinsic motivation set learning goals, monitor progress, and persist through challenges, resulting in higher achievement. Conversely, lack of motivation and low self-control often lead to inconsistent study routines and academic underperformance (Pintrich and De Groot, 2018). A conducive study environment—quiet, organized, and free from distractions—supports concentration and productivity. Multitasking, such as combining study with social media use, has been shown to impair comprehension and reduce GPA (Junco, 2022). Students who deliberately manage distractions and create structured study environments achieve better outcomes. Numerous studies confirm the positive relationship between study habits and academic performance among university students. Credé and Kuncel (2018) conducted a meta-analysis of 451 studies and found that study skills, habits, and attitudes accounted for significant variance in academic performance beyond intelligence measures. Nonis and Hudson (2015) reported that effective study habits and time management practices positively correlated with GPA among U.S. college students. Awang and Sinnadurai (2011) observed that Malaysian university students who engaged in regular revision and time management had higher academic performance than those who studied only before exams. Richardson, Abraham, and Bond (2022), highlighted that self-regulated learning behaviour, including goal setting and monitoring, strongly predicted university GPA across different cultural contexts. Credé and Phillips (2011)

showed that students who developed structured study schedules had lower dropout rates and higher persistence in degree completion.

Influence of Peer Pressure on the Academic Performance of University Students

University life is characterized by increased independence, social integration, and academic demands. During this stage, peers become significant agents of socialization, often exerting considerable influence on students' behavior and choices. Peer pressure, defined as the direct or indirect influence exerted by peers to conform to group norms and expectations (Brown, 2004), plays a crucial role in shaping academic behaviour and outcomes. Academic performance, typically measured through Grade Point Average (GPA), coursework, and knowledge application, reflects not only cognitive ability but also behavioral and social influences. While family background and personal motivation matter, peer relationships are particularly salient in university settings where students spend much time with classmates and friends (Steinberg & Monahan, 2017). This paper examines how peer pressure—both positive and negative—affects the academic performance of university students. Peer pressure refers to the process whereby individuals adjust their attitudes, values, or behaviour to align with those of their peers (Santor, Messervey, & Kusumakar, 2000). It can manifest in explicit demands (direct pressure) or implicit expectations (indirect pressure). Peers can serve as motivators and role models in academic contexts. Students often emulate peers who demonstrate discipline, effective study habits, and high achievement. For instance, being part of a study group can enhance comprehension, time management, and exam preparation (Wentzel, 2015). Positive peer norms

can increase class attendance, encourage academic competition, and foster persistence in challenging courses. Ryan (2020) found that students who associated with academically motivated peers exhibited higher levels of engagement and better academic outcomes. Altermatt and Pomerantz (2003), reported that students were more likely to adopt positive learning behaviour when surrounded by peers who valued academic success. Conversely, peers can exert pressure that undermines academic performance. University students who prioritize social activities over academics may adopt counterproductive habits such as procrastination, class absenteeism, and excessive partying (Li, 2013). Negative peer influence is strongly associated with substance abuse, cheating, and poor study habits—all detrimental to GPA. Steinberg and Monahan (2017) showed that adolescents and young adults are more likely to engage in risky behaviour when influenced by peers, which can spill into academic life. According to Ansong et al. (2015), negative peer associations correlated with lower academic achievement and increased dropout rates.

Peers influence not only behaviour but also students' motivation and attitudes toward learning. Self-determination theory emphasizes that social environments affect intrinsic and extrinsic motivation (Deci & Ryan, 2000). Supportive peers enhance intrinsic motivation, leading to deeper engagement, while unsupportive or negative peer groups reduce interest in learning and foster surface approaches to studying.

Mechanisms of Peer Influence on Academic Performance.

Modeling Behaviour: Students often imitate peers' academic behaviour, whether positive (regular study) or negative (skipping classes). **Social Comparison:** Students compare themselves to peers, which can boost effort in competitive settings or discourage them if they feel inadequate (Festinger, 1954). **Reinforcement and Sanctions:** Peer groups reward conformity and discourage deviation; academic diligence may be praised or mocked depending on group norms. **Peer Learning:** Collaborative tasks and peer discussions enhance understanding and academic engagement (Vygotsky, 2018).

