

**STUDY HABIT AND STUDENTS' ACADEMIC PERFORMANCE OF JUNIOR  
STUDENTS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE**

**BY**

**UGBO OGHOGHO DEBORAH**

**EDU1603233**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**UNIVERSITY OF BENIN**

**BENIN CITY, NIGERIA**

**JULY, 2021**

**STUDY HABIT AND STUDENTS' ACADEMIC PERFORMANCE OF JUNIOR  
STUDENTS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE**

**BY**

**UGBO OGHOGHO DEBORAH**

**EDU1603233**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
AWARD OF THE BACHELOR OF EDUCATION B.SC (Ed) HONOURS DEGREE IN  
EDUCATION POLITICAL SCIENCE**

**UNIVERSITY OF BENIN**

**BENIN CITY, NIGERIA**

**JULY, 2021**

## CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by UGBO OGHOGHO DEBORAH with Matriculation Number: EDU1603236 of the Department Of Educational Management, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc.Ed) Honours in Education Political Science.

---

**Mrs. M. Imariagbe**  
**(Project Supervisor)**

---

**Rev. S.R. Dr. P Ekejiuba**

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

**Prof. E.O.S Iyamu**  
**Dean of Faculty of Education**

**Date:** \_\_\_\_\_

## **DEDICATION**

This work is dedicated to God Almighty for his love, mercy and protection. And also in memory of my late father Pastor David Osaretin.

## ACKNOWLEDGEMENTS

My profound gratitude goes to God almighty for his grace towards my life during the period of my study in University of Benin. I wish to appreciate my project supervisor Mrs. M. Imariagbe for her intellectual guidance, the degree of commitment which she shows right from the take off stage of this work and her fruitful suggestion is second to none. Ma, may God Almighty who is the rewarder of those earnestly seeking him rewards you endlessly, (Amen). Also my appreciation goes to all my lecturers in the department and to all my course mates who provide moral support in one way or the other in the course of this research work.

My sincere gratitude goes to my mother Mrs. Ugbo Julie for her motherly cares and support she rendered to me throughout my academic journey. May God bless her bountifully and give her long life to enjoy the fruit of her labour.

I wish to express my sincere gratitude to my project coordinator Rev. SR. Dr. P Ekejiuba and Dr. H.O Alonge the current head of department (HOD) of Educational Management, Faculty of Education, University of Benin, Benin City for their continuous support, assistance and professional advice throughout my study as an undergraduate. May God in his infinite mercy continually bless you people.

## TABLE OF CONTENTS

TITLE PAGE	I
CERTIFICATION	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS	V
ABSTRACT	VII
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of Problem	3
Research Questions	3
Purpose of the Study	3
Significance of the Study	5
Scope and Delimitation of the Study	6
Operational Definitions of Terms	6
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
Theoretical framework	7
Concept of study habit	8
Element of study habit	12
Concept of students' academic performance	18
Relationship between study habit and students' academic performance	19
Summary of literature reviewed	21
<b>CHAPTER THREE: METHODOLOGY</b>	
Research design	22
Population of the study	22
Sample and sampling technique	23
Research instrument	23

Validity of the instrument	23
Reliability of the instrument	23
Administration of the instrument	24
Method of data analysis	24
<b>CHAPTER FOUR: PRESENTATION OF DATA ANALYSIS</b>	
Presentation of Results	25
Discussion of Findings	33
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION</b>	
Summary	36
Findings of the Research	37
Conclusion	37
Recommendations	38
Suggestions for Further Studies	38
REFERENCES	39
APPENDIX	41

## ABSTRACT

This study investigated the impact of study habits on academic performance of students in public junior secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The study adopted a descriptive survey design. The population for this study consisted of all the students in public junior secondary schools in Oredo Local Government Area of Edo State. There are 7,676 students in public junior secondary schools in Oredo Local Government Area of Edo State with 13 public junior secondary schools (Source: Post Primary Education Board, 2019/2020 Session). A total of four (4) selected junior secondary schools were sampled through the thirteen (13) public junior secondary schools in Oredo Local Government Area of Edo State. The selected schools include: Ihogbe College, Edokpolor Grammar School, Oredo Girls secondary school, Adesuwa Grammar Girls School. A sample of 200 students from the public junior secondary schools was used for this study. Fifty (50) students were selected from each of the four (4) secondary schools. The descriptive survey research design was adopted for the study. An analysis of data was done using simple percentage and frequency count.

The findings from the study include that the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area of Edo State include note taking, reading schedule, time management, teacher consultation and concentration during the hours of study. Findings from the study also indicated that reading schedule with a t-value of 18.548 is the element that mostly predicts students' academic performance. This is followed by time management (6.010), note taking (3.875), teacher consultation (3.445) and concentration during hours of study (3.224).

The researcher concluded that there exist a relationship between study habits and students' academic performance in Public Junior Secondary Schools in Oredo Local Government Area of Edo State.

Some of the recommendations made include that Group guidance should be organized in schools by professional counselors in order to create awareness on how students can develop effective study habits which could lead to good academic performance. It was also recommended that the teachers should teach the students on how to take important note during every lesson. By so doing, the students would develop good habit of note taking and this could lead to academic performance.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Academic performance of students is one of the main indicators used to evaluate the quality of education in Junior Secondary School. Academic performance is a complex process that is influenced by several factors, such as study habits. Study habit is different individual behavior in relation to studying and is a combination of study method and skill. In other words, study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person.

Study habits are the behaviors used when preparing for tests or learning academic material. Good (2012) define the term study habits as: "The student's way of study whether systematic, efficient or inefficient etc". Going by this definition it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. Good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as TV and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritizing the difficult contents. Some of the worst study habits include procrastination, evading the study, studying in inappropriate conditions, and loud sound of music and television during studying.

Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance. In this regard, medical students are faced with a large amount of information that is difficult to organize and learn, and requires knowledge and application of study skills. Evidence suggests that learners who do not have enough information about study strategies do not attain effective and stable learning, and therefore will not have an appropriate level of academic achievement. In other words, students with better academic achievement use these skills more than those with lower academic achievement.

Academic performance is one of the main problems of Nigeria educational system. For students to perform well in their academic pursuit, they need to study privately. There is a need for them to understand and recall what they have been taught and also read from other sources and this depends largely on their study habits. It has been observed that majority of students do not have effective study habit skills that are proportional to their academic demands. In recent times, reports of large scale academic failures leading to the production of half-baked.

