STUDY HABITS PROFILE AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KWARA STATE, NIGERIA

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ABSTRACT

The main objective of this study is to examine the effect of study habit profiles on secondary school students' academic performances in Kwara State, Nigeria. The descriptive research design approach was used in the study. The population of this study comprised all Senior Secondary School students in Kwara state with a sample size of Three hundred and ninety respondents selected from public and private senior secondary schools using a simple random sampling technique. Two major research instruments were used for this study: The study Habits Questionnaire (SHQ) and Senior Secondary School Performance Test (SSSPT). SHQ was a self-designed questionnaire used to gather the required details from the respondents about their personal information and their study habit profile while SSSPT was used to test their academic performances. Data were analysed using percentages, mean, standard deviation, while regression analysis was used to test the hypothesis formulated for the study. The findings from this study showed that the Average Mean Score of the study habits profile of senior secondary school students was 3.01 and, the Average Mean Score of academic performance was 43.5. The regression results indicate that the study habit profiles have a significant influence on students' academic performance. Therefore, the paper concluded that students with high study habit profiles could have a high academic performance. Based on these findings, it was recommended that students should be encouraged to read from electronic materials along with traditional methods. The study also recommended that students should be encouraged to find a conducive environment devoid of distracting agents. Finally, more regular counselling services be introduced to sensitize the students on ways to improve their study habits to boost their academic performances.

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1. INTRODUCTION

Study habits is an action such as reading, taking notes, and holding study groups, among others, which students perform regularly and habitually to accomplish the task of learning. It is a process from which an individual gets proper input to feed his hunger and quench his thirst for knowledge. Study habits can be described as effective or ineffective depending on whether or not the habit serves the students well (Lili, Mengmeng, & Huebner 2014). Many of the issues concerning school achievements revolve around developing good study habits. Reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and taste of reading (Jato et al., 2014). It is a pattern with which an individual organizes his/her reading to cope with new knowledge in the ever-changing world. In some previous studies such as Ajai,Shiaki, and Bulus (2020), Badau (2018), Ebele and Olofu (2017), Nuvetha (2016), and Osa-Edoh and Alutu (2012), study habits as a variable responsible for superior academic performance or otherwise has been examined vicariously in conjunction with other factors that interface with it to exert a tremendous impact on academic achievement. Variables such as gender, class type, and school type have been suggested to interplay with study habits to determine academic achievement. The results of studies on study habit as a function of gender have been very interesting and illuminating though findings have differed from one study to another. For example, the Nuvetha (2016) study found that girls scored higher on the study habits measure whereas the Robinson study reported masculine characteristics as being more strongly related to effective study habits than feminine ones. On the other hand, the studies by Osa-Edoh and Alutu (2012) found no significant difference in the study habits of male and female students.

Despite the seeming exhaustiveness of literature on the determinants of academic performance of learners, there seem to be more areas of interest to be investigated. Understanding the relationship between study habits and senior students' academic performance can be an important vehicle to equip them and enable productive participation in the school. The present study, therefore, sought to investigate the effect of study habits profile on the senior secondary school students academic performance in Kwara State, Nigeria.

The importance of education for national development has placed secondary schools at the centre of the efforts of governments to increase the rate of literacy level in Nigeria. Students' success at this level depends on their academic achievement after taking the organized

national examinations conducted by the West African Examinations Council (WAEC) and National Examinations Council (NECO). The National Policy on Education (NPE, 2013) stipulated that secondary school education is an instrument for national development that fosters the worth and development of the individual for further education and development. The development of the society and equal educational opportunities for all Nigerian children, irrespective of any physical or marginal disability. However, this aim of secondary school education in Nigeria is being threatened by students' poor academic performances.

Anakwe (2018) defined student's academic performance as the process of developing the capacities and potentials of individual to be successful in a specific society or culture. From this perspective, education serves as a process of individual and societal development. It is also important to keep in mind that academic performance may largely be a function of the context in which it takes place. Therefore, the necessary abilities may also vary according to the context. In this regard, it may be concluded that the concept, meaning, and criteria of academic success may also vary according to the context in which it is found. Despite the importance of education vis-à-vis academic performance, most Nigerian secondary school students are at greater risk of poor academic performances in internal and external examinations (WAEC and NECO).

