

Relationship between Study Habit and Academic Achievement of Secondary School Students in Oyo State

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Abstract

The study investigated the relationship between study habit and academic achievement in among biology students: a case study of secondary school students in Oyo state. The study employed a descriptive correlational research design. The sample for the study consists of 200 students was drawn from a total population 1,270 using random sampling procedure across eight senior secondary schools from four local government areas in Oyo state purposely used for the study. Two research instruments for data collection were used. Questionnaire titled Science Students Study Habit Questionnaire (SSSHAQ and Broad Sheet of Academic Performance (BSAP)). Three hypotheses were tested. The results were analyzed using Pearson Product Moment Correlation was used to test hypothesis formulated at 0.05 level of significance. The results revealed that there is positive significant relationship between study habit and academic performance of senior secondary school students in the study area as it enhances their academic performance on both public and private schools. Also, it was revealed that significant difference exist between male and female secondary students in their study habit and academic achievement. The study concluded that school counselors, tutors, and parents have a responsibility to ensure that students develop good study habits for hard work and confidence in both private and public schools

Keywords: Academic achievement, Public and private, Science, Study habits

Introduction

The significance of study habit in any learning process cannot be over emphasized. The knowledge outcomes of the learners in the enlightening structure are what determine its values, and these outcomes are frequently taken into account through the learners' educational attainment. Education researchers have a number of concerns regarding children' diverse academic success levels. Why do some pupils perform better than others is one of these queries .Education stakeholders have expressed anxiety over low educational achievement levels, but the root causes have not been identified, including student, teacher, or environmental variables. Numerous reasons could contribute to low accomplishment in scientific classes, including bad teaching techniques, students' lack of interest, an unfavorable learning environment, a lack of textual resources, and poor study habits. The way students study has a big impact on how well they do in scientific classes and other courses that are linked to science.

Islam (2021) describes study habits as routine learning practices that take place from the beginning to the finish of all educational courses. It also, refers to repeated practices for students' to finishing their course work (i.e whole practices during learning activities). In generally, it refers to learner's involvement in consistent studying activities that are characterized by appropriate learning practices (e.g., material reviews) taking place in a favorable learning environment (Crede & Kuncel, 2008). Study habits, according to Khurshid, Tanveer, and Qasmi (2012), are a learner's proclivity to use continuous devotion to gain knowledge through regular practices. Students by means of learning ill health, on the other hand, may have generally incompetent and ineffective learning practices and skills. Being conscious of one's learning practices or styles will contribute to an individual in understanding why they may become upset with traditional study means. Khurshid, Tanveer, and Qasmi (2012) believes that good study habits are critical to academic success because they contribute to a successful academic future. Good study habits result in good grades, and good grades result in admission to better colleges and universities, possibly with a scholarship. This, in turn, will lead to a successful career. Developing good study habits is critical for all students, regardless of their educational level. It improves students' self-discipline, self-direction, and overall success in their degree programs. The sooner a student begins practicing and developing good habits, the more likely he is to stick with them.

Science students in secondary schools appear to perform poorly academically. According to Ajai, Shiaki, and Bulus (2020), the unfortunate speculative recital container continues to be endorsed to a variety of issues. Considerations among educator's lean toward responsibility learners' deprived recital occurring educators' education practice, deprived ethical provision, overcrowded classrooms, tutors' lack of responsibility and promise, and insufficient management support on numerous levels (toward deliver excellence manuals besides additional amenities). However, these may not be the only reasons why students perform poorly in exams; approximately students with the same illness perform well mentally. Apprentices appear to perform poorly in subjects such as biology, chemistry, mathematics, and physics. This is because they are convinced that these topics are simply too difficult to teach. As a result, they tend to put off learning the topics, which may lead to them being dishonest during assessments and receiving good grades. Apprentices appear to perform poorly in subjects such as biology, chemistry, mathematics, and physics.

Academic achievement is a set of performance outcomes that indicate how far a person has progressed toward specific goals that were the focus of activities in instructional settings, such as school, college, and university (Steinmayr, Meibner, Weidinger, & Wirthwein, 2014). Academic performance is a measure of a student's achievement in various academic subjects. Teachers and education officials typically assess achievement through classroom performance, graduation rates, and standardized test results. Academic performance, also known as "academic achievement," refers to the extent to which a student, teacher, or institution has met their short or long-term educational objectives. Academic achievement is demonstrated by the completion of educational benchmarks such as secondary school diplomas and bachelor's degrees. A survey was carried out in Mysore city (2016) to assess the Study Habits and Academic Achievement of 625 secondary and senior secondary school students. Students in the ninth, tenth, eleventh, and twelfth grades were chosen at random, and data were collected using the study habits and attitudes scale developed by Asha and Anju (2020) and cited in Mathur, as well as their previous annual term examination reports, with the results indicating that 71% had average study habits, 27% had poor study habits, and 1.9% had good study habits. It was discovered that students with good study habits performed well in academics ($M=82.25$), while those with poor study habits performed poorly in academics ($M=72.83$).