Although, a lot have been written on study habits and Academic performance of students in many areas but the influence of study habit on academic performance Public Junior Secondary School Students seems to be a neglected area. This study, therefore, attempts to isolate time allocation and management as a factor of study habits and examine its effects on the Academic performance of students in Public Junior Secondary Schools in Oredo Local Government Area, Edo State.

## **Statement of the problem**

In recent times, students' academic performance both in internal and external examination has been poor. As a result parents, teachers, students , principal, and other educational stake holders are all worried. Could this then be as a result of their study habit that is responsible for such poor performance? Therefore, this study is out to investigate the relationship between students study habits and their academic performance of students in public junior secondary in Oredo Local Government Area of Edo State.

## **Research Questions**

The following research questions were raised to guide the study:

1. What are the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area?
2. Which of the elements predicts Students' Academic Performance the most?
3. What is the level of Student's Academic Performance in Public Junior Secondary Schools in Oredo Local Government Area?
4. Is there a relationship between study habit and student academic performance in Public Junior Secondary Schools in Oredo Local Government Area?

## **Purpose of the Study**

The purpose of study is listed as follows:

1. To investigate the elements of study habits of students in public junior secondary schools in Oredo local government area

2. To determine which of the elements predicts students' academic performance the most in public junior secondary schools.
3. To find out the level of listening comprehension strategies that junior secondary school students in Oredo Local Government Area of Edo state use in learning.
4. To discover the relationship between study habit and academic performance in public Junior Secondary Schools in Oredo Local Government Area.

### **Significance of the Study**

The study when completed would be benefited to the following individual: students, teachers, parents, ministry of education and the general public.

The result of the findings will enable students to develop good habits which could result to good academic performance of students. The study would expose student to different ways of taking note in the class and this would enable them to develop good strategies which could lead to good academic performance of students, such technique includes; the use of abbreviation, paying attention in class and many others.

The results of the findings help sensitize parent to encourage their children to develop effective study habit through the information that would be provided in the study. Teachers would see the result of the findings useful in discharging their duties. This would be achieved through the accurate information that would be provided in the study.

The study would enable the ministry of education to initiate programme that would facilitate effective among students in school. Such programme includes: implementation of guidance and counselling service in school etc.

Finally, the result of the findings would encourage members of the public to motivate their wards to take education very important and discourage laziness, examination malpractice and other anti social vices among students in their communities.

### **Scope and Delimitation of study**

The scope will cover the influences of study habit on academic performance of students in public junior secondary schools in Oredo Local Government Area of Edo State.

The focus will be on factors of study habit such as

1. Note taking
2. Time management
3. Concentration during the hour of teaching
4. Teacher consultation
5. Reading schedule

To determine students' performance, the focus will be on the Basic Education Certificate Examination (BECE) results of 2018/2019 academic session. The study is delimited to all public secondary schools in Ikpoba Okha Local Government Area of Edo State.

### **Operational Definition of Terms**

The following terms were operationally defined in the study:

**Study habit:** This is a behaviour style that is systematically formed by students towards learning and achievement.

**Study Skills:** These are peculiar strategies developed by the students in studying.

**Academic:** Academics are defined as the courses or subjects of learning. An example of academics is the study of math and science. The definition of academics are teachers or researchers.

**Academic Performance:** This refers to the performance that falls within specified standard. The specified standard is usually called pass mark and the pass mark is score above average which students are considered having passed and below which students are considered having failed.

**Student:** A person who is learning or studying at a place of higher or further education.

**Influence:** This is the ability to produce an effect or to affect character, beliefs, or actions.

**Student Achievement:** This refers to the extent to which a learner has attained their short or long-term educational goals.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter presents a theoretical orientation of the study and review of related research studies in the field of study habits and students' academic performance in secondary schools.

This chapter is divided into the following sub-headings:

- Theoretical Framework
- Concept of study habit
- Element of study habit
- Concept of students' academic performance
- Relationship between study habit and students' academic performance
- Summary of literature reviewed

#### **Theoretical Framework**

The theoretical framework of this study was built on Jerome Bruner's Theory of Learning. Bruner (1960) introduced the concept of learning by discovery. Bruner(1960) is of the view that learning is effectively engaged in if the learner is giving the opportunity to discover facts by him/herself. Bruner(1960) argues that mere presentation of information will not enhance effective solution of a problem. The theory stresses cognitive effectiveness. Because of this, some referred to Bruner's theory of learning as Bruner's theory of cognitive development. Bruner believed that learning by discovery begins when science teacher purposefully (i.e. intentionally) create (present) a problem and present it to the students by introducing some inconsistencies (i.e. contradictions) among source of information which are giving in the process

of instruction. According to Bruner such inconsistencies lead to intellectual discomfort that will stimulate (i.e. motivate) the students to initiate individual discoveries through cognitive restructuring (i.e. internal reorganization).

The intellectual discomfort created by the inconsistencies makes the learner to attempt to bring order out of this confusion by engaging in mental processes i.e. discovery activities which involve observation, hypothesizing, measuring, stating problem, data collection, classifying, inferring, etc. Through mental processes, the student can generate facts from his/her desperate experiences. Experiences gained during the mental processes enable the students to sense the disparity.

The Jerome Bruner's Theory of Learning is relevant to this work in the sense that it is designed to explain how the teacher who is a facilitator of knowledge can help the learner discover facts by him/herself through a good study habit.

### **Concept of Study Habit**

The term study habits refer to the way in which student's study either systematically, efficiently or inefficiently. In line with what has been said above, we can deduce that good study habit will definitely yield positive academic performance and achievements and also inefficient or poor study habit leads to academic failure. Students attitude and study habit towards any subject has been described as a function of passion coupled with their belief on that particular which has a long way to go on their academic performances.

Most students do not know how to study probably because they are not aware of what techniques to apply in the study situation or they study at odd times and in odd places. Hills and Ballow (2017) had an understanding of this deficiency in students approach to study and they

developed a comprehensive study skill manual for college students. Effective study cannot be acquired without the application of these skills and methods. Some of which include school environment, reading, note-taking, time consideration, organizing material in a study and choosing a good study environment among others.