2. STATEMENT OF THE PROBLEM

In the last three decades, there is a public discourse that something is fundamentally amiss with the educational system in Nigeria. The problem of poor academic performance of secondary school students in Nigeria is a great concern to stakeholders in education due to the considerable investment in the sector. Furthermore, despite all the various efforts by parents, teachers, State and Federal Governments to improve students' academic performance, the results remained poor. Daily Post (2018) reported that in 2017 and 2018 January/February WAEC private examinations, only 26.3% and 17.1% of candidates got 5 credits in Mathematics and English language respectively. Thus, over 70% of these candidates could not get the basic requirements to secure admission into any Nigerian University. In Kwara state, the statistical analysis of candidates' academic performance in 2018 showed that only 49.2% of 35,380 students in public schools and 15.7% of 1,855 students in private school got five credits and above in English language and Mathematics (WAEC Results Statistics, 2016-2018). This ugly trend was not pleasing. Poor academic

performance could be linked to attitudinal variables of introversion and extroversion which may constitute a vital input that may have a direct relationship with the academic performance of students (Oche, 2018). Hence, a lasting solution is needed because poor academic performance could lead to frustration, school dropout, and truancy to mention but a few. It is on this note that this research investigated the study habits and academic performance of senior secondary school students in Kwara State, Nigeria.

3. PURPOSE OF THE STUDY

The study determined the students' study habit profile and academic performance of senior secondary school students in Kwara State, Nigeria.

4. RESEARCH QUESTION

A research question was answered in the study, thus;

i. What is the study habits profile of senior secondary school students in Kwara state?
ii. What is the level of students' academic performance in Kwara state?
iii. What is the relationship between study habits and academic performance of senior secondary school students in Kwara state?

5. RESEARCH HYPOTHESIS

Ho: Study habit profile is not a significant predictor of academic performance of secondary school students in Kwara State, Nigeria.

6. METHODOLOGY

- **Research Design**

The research design that was adopted for this study is the descriptive survey of correlational type because it shows the relationship between the variables. Sekaran and Bougie (2016) stated that descriptive research represents and attempts to provide an accurate description or picture of a particular situation or phenomenon at one or more points in time. Given these assertions, the descriptive survey approach was considered appropriate for the study since the researcher was interested in collecting information from a representative sample of senior

secondary school students based on their study habits and academic performance of senior secondary school students in Kwara state.

- **Population and Sample**

The population for this study was 383 students of both public and private senior secondary schools in Kwara State. The enrolment figures from Kwara State Ministry of Education and Human Capital Development indicated that, in 2020, there are 100,168 students in public and private senior secondary schools in Kwara State. The techniques used in selecting the sample of the study were simple random and stratified sampling techniques. According to Research Advisor (2006),when a population is 1000, then 278 are taken as a sample, when the population is 10,000, the sample will be 370, but when the population is 100,000, the sample will be 383. Based on the above, the sample size selected through simple and stratified random sampling techniques for the study was 383.

- **Research Instrument**

Two major research instruments used for the study were: (a) Study Habits Questionnaire (SHQ) and (b) Senior Secondary School Performance Test (SSSPT).

(a) Study Habits Questionnaire (SHQ)

Study Habits Questionnaire (SHQ) was designed by the researcher after a careful review of the related literature. The instrument comprises two sections; A and B. Section A focuses on demographic data of the respondents which include information on gender, school type, and class type. Section B contains items to elicit responses from the respondents on the nature of students' study habits using the adapted four-point Likert-type rating scale format of Very True of Me=4 points, True of Me =3 points, Not True of Me=2 points, and Not Very True of Me=1 point.

(b) Senior Secondary School Performance Test (SSSPT)

The Senior Secondary School Performance Test (SSSPT) is a 20-item multiple-choice objective test with four options (A-D) for each English Language and Mathematics. The items cover all the topics in the senior secondary school (SS-II) Mathematics and English Language syllabus with 20 questions in each subject. Students were not asked to indicate

their names on the questionnaire so as to make the responses anonymous. The average point was $1+2+3+4=\frac{10}{4}=2.5$. Hence, the mean for decision making was 2.5.All scores below 40 marks were considered 'Low Performance', 40 - 69 marks were considered Average Performance while 70 and above were considered 'High Performance'.

