

Study Habits and Academic Performance among Students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria.

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Abstract. The purpose of this study was to examine the relationship between study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study was guided by one stated objectives; To examine whether there is significant relationship between study habits and academic performance among students. The study used descriptive correlational designs with quantitative approach. The population of the study was NCE three students. Kragcie and morgan table for selection of the sample size was used to select sample size. The drawn sample size was 263. While purposive and simple random sampling techniques were employed to select respondents. Data was collected using close ended adapted - questionnaire with 32 items based on five likert scale which was distributed to the respondents. The data was analyzed in SPSS version 22.0 using frequency tables and percentage to analyses the profile of the respondents and Pearson's linear correlation coefficient was used to analyses the data collected from the field according to the study objective. The study found that there is a significant relationship between study habits and academic performance among students of Umar Suleiman college of education Gashua Yobe State Nigeria. Based on the study findings, the following recommendation was made. The study recommended that school counselors, teachers and authorities should motivate, encourage

otherwise enforce reading culture or “prep time” into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance.

Keywords: Study Habits Academic Performance Students

1. Introduction

Study habits is defined as the way and manner a student's plans his or her private reading outside lectures hours in order to master a particular subject or topic (Azikiwe 1998). Study habits are constituting those behaviors' and/or activities associated with planning and organizations of time for reading as well as motives and habits, learning and remembering strategies, notes taking, planning and preparation of assignments and projects and use of library (Carew 2004). While Academic performance according to the Cambridge University's is frequently defined in terms of examination performance. Academic performance is also characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account students' performance in tests, course work and examinations (Borg and Gall 2007). According to Ali et al (2013) Academic performance refers to the extent to which student achieve learning

outcome. Students' academic performance can be determined at the end of a test, terminal or semester exams or at the end school program (Lashway 2003). According to Goldfinch and Hughes (2013) Academic performance is explained in terms of success or failure of course units, number of courses failed or passed.

Good study habits include many different skills: learning style, time management, self-discipline, concentration, memorization, organization and effort among others. For the purpose of this research learning style was considered. Good study habits help the student in critical reflection in skills out comes such as selecting, analyzing, critiquing, and Synthesizing. Kelli (2009) posits that for students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form. What is fundamental is the ability of a student to acquire effective study habits. Many students feel that the hours of study are the most important. However, students can study for hours and retain very little. The more appropriate question is how students should study more effectively. Developing goodtime management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to just be alone. The critical issue is recognition that there must be an appropriate balance. Students should also have vision. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to Students 'success in school. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while

good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their programs.

Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones. He further maintains that no matter what age or academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions. Adeninyi (2011) maintains that good study habits allow students to study independently at home and aspire for higher educational career. The formation of Good study habits in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). Nneji (2002) added that study habits are learning tendencies that enable students work independently. On the other hand learning styles differ from student to student. Their study habits seem to show differences in how they become competent and of how serious they are in learning.

2. Learning Style

Learning style is defined as "a person's preferred mode of learning" (Smith 1982 in merrill 2002). Learning style refers to an individual mode of gaining knowledge, especially a preferred or best method. This further includes attending class, preparation for exams, concentration and diligent studies etc. Learning style also mean an individual unique approach to learning based on strengths, weaknesses, and preferences. According to Wikipedia; learning styles are different ways that a person can learn. It's commonly believed

that most people favor some particular method of interacting with, taking in, and processing stimuli or information. Learning styles also means adopting a habitual and distinct mode of acquiring knowledge. Therefore one learning styles will determine his or her study habits. According to Grasha Reichmann (1996) in Halil et al (2016) says the definition of “learning styles” varies considerably in educational literature. Grasha based his definition on personal qualities, interaction with peers and the teacher and learning. Grasha further defines six different learning styles depending on the active participation of the student. These are independent students. These students study what they think important and prefer independent study. They prefer to work alone, especially in topics they are highly interested in, irrespective of the learning subjects. Dependent, these students usually do not have any intellectual curiosity and depend on guidance and authority. Competitive the main aim of the competitive learners is to receive recognition among others to perform better than their peers and to be rewarded. Avoidant, this group of students is not willing to cooperate with teachers and other students and is uninterested in the class content, with an overwhelmed feature. Participant, this category of students is in contrast to the avoidant style, participant learners attend to class activities, are interested in learning and try to be a “good” student. And finally collaborative students, these students tend to share knowledge and are cooperative with peers and teachers. James and Blank (1993) explain that a learning style is the “complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn” cited in (Merrill 2002). Schmeck (1983) and Swanson quotes Reichmann's reference to learning style as "a particular set of behaviors and attitudes related to the learning context" and Keefe's definition of learning style as "the cognitive, affective, and physiological factors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" Dunn (1995) states that identifying one's learning style is much easier than explaining its existence. Students are

affected by their own emotionality, sociological, environmental and physical preferences. According to Dunn, and Price (1979) each individual learns through complex set of reactions to varied stimuli, feelings and previously established thought patterns that tend to be present when an individual learns cited in Vermunt (1992).