Study habits are those behaviors that students practice regularly, to incorporate knowledge into their cognitive structure. They can be good or bad, with consequences, positive or negative, respectively, in their results (Dadzie, 2018). They incorporate with continuous practice, and then become natural. How good habits can cite: meet schedules; establish a methodology, diagram the time available; carry a steady rhythm; maintain order in the material; study in a place quiet and comfortable; use techniques to learn significantly, such as underline, synoptic and comparative tables or maps; review; expose aloud what has been learned; collating the notes from class with the recommended texts; Re-read if you don't understand; help with the dictionary to make reading comprehension; advertise short breaks every hour of dedication; and so on. They are forming progressively, since it cannot be expected that a pupil aged between six and eleven years apply complex techniques, but it does automate order, the tidiness or time management. The help of the teacher and the family as guides for the incorporation of these habits is essential.

To have a good study habits, it is required that a student do not count on the permanent guidance of their teachers, so that they can transform into someone capable of studying alone, which is what is called student with autonomy, in addition to those contents accumulate in your long-term memory. Some habit are considered bad study habits, these are: rote memorization, trying to bring the content to learn at the last moment, trying to learn in a place with low light,

messy and noisy, if sloppy, studying tired or hungry, and so on. It is expected that students do not consider these habits as it has long term negative effects on their academic performance.

Dadzie (2018) asserted that in the process of learning, a learner's habitual ways of exercising and practicing abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their 'study habits'. Learner's learning character is characterized by his study habits. Habits are true indicators of individuality in a person so study habits are the behavior of an individual related to studies which is adjudged from his study habits. Study habits serve as a vehicle of learning. It may be seen as both means and ends of learning. Study habits play a very pivotal role in the life of students. The Success or failure of each student depends upon his/her own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and the effort of students. No doubt, regular study habits bring their own reward in the sense of the achievement of success. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning.

Study habits are influenced by teaching methods adopted and the material they are to learn. So, it is the effort of teachers to develop good study habits among students. Such habits are the best equipment with which they can live and lead their lives with confidence. If the habits are developed at a young age, they will definitely cherish the joy of its fruits in the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult to modify their habits and behavior. Therefore, it is better to develop study habits in the initial stage

of life. It is the proper time and age to cultivate study habits. Many students do not study just for the sake of studying.

Akpan (2013) conducted a doctoral research reviewed some effect of study habits in senior secondary chemistry students' achievement, and his work was centered on the study habits and poor performance of students in the sciences. The main purpose of the study was to improve the study habits of male and female students. Three objectives were put forward by the researcher to assess the study habits of these students and how they affect the students' performance in Political Science, in the methodology, the researcher used pretest and post-test quasi experimental design. Descriptive and inferential statistics were used to analyse the data. The findings revealed among others, that there was a poor achievement and retention level of male and female students in the individual and group preference study habit categories. The study was conducted amongst Junior Secondary School students. Several factors are involved when it comes to study habits and academic performance of students and these include: proper time allocation and management, note taking, concentration during the hour of lecture, teacher consultation, study period procedures, examinations and written work, religious background of the students, social life, economic background of the students, organized study methods and location of the study activity. The difference between secondary and higher level of education is that, at secondary level, the students are expected to study what they have been taught in the class under a close supervision of the teacher. But at the tertiary level, the students however are expected to study independently. The students at this level have much freedom about the use of time. Under this condition, the students are left to decide what they should study at a particular time and how they should go about it. These students usually are faced with a variety of activities at the tertiary level and this is when the problem of choice comes in. For one to choose an

activity and how to go about it requires the ability to organize oneself effectively. Since the students have much freedom, they tend to waste much of this time on social media such as facebook, twitter and so on. Most of them usually hang around to chat with friends until late at night thereby forgetting to study. Some are so much involved in commercial activities at the expense of their academic work. Such students do not have the time to study and consult other sources of information to widen their scope. Others spend more time on social network than on their studies.

Gettinger & Seibert (2012) stated 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 (Gettinger & Seibert, 2012). Therefore, while some students may not find studying to be interesting, it is quite effective for achieving good overall grades (Rana & Kausar, 2011). For many students, being the best, doing the best and striving for overall excellence is the ultimate goal at whatever educational institution they may be enrolled in. Consequently, it is important to have learning styles, study skills and habits as they not only pertain to short term situations but can be extremely advantageous further on in life as fresh challenges are likely to be faced such as obtaining new jobs, the task of running a household and balancing finances are some of the many challenges that could be encountered as a person ages.

### **Elements of Study Habit**

The following include some of the elements of study habit;

**Note taking:** This is one of the activities that is believed to aid learning and remembering and consequently academic success 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 seem to be the observer. It involves the thought and hearing ability of the individual. Note-taking may have detrimental effect for students who are slow in listening efficiency. In view of this, Derville (2008) suggested certain aids for effective note-taking in the form of short abbreviations; for example, "b/w" to mean between. These abbreviations would be helpful to the slow writer. Care need 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: Read through the text carefully, 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. Make note on pieces of paper under each key point. It may be necessary to use a second that has similar points since one book may have points not contained in the first text book, making the study varied and more stimulating. These notes would be useless if they are not reviewed consistently and regularly particularly just before examination. Okorodudu (2010) 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.

**Time management:** Time management strategies are also a basis of criteria necessary for study habit. Empirical evidence suggests that effective time management is associated with greater academic achievement (McKenzie & Gow, 2014; Trueman & Hartley, 2016) as students learn coping strategies that allow them to negotiate competing demands. Students are tasked to juggle the work–life balance without much institutional support, and the way that higher education institutions are organized tends to lead to peaks and troughs in the student workload. Scherer, Talley, and Fife (2017) found that noncognitive personal behaviors such as a student’s time

perspective are effective predictors of academic outcomes as poor time management approaches mean that students find it hard to plan their work and may feel agitated toward the end of a course—when they are likely to be assessed. Ling, Heffernan, and Muncer (2003) found that students perceived poor time management to also be related to particular negative examination outcomes—whether this is actually the case or whether this is a case of self-serving bias, there is a clear association between student performance and their ability to manage time effectively.