Wentzel (2015), highlighted that positive peer relationships predicted higher academic engagement and GPA among college students. Ansong et al. (2015), conducted a cross-national study showing that peer influence significantly predicted academic performance, with negative associations linked to poor achievement. Li (2013), observed that peer influence strongly shaped study habits among Chinese university students, demonstrating both positive reinforcement and negative distraction. Zimmerman (2003), noted that self-regulated learning was enhanced when peers promoted goal setting and accountability.

Influence of Study Habits and Academic Performance of University Students Based on Sex

Academic performance, often measured through GPA, test scores, and course completion, reflects the ability to apply knowledge and demonstrate competence (Richardson, Abraham, & Bond, 2022). Both constructs are interconnected: strong study habits increase efficiency and reduce anxiety, thereby enhancing academic achievement.

Sex differences in study habits emerge from a combination of cognitive, motivational, and socio-cultural influences. Female students are generally more likely to use elaborative strategies, maintain schedules, and engage in self-regulated learning, whereas male students often demonstrate surface-level approaches and lower persistence in studying (Diseth & Kobbeltvedt, 2015).

Effective time management is one of the most important predictors of academic performance. Studies consistently show that female students allocate study time more efficiently and adhere to

study schedules more consistently than male students (Nonis & Hudson, 2015). By contrast, male students are more prone to procrastination and inconsistent study routines, which may lower academic achievement (Steel, 2017).

Self-regulation, which involves goal-setting, self-monitoring, and persistence, is strongly linked to academic success (Zimmerman, 2020). Research shows that female students tend to score higher on self-regulation and use metacognitive strategies more frequently than male students (Bidjerano, 2016). This advantage often results in better grades and retention rates for female students.

Females generally adopt deep learning strategies—such as summarization, outlining, and critical analysis—while males more often rely on rote memorization or last-minute cramming (Weinstein & Mayer, 2016). As a result, female students may demonstrate stronger comprehension and long-term retention, positively influencing GPA.

Female students often demonstrate higher intrinsic motivation, academic diligence, and persistence compared to male students (Richardson et al., 2022). Male students, however, may rely more heavily on extrinsic motivations such as grades or social approval, which can result in less consistent study habits. Duckworth and Seligman (2016) found that female students outperformed male students academically despite similar intelligence levels, attributing the gap largely to self-discipline and study habits. Voyer and Voyer (2014) conducted a meta-analysis of global data and reported that female students consistently earned higher grades across subjects, a

trend evident for decades. Diseth and Kobbeltvedt (2015) observed that female students' deeper learning approaches correlated positively with exam performance, whereas male students' surface approaches showed weaker correlations. Credé and Kuncel (2018) emphasized that study habits explained significant variance in academic outcomes, independent of cognitive ability, with female students benefiting more from structured habits. It is important to note that gender differences in study habits and performance are not universal; cultural expectations and institutional contexts also shape behaviour. In some contexts, male students may outperform females in specific fields such as STEM, partly due to social encouragement and access to resources (Wang and Degol, 2017). Conversely, female students may experience added social pressures to excel academically as a means of upward mobility, reinforcing positive study habits. Moreover, peer influence, socioeconomic status, and institutional support may moderate sex-based differences. For example, supportive learning environments may reduce procrastination tendencies among male students, while academic mentorship programs may help female students overcome challenges in traditionally male-dominated disciplines.

Relationship Between Study Habits, Peer Pressure, and Academic Performance

Effective study habits are one of the strongest predictors of academic success. Students who plan their study time, review materials consistently, and employ active learning strategies tend to perform better academically (Nonis and Hudson, 2015). Time management helps students avoid procrastination and maintain a steady learning pace (Zimmerman, 2020). Self-regulated learning fosters goal-setting, self-monitoring, and persistence, which improve GPA (Pintrich,

2004). Active study strategies such as summarizing, note-taking, and critical analysis result in deeper understanding and long-term retention (Weinstein & Mayer, 2016). Weak study habits, on the other hand, often lead to last-minute cramming, low comprehension, and poor academic outcomes (Credé & Kuncel, 2018). Peer pressure plays a dual role in academic life. University students are highly influenced by their peer groups, whose norms can shape academic behaviour (Ryan, 2020). Positive peer pressure occurs when peers encourage academic diligence, participation in study groups, or avoidance of distractions. For example, students surrounded by academically oriented peers are more likely to adopt effective study habits (Wentzel, 2016). Negative peer pressure includes encouragement to skip classes, engage in partying, substance use, or prioritize social activities over academics, which often results in poor performance (Allen, Porter, & McFarland, 2016).