7. METHOD OF DATA ANALYSIS

The analysis of the data was done in line with the research questions. Means, Standard Deviation, and rank order were used for the descriptive data. The study was predicted values on or in a single dependent variable using several predictor variables (independent variables) by combining the correlation of each independent variable with the dependent variable. Multiple regression analysis is a powerful technique used for predicting the unknown value of a variable from the known value of two or more variables also called the predictors (Sekaran & Bougie, 2016). Therefore, the hypothesis that sought to determine significant predictors of academic performance and students' study habit profile of senior secondary school students were tested using multiple regressions.

8. RESULT OF FINDINGS

Research Question 1: What is the study habits profile of senior secondary school students in Kwara state?

Table 2: Mean and Rank Order of Study Habits profile of Senior Secondary School Students in Kwara State

S/N	As far as I am concerned	X	SD	Rank
3	I study past questions for my examinations.	3.34	1.53	1st
10	I study in an environment that is well lighted.	3.06	1.15	2nd
11	I study in a quiet environment devoid of distraction.	3.01	1.16	3rd
1	I do my assignments regularly.	2.99	1.31	4th
13	I take a break when I am tired.	2.88	1.24	5th
4	I participate in tutorials after school hours.	2.87	1.09	6th
14	I review my class notes within one day after the class in which they were taken	2.86	1.23	7th
9	At the start of each week, I carefully plan my study schedule for the week.	2.70	1.19	8th
7	I use the library to acquire more knowledge adequately.	2.64	1.19	9th
6	I consult with the subject teachers when having challenges.	2.62	1.24	10th
2	I always use the dictionary while studying.	2.23	1.50	11th
5	I engage in co-curricular activities such as quizzes and debates.	2.20	.94	12th

8	I prefer reading electronic materials to print materials.	2.13	1.19	13th
12	I study facing a corner to minimize distracting sights.	2.04	.71	14th
15	The chair and tables used for studying are always clear	1.38	.51	15th
Grand Mean Score		**2.60**		

Table 2 shows the means, SD and Rank Order of Study Habits profile of Senior Secondary School Students in Kwara State. The table shows that the study past questions has the highest mean score of 3.34, followed by study in an environment that is well lighted which has a mean score of 3.06, followed by study in a quiet environment devoid of distraction which has a mean score of 3.01 while the least is The chair and tables used for studying are always clear which has a Mean score of 1.38. The grand mean score is 2.60 which is higher than the Average Mean score for making a decision is 2.5, it can therefore be stated that the study habits profile of Senior Secondary School Students in Kwara State is high.

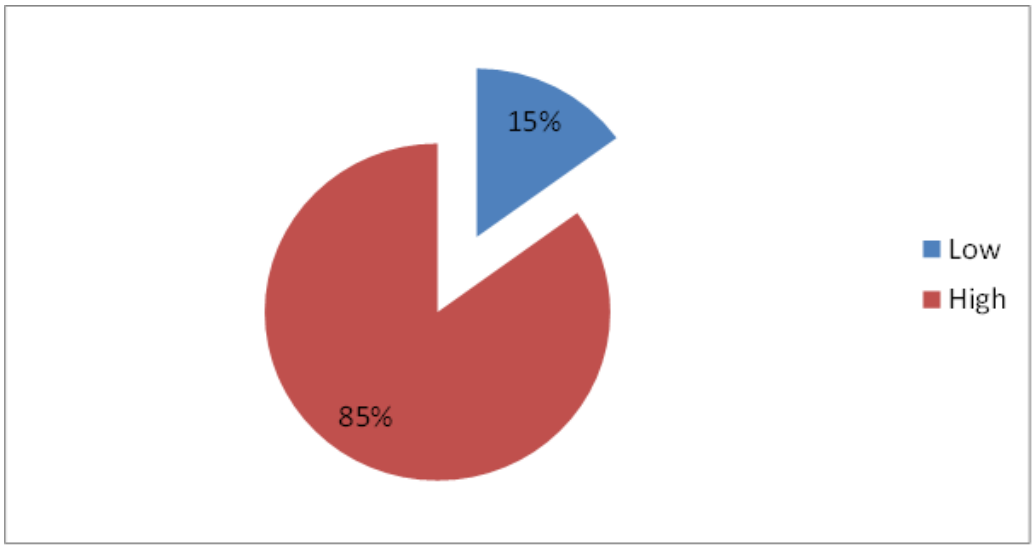


Figure 1: Percentage distribution of Study Habits profile of senior secondary school students in Kwara state

Figure 1 represents the study habits profile as expressed by senior secondary school students in Kwara state. This shows that the study habits profile as reported by senior secondary school students in Kwara State implies that 85% of respondents reported having a high study habits profile, while 15% of respondents reported having a low profile of study habits.