**Concentration during the hour of teaching:** Concentration is a complex cognitive process of selecting important issues and ignoring those which are less important (Kurt, 2011). Attention and concentration both are equally important for the physiological and behavioral responses. When an individual is conscious, she/he possesses two types of attention, active and passive. Active attention is a voluntary process of increased alertness, concentration, interest and needs of a person. Curiosity and hunger are the stimulants for active attention. Passive attention can be said to be an involuntary cognitive process which easily gets distracted by any external stimuli. Transient attention is for a short period of time approximately 8 seconds. Selective sustained attention helps the person to concentrate and focus on stimuli for a longer period of time. Attention span is the total time given by an individual to concentrate on any particular activity without getting distracted. According to Hartley and Davis (2014), the attention span of an average adult on a particular topic is for 10-20 minutes at a time. Mild change in mental focus helps the individual to regain attention for another few minutes. Further, it depends on the interest of the person. There are many factors which can reduce the attention span of a person, such as, fatigue, hunger, noise, external stimuli, emotional and mental status. Middendorf and Kalish (2012) did a study to assess the ability of the students to recall content taught during a lecture. Results show that most of the students

were able to recall the initial content of the lecture which indicates that they were more attentive during the beginning of class and gradually they become less attentive. This study reveals that to achieve full attention and concentration of the students, lengthy classes should have breaks or some learning activities, to make the class enjoyable.

**Teacher consultation:** The general education teacher is the primary individual to present lessons to the students and to implement learning strategies. He or she consults regularly with other professionals and families to acquire information that facilitates the learning of students with visual disabilities. Allocating an extra time and responsiveness to students beyond classroom hour are two of the qualities a great teacher embodies. The presence of a mentor to lend a helping hand no matter how small or big the scale is, is sealed to them by virtue of their

profession. Thus, scheduling consultation hour is deemed necessary. It is a value added service beyond classrooms hour for the students to seek assistance on academic, curricular and extra-curricular related concerns. The aim of consultation is to help students cope with lessons, intensify learning and complete the needed task beyond classroom hours or as simple as sharing to their teachers what bothers them. This usually lasts for an hour depending on the degree to which they need help and the expertise of the teachers on the topic at hand. A sudden changed in behavior, a more engaged students on his academics, motivated individuals and increase score to test and quizzes are examples of desirable outcomes teachers expect among students to measure effectiveness of this program. These outcomes could be used to determine which lessons need to be strengthened as part of an intervention program plan to low performing students. The exact reason why schools and universities are implementing it is as an academic service and in compliance with the rules and regulations of different accrediting bodies.

**Reading schedule:** Today, student has much to read because of the great demand inherent in core curriculum. This is more obvious at the junior secondary school level in which the students are expected to study about fourteen different subjects or more in some cases. The ability to read fast will be an advantage. Quick reader take in and retain more than slow readers because the quick reader catches the drift and flow on the passage better whereas the slow readers delay over each word. Solomon (2009) stated that most poor readers are too slow ones. They were often concerned with unimportant details while the good and fast readers often adopt a wider view of all the paragraph. There are a number of bad habits which poor readers adopt; most of which involve using extra body movement in the reading process inefficient reading, the muscles of the eyes should make the external movement. Extra body movement such as pointing with the fingers or moving the lips, do not help reading and often only help in slowing it down. There are some cases in which slow reading can however be adopted depending on the subject matter and the purpose of reading Maddox (2006) formulated about four different types of reading which include mastery reading, exploratory and revision reading critical and pleasure reading. He stressed that these types of reading have different rates for the individual.

The essence of reading is to get the whole meaning of the passage. Students spend time reading in order to get the actual meaning of the chapter. Reading seeks to acquaint the students with many ideas that would otherwise have been overlooked when surveying. Reading with the intent to understand should be the major aim. It is important to read each line and take note of each sentence and sequence of events or arrangement of facts in the materials. Hills and Ballou (2010) explained that reading those phrases and sentences bring out the meaning in the passage, reading should not be done just once but several times until the meaning in the passage is got. While reading, it is advised that student be in a relaxed mood in order to concentrate. Lovell

(2011) was one of the earliest psychologists to carry out a study on recitation as a learning strategy. In the study, children in grades 4-6 were given either diagrams or short biographies to memorize. Results of this study obviously showed that recitation affected the children's learning positively. Lovell (2011) stated that instead of re-reading a material to be learnt, it is better to recite to oneself or to a friend, or write it out, making use of prompts whenever necessary. He recalled that relevant experimental evidence shows that with children and adults, the more time devoted to recitation, the quicker will be the rate of learning. The importance of recitation is further stressed by a later study carried out by Del Giono, (2010), it was a comparison between the read-recite and read-re-read procedures. Retention in these two groups were tested immediately after study and one week later The read recite group scored significantly higher on both tests than the learner to check on his own efforts. It should be noted however that though recitation is advantageous, it can only yield results when materials have been well understood and short. Necessary as recitation is as a study strategy, review is equally very useful; it has been defined as recall and rehearsal of information presented in a study. The major advantage is that it aids both immediate and long term retention As the students go through the material over and over again, the tendency is for them to get used to the material while being reminded as well as of those points they may have overlooked or forgotten, Lovell (2011) asserted that retention can be aided by thorough learning, by studying at a suitable period of the day, by constantly reviewing and by avoiding circumstances likely to cause interference. He also pointed out that when materials have been learnt, partly forgotten and learn again, the rate of forgetting is slower after the re-learning and it becomes lower still after further periods of review. This would appear to consume a lot of the student's time and can only be utilized by those who determined to study for excellence.

## **Concept of Students' Academic Performance**

The term “student’s academic performance” refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter (Spinath, 2012). Academic performance could be defined as self-perception and self-evaluation of one’s objective academic success. Academic performance generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences.

Academic performance is the measurement of student achievements across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and result from standardized test. It also refers to how well a student is accomplishing his or her given task measured against pre-set known standards of accuracy, completeness, cost and speed

Birgit (2012) defined Academic performance represents the outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Consequently, academic achievement could be defined as self-perception and self-evaluation of one’s objective success. Academic achievement is considered as a key criterion to judge one’s total potentialities and capabilities. Therefore, it is more pressing for the individuals/students to have high academic achievement. The world is

becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general to the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

### **Relationship between Study Habit and Student's Academic Performance**

Study Habits is an important aspect in the field of educational psychology and is ultimately related to learning style and academic performance. Majority of the students face serious problem of how to study and lack of awareness is a hindrance to become good academic performers. It is the absence of proper study habits and techniques that they fail to achieve the maximum within the limited time schedule. Like any other habits, study habits are also acquired through learning. Students get habituated to read and write in certain fixed ways. Most of the educational crisis such as underachievement, absenteeism stagnation, and academic drop out are usually concerned with the improper utilization of the study programs with respect to study time (Raj & Sreethi, 2010). Poor habits of study not only retard school progress but develop frustration destroy initiative and have different level of academic achievement i.e. high and low. They also differ in the pattern of study habits. Some of students have better study habits while the others have poor habits better the study habits better is the academic achievement means how much knowledge the individual has acquired from the school.