According to Khadija (2010) study habits is an important aspect in the educational process of particular students “therefore to enhance their educational pursuit it becomes necessary to improve study habit of students. Globally researchers revealed that a relationship exists between study habit and academic performance. Basher and Matto (2012). Kurshid, Tanveer and Nas Quasmi, (2012) study habit are students ways of studying whether systematic efficient or inefficient cited in .Orodho Ayodele (2013). Adebisi (2013). Study habit is the habitual practice one adopts to help him/her in studies or learning.

Kagu and Pindar (1999) conducted a study on “The effects of group-study-habits counseling on academic performance and discover that, those students that were not involve in group-study habits counseling their academic performance and achievement is poor. Khadija (2014) conducted a study on “The Assessment of study habits and academic performance among students.” the studies revealed that 75% of those perform better are those who received guidance and counseling service. Therefore, in short those who did not receive guidance and counseling in comparison perform lower in terms of academic performance and achievements. Similarly, Fajonyomi (2012) in a study on anxiety and academic performance observed that study skills or good study habits are effective in improving academic performance in anxiety ridden students.

Verma (1996) stressed that good study habits promotes academic performance of the students and high and low achievers as well as over and under achievers differ significantly with regard to quality and strength of their study habit. This study was also supported by Azikiwe (1998) describe study habit as “the adopted way and manner a student plans his private studies or

reading, after classroom learning so as to attain mastery of the subject. Azikiwe further stated that “good study habit are good asset to learners because the habit assists students to attain mastery in areas of specialization and consequent excellent performance, while the opposite bad study habits, constitute constraints to learning and achievement leading to failure. In the studies of Hanish and Guerra (2004) on “Children who get victimized at school”, it was revealed that that good study habits has significant impact on student academic performance. Muithya (2006) has the same opinion that, studies was conducted in Kenya and it was discover that study habits is greatly influence academic performance and achievement. Bulus (2001) studied the “factors affecting academic performance in some selected secondary in Lagos, the findings shows that both good and bad study habits affect academic performance positively and negatively. Likewise Makinde (2004) explain that good study habits improve academic achievement in all respect. Mujittafa (2008) discover that good study habits are the backbone of every academic excellence. Modu (2003) explain that interest and motivation constitute study habits, and study habits yield good academic performance.

Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement. (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002). Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit

enables an individual to reap a good harvest in future.

Loneza Gas-ib Carbonel(2013) in his study learning styles, study habits, and academic performance of college students at kalinga-apayao state college, Philippines found that the study habits of the students in College Algebra have great impact to their performance.

3. Statement of the Problem

Various studies around the world emphasized that Poor study habits is a matter of great concerns in the mind of teachers and stakeholders in education. Likewise Low academic performance among students also is a global phenomenon (Brunner, 1991 cited in Nsini and Emeya, 2015). As it was lamented by academic records USCOEGA (2016) and currently observed, there are still persistent poor study habits among students at different levels. If left unchecked, the consequences of this phenomenon can leads to examination mal practice, worsen the poor academic achievement, discouragement, low esteem among the students and above all school dropout, which subsequently deteriorates the academic standard and productivity of this institution.

4. Scope of the Study

This study was conducted in Umar Suleiman College of education Gashua Yobe State Nigeria, and it involved NCE three (3) students of Umar Suleiman College of Education Gashua Yobe State Nigeria. The study covered one (1) years’ time period from 2016 to 2017. The period was considered enough to enable the researchers to acquire enough information about the study. In addition this time frame is selected because the program was in its peak operation of delivering services to the students in the college

5. Objective of the Study

To examine whether there is a significant relationship between study habits and academic performance among students of Umar Suleiman College of education Gashua Yobe State Nigeria.

6. Research question

What is the relationship between study habits and academic performance among students of Umar Suleiman College of education Gashua Yobe State Nigeria?

7. Hypothesis

There is no significant relationship between study habits and academic performance among students of Umar Suleiman College of education Gashua Yobe State Nigeria.

8. Methodology

The study adopted descriptive correlational study design. The study preferred descriptive design because, it is best suited for explaining or exploring the existence of two or more variables at a given point in time. The descriptive design is divided into correlation and survey design. The study used correlation design because the study is interested in examining the significant relationship between two or more variable, (study habits and academic performance).The target population of this study was the students of Umar Suleiman College of education Gashua Yobe state Nigeria. Comprising three hundred and ninety nine (399) populations (Records and statistics 2016).The sample size of this study was determined using Krajcic and Morgan (1970) table for determining sample size from a given population.