Research Question 2: What is the level of academic performance of senior secondary school students in Kwara state?

Table 2: Frequency Distribution of Students' level of Academic Performance in SSSPT

Interval Scores	Frequency	Percentages	Remark
0 – 39	148	37.9	Low Performance
40 – 69	158	40.5	Average Performance
70 – 100	84	21.5	High Performance

The results in Table 2 revealed that the highest frequency distribution of students' academic performance in Kwara State, Nigeria is Average (40 to 69) 40.5%. This was followed by Low(0 -39) 37.9% and the least was High (70 - 100) 21.5%. The Average Mean Score of academic performance was 43.5 which show the average academic performance of the senior secondary school students in Kwara State passes the SSSPT.

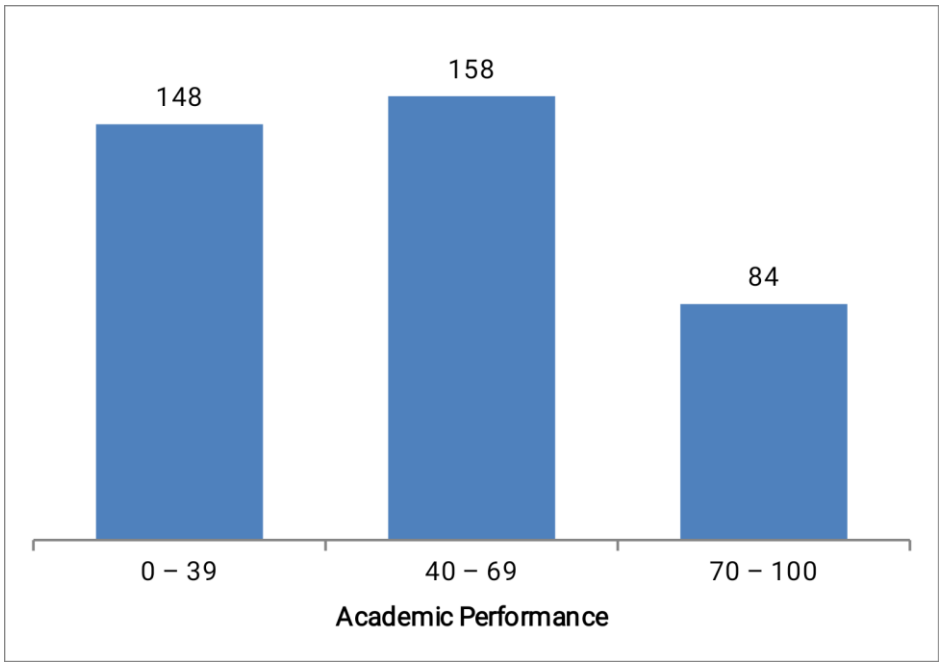


Figure 2: Levels of Students Academic Performance in SSSPT

Figure 2 presents the frequency distribution of students' academic performance of senior secondary school students in Kwara State. The result showed that the highest frequency was number two, which is Average Performance, followed by number one, which is Low Performance, while the lowest is number three which is High Performance.

9. HYPOTHESES TESTING

Null Hypothesis: Study habit profile will have no significant effect on the academic performance of senior secondary school students in Kwara State, Nigeria

To test hypothesis 5, regression analysis is conducted to know the effects of Students' study habit profiles on the academic performance of senior secondary school students in Kwara State, Nigeria where academic performance is a dependent variable and study habit profile is a predictor. Tables 4, 5 and 6 show the model summary, ANOVA and coefficients of regression.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Errors of the Estimate
1	.353[a]	.782	.122	.45371

a. Predictors: (Constant), MeanSH

In the above Table 4, R Square = 0.782, which implies that 78.2% of the variation in the dependent variable (study habit profile) was explained by the constant variables (academic Performance) while the remaining 21.8% is due to other variables that are not included in the model. This means that the regression model formulated is very useful for predicting the value of R^2 is close to 1.

Table 5: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.365	1	11.365	55.209	.000[b]
	Residual	79.869	388	.206		
	Total	91.234	389			

a. Dependent Variable: Mean Perfb. Predictors: (Constant), Mean SH

ANOVA table was analyzed to see if any of the variables are significant. Hence, from Table 5 above, P-value = 0.000 < 0.05, this means the null hypothesis cannot be accepted. This shows that at least one of the items of study habits was useful for the student's academic performance. This test implied that study habits alone may not be significant to influence students' academic performance.