Academic performance of the students is determined by their study habits. Study habits and academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc should be educated in their own way but if they possess good study habits they can show performance in academics and in every situations and if children do not possess good study habits they cannot excel in their academics (Afolabi, 2014). It is the study habit which helps the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life while as Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the individuals/ students to have high academic achievement. Proper study habits in an individual are of most significant importance. It helps an individual to attain mental peace and enables him to interact in an impressive manner. It is quite natural that every individual is a slave of habits whether good or bad but it is witty to have good study habits as they benefit the students. Instead of wasting time and leisure it is better to utilize every second in obtaining and acquiring knowledge and thus include good study habits. Besides the self-concept, learning styles and study habits, there are various other things which an individual aspires for, one such important factor is academic achievement. Academic achievement is a capacity to excel others which is important component for every person especially for a student to be successful, as he is always facing competitive situation in his educational career. Achievement after all is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learners achieves. A teacher is supposed to arrange the educational situation in a way so as to encourage pupils to put their heart and soul in the school activities. The main concern of all educational efforts is to see that the learner achieves. Quality

control, quality assurance and of late total quantity quality management of the achievement have increasingly gained the attention of researchers in education.

### **Summary of Literature Reviewed**

The literature reviewed critically examines both the concept of study habit and elements of study habit. Study habits refer to the way in which student's study either systematically, efficiently or inefficiently. Elements of study habit as highlighted in the study include note taking, reading schedule, time management and teacher consultation. The literature review also examined the concept of students' academic performance. student's academic performance refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter.

Finally, the literature reviewed examined the relationship between study habit and students' academic performance. It is the study habit which helps the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life while as Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

- Research design
- Population of study
- Sample and sampling techniques
- Research instrument
- Validity of Instrument
- Reliability of instrument
- Method of data administration
- Method of data analysis

#### **Research design**

The research design adopted for the study is descriptive survey design which seeks's to ascertain the impact of study habit in the academic performance of students in Oredo Local Government Area of Edo State. The researcher sees it necessary to use this design because it uses a representative sample of the entire population.

#### **Population of the study**

The population for this study comprised of all the 7, 676 students in 13 public junior secondary schools in Oredo Local Government Area of Edo State. (Source: Post Primary Education Board, 2019/2020 Session)

## **Sample and sampling techniques**

Random sampling technique was used in this study. A sample size of 200 students was selected from the public junior secondary schools were used for this study. Fifty (50) students were selected from each of the four (4) secondary schools that was randomly selected.

## **Research instrument**

The researcher used the questionnaire for data collection and a checklist for students' academic performance. The total number of questionnaire used is two hundred. The questionnaire will be drawn from the questions raised in the research questions. The questionnaire is divided into two section A&B. Section "A" will comprise personal data of respondents such as age, sex, class. While section "B" comprises of questions which bother on the research problem.

## **Validity of the Instrument**

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was fully approved.

## **Reliability of the Instrument**

The test re-test method was used to determine the reliability of the instrument. In doing this, the researcher administered 5 copies of the instruments to 5 public secondary school students in Ovia North East Local Government Area which is not within the locality of the study who did not constitute part of the sample that was used for this study. To ascertain the internal consistency of the instrument, the Cronbach Alpha method was used to compute the internal consistency of the instrument. The computation yielded 0.95 for scale one, 0.95 for scale two,

0.97 for scale three, and 0.85 scale four. The instrument has an overall reliability index of 0.92 which indicates that the instrument is reliable and therefore considered appropriate for use.

### **Administration of Instrument**

The questionnaire was administered by the researcher to the students. The researcher offered information to the respondents on how they should fill their questionnaires and also waited to collect back the filled questionnaires from the respondents after they have answered the questions.

### **Method of Data Analysis**

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

## CHAPTER FOUR

### PRESENTATION OF DATA ANALYSIS

This chapter presents the data collected from respondents, as well as the results of their analyses. The presentation and analyses are according to the research questions. The summary of findings from the analyses is also presented.

**Research Question 1:** What are the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area?

**Table 4.1:** Responses on the elements of study habits of students in Public Junior Secondary Schools

S/N	Elements of study habit	Agree	%	Disagree	%	Total No of respondents
	<b>Note Taking</b>					
1.	Students take note when teacher is writing on chalkboard	131	65.5	69	34.5	200
2.	Students form their personal note when Reading at home	143	71.5	57	28.5	200
3.	Students take note in the margin of the text when reading	119	59.5	81	40.5	200
	<b>Reading Schedule</b>					
4.	Students form their own reading timetable	126	63	74	37	200
5.	Students stick to their reading timetable	133	66.5	67	33.5	200
6.	Students set aside some days in the week exclusively for reading	151	75.5	49	24.5	200
	<b>Time Management</b>					
7.	Students has allotted time for reading	137	68.5	63	31.5	200
8.	Students devote some time of their leisure for reading	120	60	80	40	200
9.	Students are able to balance time of reading with other activities	149	74.5	51	25.5	200
	<b>Teacher Consultation</b>					
10.	Students consult teachers on how to excel in their studies	173	86.5	27	13.5	200
11.	Students consult teachers on how to manage their time	129	64.5	71	35.5	200
12.	Students consult teachers on how to form their own reading note	163	81.5	37	18.5	200
	<b>Concentration during the hours of study</b>					
13.	Students pays rapt attention in class	125	62.5	75	37.5	200
14.	Students always listen to teachers by asking questions	136	68	64	32	200
15.	Students finds it difficult to concentrate during hours of study	97	48.5	103	51.5	200