The type of high school (private or public) influences student academic performance (Hahn et al., 2014; Philiat & Wanjohi, 2011). Most studies on the private and public sectors concentrated solely on academic outcomes, yielding varying results. There is a distinction between public and private schools in terms of study habits that are influential in public schools. When compared to private schools, public schools perform better (Braun et al., 2006). Students in private schools outperform those in public schools in terms of academic performance (Hahn et al., 2014; Peterson & Elena, 2006). There is no direct relationship between private secondary school achievement and public secondary school achievement (Alimi et al., 2012). In light of the aforementioned information, this study explored the association between study habits and academic success among science students in the state of Oyo. Due to the increasing nature of poor academic performance of secondary school science students especially in external examinations like WAEC, NECO and JAMB, many educationists tend to shift the blame on the teaching methodology adopted by the teacher while other believed that some factors that are capable of influencing the academic performance of students like good state of health of a students, motivation, good practical engagement for science students, inadequacy of infrastructures such as textbooks, well-equipped, libraries and laboratory etc were not in place for most of secondary school in Nigeria, which may contribute to poor performance of students in both internal and external examination. However, these might not be the main reasons why students perform poorly in examinations. It is clear from all indications that most secondary school students have poor study habit which might lead to poor academic performance. It is within the context of the above observations that this study examined relationship between study habit and academic achievement in public and private school.

Purpose of the study

1. To study the relationship between study habit and academic achievement in public secondary schools in Oyo state. Nigeria
2. To study the relationship between study habit and academic achievement in private secondary schools in Oyo state. Nigeria
3. To compare the study habit and academic achievement of male and female students in Oyo State.

Research Hypotheses

The following hypotheses were formulated to guide the study:

HO₁: There is no significant relationship between the study habit and academic achievement in public schools.

HO₂: There is no significant relationship between the study habit and academic achievement in private schools.

HO₃: There is no significant difference in the study habit and academic achievement of male and female students.

Methodology

Descriptive correlation survey design which is one of the quantitative research methods was used in the study. The population of this study consists of 1270 secondary school student' and the sample for the study was taken from the Four Local Government Areas Oyo state comprising Atiba, Oyo East, Oyo West and Afijo. A total number of 200 science students were randomly selected from eight senior secondary schools from the four local government areas, whereby two secondary schools were selected from each of the 4 local government areas. Hence, a total of 8 senior secondary schools (4 public & 4 private) were selected. The selection of schools and the participants were based on simple random sampling. The criteria used in selecting the schools was that the schools should be a co-educational school and evidence of presenting students for WAEC and NECO in Biology for at least ten (10) years. The research instrument for data collection was a questionnaire titled: Science Students Study Habit Questionnaire (SSSHAQ) and Broad Sheet of Academic Performance (BSAP) in 2021/2022 Session. The constructed research questionnaire has two main parts; section A and B. section A contains the personal data of the respondents such as name of school, gender, class etc. while section B contain twenty (20) items which were structured to elicit information on the study habit of science students. The questionnaire has four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). For the purpose of this study, the face and content validity of the Science Students Study Habit Questionnaire (SSSHAQ) was ensured by giving it to two experts in the field of psychology. The researcher obtained permission from the school principal for this study, and teachers were then instructed to assist the researcher in administering the questionnaire to the students. However, the participant was informed of the importance of participating in the evaluation of the students' study habits and academic performance. Furthermore, the participants were informed that the information gather from them would be used for private research. Each selected school received twenty-five (25) questionnaires. The two hundred (200) questionnaires distributed to all students were collected immediately after their responses. As a result, it indicates a one hundred percent return rate. Pearson's Product Moment Correlation and t-test was used to test the research hypotheses. Pearson's product moment correlation is ideal for ascertaining the extent of relationship between two variables while the t-test was to ascertain the degree of difference.

Results

Research Hypothesis One: There is no significant relationship between the study habit and academic achievement in public schools.

Table 1: Test of Significance of Pearson's Correlation between study habit and academic achievement in public schools among biology students.