Thus, peer groups act as both facilitators and barriers to academic achievement depending on their orientation. Peer pressure often shapes the quality of students' study habits. For instance, students with disciplined study routines may abandon them under the influence of peers who trivialize academics. Conversely, peers who value academic success may reinforce and sustain effective study habits (Berndt, 2020). In this sense, peer pressure moderates the relationship between study habits and performance.

Strong study habits can protect students from negative peer pressure. For example, students who have developed self-regulation and time management skills are more likely to resist temptations

to engage in non-academic activities, thereby maintaining academic performance despite peer distractions (Diseth and Kobbeltvedt, 2015).

Both factors interact dynamically to influence academic outcomes. Students with poor study habits who also experience negative peer pressure, face compounded risks of underperformance. By contrast, students with strong study habits embedded in supportive peer networks tend to achieve higher academic success (Al-Hilawani and Sartawi, 2017). Credé and Kuncel (2018) conducted a meta-analysis showing that study habits significantly predict GPA, even when controlling for intelligence. Ryan (2020) found that peer groups influence students' academic motivation, with academically engaged peers improving achievement. Nonis and Hudson (2015) reported that students with effective study time management achieved better grades, while excessive social interactions often reduced study hours. Steinberg and Monahan (2017) highlighted that susceptibility to peer influence declines with age, but during university years, peers still play a strong role in shaping academic behaviour. Diseth and Kobbeltvedt (2015) confirmed that self-regulated learners are less vulnerable to distractions from peers, resulting in higher academic achievement.

Summary of Reviewed Literature

It was discovered that study habits exert a profound influence on the academic performance of university students. Effective strategies such as time management, note-taking, regular revision, and self-regulation are strongly linked to higher achievement, while poor habits hinder learning outcomes. Empirical evidence consistently demonstrates that study habits explain a significant portion of academic performance variance beyond innate intelligence. Therefore, improving students' study habits should be a central priority in higher education. By providing training, support, and conducive learning environments, universities can equip students with the tools necessary to maximize their academic potential and achieve long-term success. Peer pressure significantly influences the academic performance of university students. While negative peer influence can lead to distraction, low motivation, and academic dishonesty, positive peer interactions enhance learning, motivation, and performance. The dual nature of peer pressure highlights the need for universities to create supportive peer environments that reinforce academic achievement. Ultimately, the impact of peer pressure depends on the nature of peer relationships and the student's ability to resist harmful influences while embracing beneficial ones. Study habits significantly influence academic performance in university students, with notable differences observed between male and female students. Female students generally demonstrate stronger self-regulation, time management, and deep learning strategies, which contribute to higher academic outcomes. Male students, in contrast, may exhibit weaker study habits and greater tendencies toward procrastination, leading to lower achievement. However, these patterns are shaped by cultural, contextual, and individual factors. To maximize student success, universities must address these differences by promoting effective study strategies for

all learners, ensuring equitable opportunities, and resisting stereotypes. The academic performance of university students is shaped by the complex interplay of study habits and peer pressure. Strong study habits such as effective time management, self-regulation, and active learning strategies are consistently associated with higher academic achievement. Peer pressure, meanwhile, exerts both positive and negative influences: academically supportive peers reinforce productive study behaviors, while negative peer groups encourage distractions and poor performance. Importantly, disciplined study habits can buffer the adverse effects of negative peer influence, highlighting the need for universities to cultivate both effective study skills and positive peer learning environments. Strengthening this relationship through structured interventions will ensure better academic outcomes and holistic student development.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods and procedures used to carry out the study under the following sub-headings:

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

Research Design

The study adopted a correlational survey research design to examine the relationship between study habits, peer pressure, and academic performance among university students. This design was considered appropriate because it allows the researcher to determine the extent and direction of the relationship between variables without manipulating them.

Population of the Study

The population of this study consists of 323 students in the Department of Educational Evaluation, Counselling, and Psychology (EECP), Faculty of Education, University of Benin, Benin City. The population comprises students across all levels as follows: 400 level – 47, 300 level – 81, 200 level – 89, and 100 level – 106. This entire population was considered

appropriate because it includes all students in the department, thereby providing a comprehensive representation for the study.

Sample and Sampling Techniques

The sample size for this study consists of 100 students selected from the Department of Educational Evaluation, Counselling, and Psychology (EECP), Faculty of Education, University of Benin, Benin City. A simple random sampling technique was used in selecting the participants. This method was considered suitable because it ensured that all students in the population had an equal and independent chance of being selected. The sample size of 100 was considered adequate and manageable for effective data collection, analysis, and generalization of findings within the department.