Analysis of data in table 4.1 indicated that under item 1, 131 respondents representing 65.5% of the entire sample population agreed that students take note when teacher is writing on chalkboard while 69 respondents representing 34.5% of the sample population disagreed. In item 2, 143 respondents representing 71.5% of the entire sample population agreed that students form their personal note when Reading at home while 57 respondents representing 28.5% of the sample population disagreed that students form their personal note when Reading at home. Under item 3, 119 respondents representing 59.5% of the entire sample population agreed that students take note in the margin of the text when reading while 81 respondents representing 40.5% of the sample population disagreed. Under item 4, 126 respondents representing 63% of the entire sample population agreed that students form their own reading timetable while 74 respondents representing 37% of the sample population disagreed. Under item 5, 133 respondents representing 66.5% of the entire sample population agreed that students stick to their reading timetable while 67 respondents representing 33.5% of the sample population disagreed. Under item 6, 151 respondents representing 75.5% of the entire sample population agreed that students set aside some days in the week exclusively for reading while 49 respondents representing 24.5% of the sample population disagreed. Under item 7, 137 respondents representing 68.5% of the entire sample population agreed that students has allotted time for reading while 63 respondents representing 31.5% of the sample population disagreed. Under item 8, 120 respondents representing 60% of the entire sample population agreed that students devote some time of their leisure for reading while 80 respondents representing 40% of the sample population disagreed. Under item 9, 149 respondents representing 74.5% of the entire sample population agreed that students are able to balance time of reading with other activities while 51 respondents representing 25.5% of the sample population disagreed. In item 10, 173

respondents representing 86.5% of the sample population agreed that students consult teachers on how to excel in their studies while 27 respondents representing 13.5% of the sample population disagreed. Under item 11, 129 respondents representing 64.5% of the entire sample population agreed that students consult teachers on how to manage their time while 71 respondents representing 35.5% of the sample population disagreed. In item 12, 163 respondents representing 81.5% of the entire sample population agreed that students consult teachers on how to form their own reading note while 37 respondents representing 18.5% of the sample population disagreed. Under item 13, 125 respondents representing 62.5% of the entire sample population agreed that students pays rapt attention in class while 75 respondents representing 37.5% of the sample population disagreed. In item 14, 136 respondents representing 68% of the entire sample population agreed that students always listen to teachers by asking questions while 64 respondents representing 32% of the sample population disagreed. Under item 15, 97 respondents representing 48.5% of the entire sample population agreed that students finds it difficult to concentrate during hours of study while 103 respondents representing 51.5% of the sample population disagreed that students finds it difficult to concentrate during hours of study. Analysis of data in table 4.1 therefore implies that the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area of Edo State include note taking, reading schedule, time management, teacher consultation and concentration during the hours of study.

**Research Question 2:** Which of the elements of study habit predicts Students' Academic Performance the most?

**Table 4.2:** Multiple Regression on the Analysis of predictors (elements of study habit) and Students academic performance

R = .904 <sup>a</sup> R-square (R <sup>2</sup> ) = .817 Adjusted R-square =.816 F <sub>(3,372)</sub> = 453.482						
Model <sup>a, b</sup>	Unstandardized Coefficients		Standardized Coefficients	T	p-value	Remark
	B	Std. Error	Beta			
(Constant)	-.034	.098		.347	.728	
Note taking	.087	.022	.097	3.875	.000	Significant
Reading schedule	.690	.037	.698	18.548	.000	Significant
Time management	.196	.033	.223	6.010	.000	Significant
Teacher consultation	.077	.012	.083	3.445	.00	Significant
Concentration during the hours of study	.066	.010	0.78	3.224	.00	Significant

**Model**

Students' academic performance = constant +  $\beta_1$  note taking +  $\beta_2$  reading schedule +  $\beta_3$  time management +  $\beta_4$  teacher consultation +  $\beta_5$  concentration during hours of study

Students' academic performance = -.034 + .087 note taking + .690 reading schedule + .196 time management + .077 teacher consultation + 0.66 concentration during hours of study

a. Dependent Variable: Students' academic performance

**b. Predictors:** (Constant), note taking, reading schedule, time management, teacher consultation, concentration during hours of study

Result in Table 4.2 showed that the regression coefficient ( $\beta$ ) of .087, .690, .196, 077 and 0.66 for note taking, reading schedule, time management, teacher consultation and for concentration during hours of study had statistically significant and positive relationship with students' academic performance ( $p < 0.01$ ). This showed that there was a significant relationship between all the elements of study habit and students' academic performance in Oredo Local Government Area of Edo State. The rank order of the t-values showed that reading schedule with a t-value of 18.548 is the element that mostly predicts students' academic performance. This is followed by time management (6.010), note taking (3.875), teacher consultation (3.445) and concentration during hours of study (3.224). The result further showed that the R-square ( $R^2$ ) of .817 and adjusted R-square ( $R^2$ ) of .816 showed that the elements of study habit (note taking, reading schedule, time management, teacher consultation, concentration during hours of study) jointly explained 81.7% and 81.6% of changes in student academic performance in Oredo Local Government Area of Edo State. The correlation coefficient ( $r$ ) of .904 showed that the elements of study habit were positively and moderately correlated with student academic performance in the local government while the f-statistics ( $F_{3,372} = 453.482$ ) showed that the elements of study habit combined, jointly and significantly predicts student academic performance in secondary schools in Oredo Local Government Area of Edo State.

**Research Question 3:** What is the level of Student's Academic Performance in Public Junior Secondary Schools in Oredo Local Government Area?

**Table 4.3:** Students’ academic performance in Basic Education Certificate Examination (BECE) of junior secondary schools in 2018/2019 academic session in Oredo Local Government Area of Edo State

S/N	Name of school	Total no of students that enrolled	Total No of students that passed	%	Total No of students that failed	%
1.	Oredo Girls Junior Secondary School	127	116	91.3	11	8.7
2.	Ihogbe College Junior Secondary School	97	83	85.6	14	14.4
3.	Edokpolor Grammar School	110	91	82.7	19	17.3
4.	Adesuwa Grammar Girls School	119	98	82.4	21	17.6

Analysis of data in Table 4.3 shows that under item 1, a total number of 127 students enrolled for Basic Education Certificate Examination (BECE) in 2018/2019 academic session in Oredo Girls Junior Secondary School. Out of the 127 enrolled students, 116 students representing 91.3% of the total number of enrolled students passed while 11 students representing 8.7% failed. Under item 2, a total of 97 students enrolled in Ihogbe College Junior Secondary School. Out of the 97 enrolled students, 83 students representing 85.6% of the total number of enrolled students passed while 14 students representing 14.4% of the total number of enrolled students failed. In item 3, a total of 110 students enrolled in Edokpolor Grammar School. Out of the 110 enrolled students, 91 students representing 82.7% of the total number of enrolled

students passed while 19 students representing 17.3% of the total number of enrolled students failed. Under item 4, a total of 119 students enrolled in Adesuwa Grammar Girls School. Out of the 119 enrolled students, 98 students representing 82.4% of the total number of enrolled students passed while 21 students representing 17.6% of the total number of enrolled students failed.