Variables	N	MEAN	SD	Pearson Correlation (r)	P
Students' Study Habit	100	65	2.7		
Students' Academic performance	100	31	1.5	0.62	0.014

Table 1 shows that the coefficient of correlation between the study habit and academic achievement in public schools is 0.62. The correlation coefficient is positive and suggest a very high relationship between study habit and academic achievement. The null hypothesis which states that, there is no significant relationship between the study habit and academic achievement in public schools was rejected. This implies that there was a significant relationship between

students study habits and academic achievement in Science students. Further, revealed that the relationship between study habit and academic achievement of public school biology students in Oyo state is statistically significant at .05 level of significance. This is shown by the calculated p-value of 0.014 which is less than significance level (.05).

Research Hypothesis Two: There is no significant relationship between the study habit and academic achievement in private schools.

Table 2: Test of Significance of Pearson's Correlation between study habit and academic achievement in private schools biology students.

Variables	N	MEAN	SD	Pearson Correlation (r)	P
Students' Study Habit	100	65	2.8		
Students' Academic performance	100	31	2.6	0.83	0.012

Table 2 shows that the coefficient of correlation between the study habit and academic achievement in private schools is 0.83. The correlation coefficient is positive and suggest a very high relationship between study habit and academic achievement. The null hypothesis which states that, there is no significant relationship between the study habit and academic achievement in private schools was rejected. This implies that there was a significant relationship between students study habits and academic achievement in biology students. Further, revealed that the relationship between study habit and academic achievement of private school biology students in Oyo state is statistically significant at .05 level of significance. This is shown by the calculated p-value of 0.012 which is less than significance level (.05).

Research Hypothesis Three: There is no significant difference in the study habit and academic achievement of male and female students.

Table 3: Summary of t-test analysis between study habit and academic achievement of male and female

Variable	Gender	N	MEAN	SD	Mean difference	df	t-value	Sig. (2tailed)
Study habit	Male	100	75.1	18.88	3.8	198	1.96	p .05
	Female	100	71.3	19.20				
Academic Achievement	Male	100	76.5	16.55	5.8	198	1.96	p .05
	Female	100	70.7	18.20				

Table 3 shows that at 198 df; and 0.05 level of significant, the calculated t- value ($t = 1.96$) was significant so null hypothesis was rejected. Therefore, it was inferred that there was significant difference between male and female secondary students' mean score study habit and academic achievement. Further, Table 3 show that the mean score of male ($M = 75.1$) was greater than the mean score of female students ($M = 71.3$). Hence it is concluded that male students had significantly higher study habit than the female students. Also, on academic achievement, the mean score of male ($M = 76.5$) was greater than the mean score of female students ($M = 70.7$). Hence it is concluded that male students had significantly higher academic achievement than the female students. Male scored higher mean values than their Female counterparts in terms of two variables.

Discussion of Findings

Academic performance of students has been observed to be the gateway to success in Nigeria. Pearson Product Moment Correlation statistics were used for the study, and it was discovered that there is a significant relationship

between the students' study habits and student academic achievement. However, according to the report, one of the factors that improve student academic achievement at all levels of education is good study habits, because students who engage in learning outperform those who do not. This study found that the majority of science students who participate in the study have good study habits. This demonstrates that public school students outperformed their private counterparts in terms of academic performance. The above finding agreed with Olayinka (2008), who discovered that if students have the right attitude toward studying, it can influence their behavior. This finding also agreed with the findings of Ebele and Olofu (2017), who made the discovery that effective study techniques boost academic performance, which leads to a good grade.

The findings of this study are also consistent with those of Adeyemi and Oladipo (2011) and Okeke (2018) who discovered, among other things, that the achievement of girls in some co-educational schools was significantly higher than that of their male colleagues in Basic Science and Technology, and they believed that, Girls perform better in school than boys do because they develop strategies, set clear educational objectives, and devote more effort to obtaining those objectives. The five dimensions of study habits, which include: choosing a specific location to study, creating a study schedule, developing study strategies, preparing for the examination, and rewarding students for studying, were significant to student academic achievement. According to the findings of the study, students who study and plan properly are more likely to achieve positive outcomes than those who do not study and plan. According to earlier studies (Bashir & Mattoo, 2012; Mendezabal, 2013; Osa-Edoh & Alutu 2012), study habits have a significant impact on academic performance among public and private school students, and private school students met at their parents' homes for study practice, established proper study practice, and performed well on school exams.

Conclusion

Students from both public and private schools were found to possess good study habits in terms of two variables. Similarly, girls outperformed boys in terms of academic achievement across all two variables. Two study variables had positive bilateral correlational relationships. As a result, good study habits improve secondary school students' academic performance.

Recommendation

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

- i. Teachers should help students improve their study habits by scheduling a reading period during the school day.
- ii. Teachers and parents should create a comfortable environment for students to learn in.
- iii. The government should continue to provide good libraries, conducive learning environments, well-equipped laboratories, current textbooks, and other resources to help students at all levels of education perform academically.

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