Table 6: Coefficients[a]

Model	Unstandardised Coefficients		Standardized Coefficients	t-stat	Sig. (P-value)
	B	Std. Error	Beta (β)		
(Constant)	2.409	.125		19.227	.000
MeanPerf	.334	.045	.353	7.430	.000

a. Dependent Variable: MeanPerf

The result in Table 6 shows that the t-stat coefficient of students' academic performance is 7.430. Since the P-value is 0.000 which is less than 0.05, it means that students' study habit profile is statistically significant at a 5% significant level. Hence, the overall summary of this regression outcome is that study habit profiles will significantly affect students' academic performance. This means a high students' study habit profile could lead to high students' academic performance.

Decision Rule: As a result of this outcome, the null hypothesis will not be accepted on the basis that the P-value is less than 0.05. Hence, the alternative hypothesis is accepted, that is, there is a relationship between study habit profile and students' academic performance.

10. SUMMARY OF THE FINDINGS

This study investigated the study habits and academic performance of senior secondary school students in Kwara State, Nigeria. From the result, the study habits profile reported by senior secondary school students in Kwara state revealed that 85% of respondents have a high study habits profile, while 15% of respondents have a low study habits profile. The results of the study also revealed that senior secondary school students in Kwara state have average performance in the test organised for them during the cause of the research. However, the result of the hypothesis tested revealed a relationship between study habits and academic performance of senior secondary school students in Kwara State.

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11. DISCUSSION

The current findings suggest that there is a relationship between study habits and academic performance among senior secondary school students in Kwara State. The findings of this study indicated that ten out of fifteen items were above 2.50. The study habits profile exhibited by senior secondary school students in Kwara state in research question one implies that 85% of respondents have a high study habits profile, while 15% of respondents have a low study habits profile. This shows that senior secondary school students in Kwara state have high study habits. This also indicates that ‘study past questions’, 'study in an environment that is well lighted’, and‘ study in a quiet environment devoid of distraction’ have a high influence on the academic performance of senior secondary school students in Kwara state. However, factors such as ‘reading electronic materials’, ‘study facing a corner to minimize distracting sights’, and ‘chair and tables used for studying are always clear’ have low influence on the academic performance. The results of research question two show that most of the senior secondary school students in Kwara state have average academic. This means that the majority of the students just struggle to exceed the fail score but do not exceed the average score (50%) in the test given. Generally, the performance of senior secondary school students in the Kwara state was on average in the test organised for them. The results of the hypothesis tested revealed a significant relationship between study habits and academic performance of senior secondary school students in Kwara state. This implies that students’ performance was significantly related to study habits. This indicated that students’ average performance in the test was highly influenced by their high study habits profile. The result of this study is similar to the one obtained by Oluwatimilehin and Owoyele (2012) who found out that students 'study habit influences their academic performance in the Ondo state of Nigeria. However, this result does not align with the study of Siahi and Maiyo (2015) which investigated the significant relationship between study habits and academic achievement of higher secondary school students in India. Siahi and Maiyo (2015) revealed the result that has no statistically significant relationship between study habits and the academic performance of the respondents.

12. CONCLUSION

The outcome of this study reveals that there was a positive correlation prevailing between the study habits and the academic performance among senior secondary school

students in Kwara state. The result also showed the high academic performance of senior secondary school students in the Kwara state. The regression result indicates that the study habit profile has a significant influence on students' academic performance. This result answers the questions and hypothesis of the study. Therefore, the paper concluded that students with high study habit profiles could have a high academic performance.

13. RECOMMENDATIONS

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

i. The student should be encouraged to read from electronic materials along with traditional methods
ii. Students should also be encouraged to find a conducive environment devoid of distracting agents
iii. More regular counselling services be introduced to sensitize the students on how to improve their study habits to boost students'academic performance.
iv. Teachers and school counsellors should always organise an orientation programme for the students on the importance of study habit

14 LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDIES

The present study has its limitation in the sample size and the sample population that was taken. The sample population focused on senior secondary school students in Kwara state hence cannot be generalized to other students' populations in other states of the federation. Future researchers should also try to conduct more researches on the factors affecting academic performance to other levels of education.

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