The analysis of data therefore implies that majority of the students passed in Basic Education Certificate Examination (BECE) of junior secondary schools in 2018/2019 academic session in Oredo Local Government Area of Edo State.

**Research Question 4:** Is there a relationship between study habit and student academic performance in Public Junior Secondary Schools in Oredo Local Government Area?

**Table 4.4: Pearson’s correlation of study habits and students’ academic performance**

<b>variables</b>	<b>N</b>	<b>Pearson r</b>	<b>Sig(2tail)</b>	<b>Decision</b>
Study habits	<b>200</b>	<b>.825</b>	<b>.663</b>	<b>Rejected</b>
Students’ academic performance				

Analysis of data in table 4.4 sought to determine if there exist a relationship between study habit and students’ academic performance in public junior secondary schools in Oredo Local Government Area of Edo State. The result in table 3 revealed a Pearson correlation of .825 with a corresponding p-value of .663 at .05 alpha level. Since the p-value of .663 is less than the

r-calculated value of .825, the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between study habits and students' academic performance in Oredo Local Government Area of Edo State.

### **Discussion of Findings**

The result of this study indicated the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area. Analysis of data revealed that the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area of Edo State include note taking, reading schedule, time management, teacher consultation and concentration during the hours of study. Supporting this finding, Okorodudu (2010) emphasized that unless a student has an exceptional memory, note taking is sacrosanct as this will help students to recall accurately all the main points and relevant details in a study material by merely reading it.

Findings from the study also revealed the elements of study habit which predicts Students' Academic Performance the most. The rank order of the t-values showed that reading schedule with a t-value of 18.548 is the element that mostly predicts students' academic performance. This is followed by time management (6.010), note taking (3.875), teacher consultation (3.445) and concentration during hours of study (3.224). The result further showed that the R-square ( $R^2$ ) of .817 and adjusted R-square ( $R^2$ ) of .816 showed that the elements of study habit (note taking, reading schedule, time management, teacher consultation, concentration during hours of study) jointly explained 81.7% and 81.6% of changes in student academic performance in Oredo Local Government Area of Edo State. The correlation coefficient ( $r$ ) of .904 showed that the elements of study habit were positively and moderately correlated with

student academic performance in the local government while the f-statistics ( $F_{3,372} = 453.482$ ) showed that the elements of study habit combined, jointly and significantly predicts student academic performance in secondary schools in Oredo Local Government Area of Edo State. Supporting the findings, Hartley (2016) found out that reading schedule along with effective time management are associated with greater academic achievement as students learn coping strategies that allow them to negotiate competing demands.

Findings from the study also indicated that the level of students' academic performance is encouraging. This is clearly shown as majority of the students passed in Basic Education Certificate Examination (BECE) of junior secondary schools in 2018/2019 academic session in Oredo Local Government Area of Edo State. The result of this findings supported the work of Omokheni (2017) who in a study conducted in Ekiti State found out that academic performance of students is on the high side. He further asserted that despites poor infrastructural facilities in public secondary schools, the academic performance of students in recent years is encouraging.

The result of the findings revealed that there is a relationship between study habits and students' academic performance in Public Junior Secondary Schools in Oredo Local Government Area of Edo State. This is done using Pearson correlation of .825 with a corresponding p-value of .663 at .05 alpha level. Since the p-value of .663 is less than the r-calculated value of .825, the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between study habits and students' academic performance in Oredo Local Government Area of Edo State. Corroborating this findings, Afolabi (2014) found out that academic performance of the students is determined by their study habits. He further asserted that study habits and academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc. should be educated in

their own way but if they possess good study habits they can show performance in academics and in every situations and if children do not possess good study habits they cannot excel in their academics.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section deals with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

#### **Summary**

This study investigated the impact of study habits on academic performance of students in public junior secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The study adopted a descriptive survey design. The population for this study consisted of all the students in public junior secondary schools in Oredo Local Government Area of Edo State. There are 7,676 students in public junior secondary schools in Oredo Local Government Area of Edo State with 13 public junior secondary schools (Source: Post Primary Education Board, 2019/2020 Session). A total of four (4) selected junior secondary schools were sampled through the thirteen (13) public junior secondary schools in Oredo Local Government Area of Edo State. The selected schools include: Ihogbe College, Edokpolor Grammar School, Oredo Girls secondary school, Adesuwa Grammar Girls School. A sample of 200 students from the public junior secondary schools was used for this study. Fifty (50) students were selected from each of the four (4) secondary schools.

The analysis of data obtained produced the following findings.

## **Findings of the research**

Findings from the study include:

- That the elements of study habits of students in Public Junior Secondary Schools in Oredo Local Government Area of Edo State include note taking, reading schedule, time management, teacher consultation and concentration during the hours of study.
- That reading schedule with a t-value of 18.548 is the element that mostly predicts students' academic performance. This is followed by time management (6.010), note taking (3.875), teacher consultation (3.445) and concentration during hours of study (3.224).
- That the level of students' academic performance is encouraging. This is clearly shown as majority of the students passed in Basic Education Certificate Examination (BECE) of junior secondary schools in 2018/2019 academic session in Oredo Local Government Area of Edo State.
- That there is a relationship between study habits and students' academic performance in Public Junior Secondary Schools in Oredo Local Government Area of Edo State.

## **Conclusion**

Arising from the results of this study, the researcher concluded that there exist a relationship between study habits and students' academic performance in Public Junior Secondary Schools in Oredo Local Government Area of Edo State.

## **Recommendations**

From the results of this study, the researcher recommended that:

1. Group guidance should be organized in schools by professional counselors in order to create awareness on how students can develop effective study habits which could lead to good academic performance.
2. A functional school library should be mounted in all secondary schools in Oredo Local Government Area of Edo State. By so doing, students would be motivated to utilize the library resources and thus inculcating in them a good study habits.
3. Parents and guardians should encourage their children to set up schedules for study and they should give their children enough time to study at home.
4. The teachers should teach the students on how to take important note during every lesson. By so doing, the students would develop good habit of note taking and this could lead to academic performance.
5. Guidance counselors should organize orientation to students on how to develop effective note taking and time management skills. This would have to facilitate effective study habits among students in Oredo Local Government Area of Edo State.

## **Suggestions for Further Studies**

The researcher suggested that research on impact of study habits on student's academic performance be carry out in other local government areas of the state as this would lead to a better generalization on the impact of study habits on student's performances.