Research Instrument

The main instrument for data collection in this study was a structured questionnaire. The questionnaire was divided into two sections. Section A contained the demographic information of the respondents, while Section B was designed to obtain information related to the research questions raised in the study. The questionnaire aimed at eliciting responses on the influence of study habits and peer pressure on the academic performance of University of Benin students.

Validity of the Instrument

The content validity of the instrument was established after an intensive screening by the

supervisor and three experts from the Department of Educational and Counselling Psychology, University of Benin. Their inputs and correction in terms of clarity and appropriateness of language was used to develop the final draft.

Reliability of the Instrument

The reliability of the instrument was determined using the Cronbach Alpha method to measure the internal consistency of the items. The questionnaire was administered once to a group of 200-level students who were not part of the study sample. The analysis produced a reliability coefficient of 0.82 and 0.74 for the two scale respectively indicated that the instrument was reliable and internally consistent for data collection.

Administration of the Instrument

The researcher personally administered the questionnaires to the respondents in the sampled institution. The questionnaires were collected immediately after the completion of the questionnaire.

Method of Data Analysis

The data collected for this study were analyzed using descriptive statistics, such as mean and standard deviation, to answer the research questions. A decision rule of 2.50 was used as the criterion mean: any item with a mean score of 2.50 and above was considered Agreed, while any item with a mean score below 2.50 was considered Disagreed. Since no hypotheses were tested

in this study, no inferential statistical analysis was conducted. All findings were based solely on the descriptive statistics used to answer the research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with the analysis of data, presentation of results and discussion of findings from the study. The results of the respondents are carefully analyzed and presented in a tabular form below.

Research question One:

What's the influence of study habits on the academic performance of University of Benin students.

Table 1: Descriptive Statistics of the Influence of Study Habits on Academic Performance

S/N	Items	N	mean	SD	Criterion mean	Decision
1	I regularly study and review course materials to prepare for exams.	89	3.36	.67	2.5	Agree
2	I effectively manage my time to balance academic responsibilities with other activities.		3.43	.39		Agree
3	I actively engage in course materials, such as taking notes and asking questions.		3.11	.49		Agree
4	I set specific academic goals and work towards achieving them.		3.29	.53		Agree
5	I consistently put effort into my studies, even when faced with challenges.		3.21	.62		Agree
6	I utilize available resources such as online materials to support my academics.		3.31	.53		Agree
7	I prioritize tasks and focus on the most important academic responsibilities such as assignment in order to improve my weakness.		3.17	.47		Agree
8	I regulate my learning so that I can improve my academic		3.36	.48		Agree

performance.

Sum of cluster mean	26.24
Mean of items' mean	3.28

The results in Table 1 showed the descriptive statistics of the influence of study habits and academic performance among university students. The results indicated that all the items are above the benchmark of 2.50, which reflects why the items' mean was 3.28. It therefore indicates that there is a strong agreement that study habit influences students' academic performance in University of Benin.

Research Question Two:

What is the influence of peer pressure on the academic performance of University of Benin students?

Table 2: Descriptive statistics of the Influence of Peer Pressure on Academic Performance of University Students.

S/N	Items	N	mean	SD	Criterion mean	Decisions
9	I feel pressured from my peers to conform to certain academic standards.	89	1.96	1.10	2.5	Disagree
10	My peers provide encouragements that helps me achieve my academic goals.		3.25	.75		Agree
11	Some of my peers negatively impact my academic performance by distracting me.		3.14	5.73		Agree
12	I often compare my academic performance to that of my peers which motivate me to do better.		2.61	1.03		Agree
13	I study together with my peers in the form of group learning.		3.43	.57		Agree
14	My peers sometimes pressurize me to prioritize social activities over academic responsibilities.		1.86	.65		Disagree
15	My peers inspire me to work harder and strive for academic excellence.		3.49	.74		Agree
16	My peers influence my choices of courses or academic programs.		2.57	.99		Agree
17	I feel judged by my peers if I don't meet certain academic standards or expectations.		2.04	1.07		Disagree
18	Collaborating with peers on arcade in projects helps me learn and achieve better grades.		3.57	.50		Agree
	Sum of cluster mean		27.83			
	Mean of items' mean		2.78			

The results in table 2 revealed the statistics of the influence of peer pressure on academic performance of university students. The results indicated that items 10,11,12,13,15,16, and 18 were rated as peer pressure factors that influences academic performance of university students based on the criterion mean of 2.50 which is less than their mean values. On the reverse, 9,14, and 17, were not indicated as factors that influences students' academic performance.