## REFERENCES

- Abid, H. C. (2016). Effective of guidance services on study attitudes, study habits and academic achievement of secondary school students, *Bulletin of Education and Research*, 28 (1), 35-45.
- Adeyemo, O. (2015). *Improving Reading Skills: A Handbook for Students*. Akwa: Ikenja Publishing.
- Aremu, C. (2011). *Study Habits and Student's Academic Performance in English in Secondary Schools in Cross Rivers State*. Unpublished MSc. Dissertation. University of Calabar.
- Baquiran, D. (2011). *Effective Study Habits and Students Academic Achievement in South-Central of Cross Rivers State*. Unpublished MSc. Dissertation. University of Calabar.
- Bhan, K.S. and R. Gupta ( 2010). Study habits and academic achievement among the students belonging to scheduled caste and non- scheduled caste group. *Journal of Applied Research in Education*, 15(1): 1-9. View at Google Scholar
- Chukwu, B. (2008). *Academic Performance of Secondary School Students in Mathematics*. Nsuka: Afro-or bis publishing.
- Crow, L. & Crow, A.(2012). *Reading in Guidance: Principles, Practices, Organizations, Administration*. New York: David Mckay Company.
- Etuk, D. (2015). *Building Practice Intertwining Content and Pedagogy in Teaching and Learning to Teach*. West Port: Abex Publishing.
- Gbore, A. (2016). *Factor Wondering Effective Study Habits Among Students: A Hand Book for Students in Colleges and Universities*. Nakuru: Egerton Publishing.
- Hill, C & Ballow, A.(2010). *The Impact of school library*. Australia: Australian Educational Research.
- Hussain, A (2010) *Effect of Guidance Services on Study Attitudes, Study Habit and Academic Achievement of Secondary School Students*.
- Issa, A.O., M.B. Aliyu, R.B. Akangbe and A.F. Adedeji, (2012). Reading interest and habits of the federal polytechnic students. *International Journal of Learning & Development*, 2(1): 470-486. View at Google Scholar | View at Publisher
- Isaac, O. (2011). *The School Library as Foundational step to Children's Effective Reading Habits* Enugu: Library Philosophy and Practice.
- Isaac, O. (2011). *The School Library as Foundational Step to Children's Effective Reading Habits*. Uyo: Librarian and Information Manager.

- Muraina, G. (2013). Principles of Mathematics. Benin City: Osasu Service Ventures.
- Okon, U. (2015). The Factors that Influence Students Understanding of Mathematics. Calabar: Rapid Educational Publishers.
- O. C. & Okorodudu, R. I. (2013). Issues concepts, theories and techniques of guidance and counselling. Benin-City: Ethiope publishers, 24 –54.
- Onu, C. (2016). A Handbook on Guidance and Counselling. Nsukka: University of Nsukka.
- Onwuegbuzie, A. J. (2011). Library anxiety and characteristic strengths and weakness of graduate students' study habits. *Library Review*, 50(2), 73-80.
- Osa, A. (2012). The Secrets of Notes-taking. Port Harcourt: Double Publications.
- Palani, K.K., (2012). Promising reading habits and creating literate social. *International Reference Research Journal*, 3(2): 90. View at Google Scholar
- Peretomode, V. F. (2008). Educational administration: Applied concepts and theoretical perspectives. Ikeja: Joja Educational Research and Publishers.
- Pierce, Charles E. (2017). An Academic Survey of Engineering Student performance in public day secondary schools in Nairobi Province. Unpublished paper,
- Plecki, M. (2011). The relationship between elementary school size and student achievement. ERIC Document Reproduction Service. No. ED. 396 861.
- Riaz, A, K. Asma & Niaz, H. N. (2012). Relationship of study habits with Educational achievements. *International Journal of Agriculture and Biology*, 4(3), 369-371
- Sorenson H. P., (2011). Psychology in Education. New York: McGraw Hill Book Co. Inc.
- Singh, Y.G., (2011). Academic achievement and study habits of higher secondary students. *International Referred Research Journal*, 3(27): 2. View at Google Scholar
- Vandamme, J.P., N. Meskens and J.F. Superby, (2015). Fresher's achievement: Prediction methods and influencing factors. Higher Education, Multijurisdictionality and Globalisation Conference, Ateliers des Fucam, Mons, Belgium. Dec 16-17.
- Zahra, G. and Javaher, E. (2013). Effectiveness of teaching time management strategies on students' anxiety and their academic performance. *International Journal of Psychology and Behavioral Research*, 2 (1), 51-58.
- Zularof, C.R. and Gortner, A.K. (2009). Use of firmness and academic performance of college students: Once studying matters. A paper selected for presentation at American Agricultural Economics Association annual meeting, August 8-11, 2009.

# IMPACT OF STUDY HABIT IN THE ACADEMIC PERFORMANCE OF STUDENTS

## SECTION A

**Instruction: Please tick the option you consider appropriate and fill in blank spaces**

**Name of school** \_\_\_\_\_

**Sex** \_\_\_\_\_

**Class** \_\_\_\_\_

## SECTION B

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

**Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)**

S/N	ITEMS	SA	A	D	SD
	<b>Note Taking</b>				
1.	Students take note when teacher is writing on chalkboard				
2.	Students form their personal note when Reading at home				
3.	Students take note in the margin of the text when reading				
	<b>Reading Schedule</b>				
4.	Students form their own reading timetable				
5.	Students stick to their reading timetable				
6.	Students set aside some days in the week exclusively for reading				
	<b>Time Management</b>				
7.	Students has allotted time for reading				
8.	Students devote some time of their leisure for reading				
9.	Students are able to balance time of reading with other activities				
	<b>Teacher Consultation</b>				

10.	Students consult teachers on how to excel in their studies				
11.	Students consult teachers on how to manage their time				
12.	Students consult teachers on how to form their own reading note				
	<b>Concentration during the hours of study</b>				
13.	Students pays rapt attention in class				
14.	Students always listen to teachers by asking questions				
15.	Students finds it difficult to concentrate during hours of study				

**PRINCIPAL**

Name of school \_\_\_\_\_

Total enrollment of J.S.S.3 students \_\_\_\_\_

**J.S.S 3 students' result in for 2018/2019 academic session**

S/N	TOTAL NUMBER OF STUDENTS THAT ENROLLED	TOTAL NUMBER OF STUDENTS THAT PASSED	TOTAL NUMBER OF STUDENTS THAT FAILED