Consequently, the mean of items' mean is 2.78, thus leading to the conclusion that there is a fair agreement that peer pressure influences students' academic performance of University of Benin students.

Discussion of Findings

This section discusses the results obtained from the data analysis in relation to the research questions and hypotheses raised for the study. Each finding is discussed in line with the data obtained, supported by relevant empirical studies, and followed by the implications of the results.

The findings from Table 1 revealed that all the items had mean scores above the criterion mean of 2.50, with an overall mean of 3.28. This indicates that students agreed that study habits significantly influence their academic performance. The result shows that students who plan their time properly, read regularly, and make adequate preparation for tests and examinations tend to perform better academically. This may be because students who engage in consistent study routines, manage their time effectively, and revise regularly are better able to understand and retain what they learn. Such habits promote discipline, focus, and confidence during examinations, leading to better academic outcomes.

This finding agrees with Credé and Kuncel (2018), who reported that effective study habits and skills explain a significant portion of students' academic performance beyond intelligence. Similarly, Nonis and Hudson (2015) found that time management and consistent study practices positively correlate with GPA among university students. Awang and Sinnadurai (2011) also

observed that students who revise regularly and manage their time effectively perform better academically than those who study only before examinations. Richardson, Abraham, and Bond (2022) further emphasized that self-regulated learning behaviours, including goal setting and persistence, strongly predict academic success.

However, this finding contrasts with Musa (2019), who reported no significant relationship between study habits and academic achievement, suggesting that other factors such as motivation or environment may influence performance.

The implication of this finding is that academic counselors, lecturers, and university management should encourage students to develop good study habits through orientation programmes, workshops, and mentorship. Teaching students effective time management, note-taking, and revision techniques will enhance their learning outcomes and academic performance in the University of Benin.

The findings from Table 2 showed that most of the items had mean scores above the criterion mean of 2.50, with an overall mean of 2.78. This indicates that peer pressure exerts a noticeable influence on students' academic performance. The result implies that peers play a vital role in shaping students' attitudes toward learning and achievement.

This may be because students often imitate the behaviours and attitudes of their peers. Those who associate with academically serious peers are likely to develop positive study habits, attend classes regularly, and remain focused on their goals. In contrast, students who mix with

unserious or carefree peers may become distracted, lose motivation, and perform poorly academically.

This finding supports Ryan (2020), who found that students who associate with academically motivated peers show higher levels of engagement and achievement. It also agrees with Altermatt and Pomerantz (2003), who reported that students are more likely to adopt positive learning behaviours when surrounded by peers who value academic success. Wentzel (2015) observed that positive peer relationships predicted higher GPA and academic engagement. Conversely, Ansong et al. (2015) found that negative peer associations correlated with lower academic achievement, while Li (2013) showed that excessive socialization with peers can distract students and reduce study time.

However, this finding contrasts with Johnson (2018), who found no significant relationship between peer influence and academic performance, implying that individual motivation can sometimes override peer effects.

The implication of this finding is that students should be encouraged to associate with peers who promote positive academic behaviour. Counselors and lecturers should promote peer mentorship, group study sessions, and awareness programmes that reinforce academic diligence and reduce the effects of negative peer influence. Creating supportive social networks will help students sustain good study habits and improve performance.

The overall findings of this study revealed that both study habits and peer pressure significantly influence the academic performance of University of Benin students. Students who cultivate

effective study habits and associate with academically motivated peers tend to perform better than those who do not.

These findings agree with previous research emphasizing the roles of time management, self-discipline, and social support in academic success. Therefore, it is recommended that the University of Benin promote healthy study behaviours and foster supportive peer environments through academic counseling, mentorship programmes, and study workshops to enhance students' overall academic achievement and development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study was designed to investigate the influence of study habits and peer pressure on academic performance among university students. Two research questions were raised to guide the study. The questions raised and examined include: What is the influence of study habits on the academic performance of university students? What is the influence of peer pressure on the academic performance of university students?

The study adopted a correlational survey research design to examine the relationship between study habits, peer pressure, and academic performance among university students. The population of this study consists of 323 students in the Department of Educational Evaluation and Counselling Psychology (EECP), Faculty of Education, University of Benin, Benin City. The population comprises students across all levels as follows: 400 level – 47, 300 level – 81, 200 level – 89, and 100 level – 106. The sample size of 100 was considered adequate and manageable for effective data collection, analysis, and generalization of findings within the department. The main instrument for data collection in this study was a structured questionnaire. The reliability of the instrument was determined using the Cronbach Alpha method to measure the internal consistency of the items. The questionnaire was administered once to a group of 200-level students who were not part of the study sample. The analysis produced a reliability coefficient of

0.82, indicating that the instrument was reliable and internally consistent for data collection. The data collected for this study were analyzed using descriptive statistics, such as mean and standard deviation, to answer the research questions.

Findings

The findings from the study include:

- The findings from the study indicates that students agreed that study habits significantly influence their academic performance. It was shown that students who plan their time properly, read regularly, and make adequate preparation for tests and examinations tend to perform better academically.
- It was discovered that peer pressure plays a vital role in shaping students' attitudes toward learning and achievement.

Conclusion

Based on the findings of this study, it was concluded that both study habits and peer pressure significantly influence the academic performance of University of Benin students. Students who cultivate effective study habits and associate with academically motivated peers tend to perform better than those who do not. These findings agree with previous research emphasizing the roles of time management, self-discipline, and social support in academic success.

Recommendations for the Study

1 Based on the finding that study habits significantly influence academic performance, it is recommended that students should be encouraged to develop and maintain positive study habits such as effective time management, regular reading, goal setting, and consistent class preparation. The University of Benin should also organize study skills workshops to help students improve their learning strategies.

2. In line with the finding that peer pressure affects students' attitudes toward learning, it is recommended that students should be guided to associate with peers who exhibit positive academic behaviour. Counselors and lecturers should promote peer mentorship programmes and group study sessions that encourage academic discipline and reduce negative peer influence.

Suggestions for Further Research

Further research should be carried out on the influence of study habits and academic performance among secondary school students.

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Appendix

**DEPARTMENT OF EDUCATIONAL EVALUATION AND
COUNSELLING PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN**

Dear Respondents,

The researcher is a student of the above-named department, faculty and university. This questionnaire is designed to study the influence of study habits and peer pressure on academic performance among university of Benin students. You are requested to complete the questionnaire as sincerely and objectively possible. Your response will be treated with utmost confidentiality.

ATABHUJIE O. ANITA

Researcher

SECTION A: Demographic Information

INSTRUCTION: Please tick () the answer that best describes your response

1. **Age:** 16 - 20 () 21 - 25 () 26 and above ()
2. **Sex:** (1) Male [] (2) Female []
3. **Religion:** (1) Christianity [] (2) Islam [] (3) Traditional []

4. Level: 100 () 200 () 300 () 400 ()

SECTION B:

Please tick {v} the answer that best describes your response.

KEY: SA= Strongly Agree, A= Agree, D= Disagree, SD=Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	INFLUENCE OF STUDY HABITS AND ACADEMIC PERFORMANCE UNIVERSITY STUDENTS				
1	I regularly study and review course materials to prepare for exams.				
2	I effectively manage my time to balance academic responsibilities with other activities.				
3	I actively engage with course materials, such as taking notes and asking questions.				
4	I set specific academic goals and work towards achieving them.				
5	I consistently put effort into my studies, even when faced with challenges.				
6	I utilize available resources, such as online materials to support my performance				
7	I prioritize tasks and focus on the most important academic responsibilities such as assignment in order to improve my weakness.				
8	I regulate my learning so that I can improve my academic performance.				

S/N	ITEMS	SA	A	D	SD
	INFLUENCE OF PEER PRESSURE ACADEMIC PERFORMANCE UNIVERSITY STUDENTS				
9	I feel pressured from my peers to conform to certain academic standards.				
10	My peers provide encouragement that helps me achieve my academic goals.				
11	Some of my peers negatively impact my academic performance by distracting me.				
12	I often compare my academic performance to that of my peers, which motivates me to do better.				
13	I study together with my peers in the form of group learning.				
14	My peers sometimes pressurize me to prioritize social activities over academic responsibilities.				
15	My peers inspire me to work harder and strive for academic excellence.				
16	My peers influence my choices of courses or academic programs.				
17	I feel judged by my peers if I don't meet certain academic standards or expectations.				
18	Collaborating with peers on arcade in projects helps me learn and achieve				

	better grades.				
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