N= is population size which is 399 and S = is sample size which is 263.The data collection instrument for this study is closed ended adapted questionnaires. Face validity of the instrument was performed by an expert from the college of humanities and social sciences. Content validity index was also used to test the validity of the instrument. Test–retest method was used to measure the reliability of the instrument, where the instruments were administered to some group of students twice with a two weeks interval, and the results obtained in the first and the second survey respectively were correlated using Pearson Linear Correlation coefficient (PLCC). The results found in the first and the second survey implying that there was a consistency, hence reliable.

9. Findings

9.1 Response Rate.

The researchers distributed 263 questionnaires to the respondents but 256 were retrieved, giving a response rate of 97%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final data analysis.

9.2. Demographic Characteristics of Respondents

This section determines the demographic characteristics of respondents; questionnaires were distributed to capture these responses. Frequencies and percentage distribution were employed to summarize data on the demographic characteristics of respondents in terms of gender, age, and discipline. The results are presented in tables as follows:

Table 1: Gender of Respondents

Gender	Frequency count	Percent
Male	144	56.3
Female	112	43.8
Total	256	100.0

Source: Field data, (2017)

The findings presented in Table1, revealed that majority (144) of the respondents (56.3%) were male while 112 were females (41.8%). The results show that more than half of the respondents were males and it clearly shows that males were the dominant respondents in this study, though the females were also involved in the study. This also implies that more men were enrolled in the higher institutions than their female counterparts which may be due to the socio-cultural nature of the environment, which favors male than females in education pursuit.

Table.2: Age of Respondents

Age	Frequency count	Percent
20-25	125	48.8
26-30	76	29.7
31-35	39	15.2
36-40	10	3.9
Others (above 40 yrs)	6	2.3
Total	256	100.0

Source: Field data, (2017)

The results in Table2 show that majority 125(48.8%) of the respondents fall within the

age bracket of 20-25 years. This followed by those in the age bracket of 25-30 years with 76(29.7%). The age bracket of 30-35 had 39 respondents representing (15.2%) while age bracket of 35-40 got only 10 respondents with (3.9%). This indicated that majority of NCE three (3) students of Umar Suleiman College of Education Gashua, Yobe State Nigeria are between the ages of 20 - 30.

Table 3: Academic Discipline of Respondents

Discipline	Frequency count	Percent
Arts	104	40.6
Sciences	48	18.8
Languages	44	17.2
Vocational	60	23.4
Total	256	100.0

Source: Primary Data (2017)

Tables 3 revealed that majority (104) of the respondents were arts students represented by (40.6%). Other 60 respondents were vocational students represented by (23.4%). Another 48 respondents were sciences students with (18.8%). The last group of 44 respondents was the languages students represented by (17.2 %) respectively.

Relationship between study habits and academic performance among students

The objective of this study was to examine whether there is a significant relationship between study habits and academic performance among students of Umar Suleiman College of Education Gashua Yobe State Nigeria.

Table 4: Pearson correlation coefficient showing the relationship between study habits and academic performance among students.

		STUDYHABITS	ACADEMIC PERFORMANCE
STUDYHABITS	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	256	256
ACADEMIC PERFORMANCE	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	256	256

** Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient results in Table 4 revealed that study habits has a significant relationship with academic performance among students of Umar Suleiman College of Education Gashua, Yobe State Nigeria. Since the P value is (.000) was far less than 0.05 ($p.000 < 0.05$) which is the maximum level of significance required to declared a significant relationship. Therefore this implies that there is a significant relationship between study habits and academic performance. This means when students have good study habits is likely to increase their academic performance. Basing on this result the stated null hypotheses which say there is no significant relationship between study habits and academic performance among students was rejected.

10. Discussions of the Relationship between Study Habits and Academic Performance among Students.

The objective of this study was to examine whether there is a significant relationship

between study habits and academic performance. The results found revealed that there is a significant correlation between study habits and academic performance. This means that, having a good study habits is likely to improve student’s academic performance and achievements. In view of this the study agrees with Mujittafa (2008) who expressed that good study habits are the backbone of academic excellence. The finding of this study also corresponds with the notions of Verma (1996) who stressed that good study habits promote academic performance of the students. The findings of this study also agrees with Azikiwe (1998) who stated that “good study habit are good asset to learners because it assists students to attain mastery in areas of specialization and consequently excellent academic performance, while in opposite bad study habits, constitute constraints to learning and achievement leading to failure.

Similarly, Fajonyomi (2012) observed that study kills or good study habits are effective in

improving academic performance in anxiety ridden students. The findings of this study also agree with Khadija (2014) who conducted studies on “The Assessment of study habits and academic performance among students.” Her studies revealed that 75% of those perform better are those who received Guidance and Counseling services. Therefore, those who did not receive Guidance and Counseling services in comparison perform lower in terms of academic performance and achievements.

Furthermore, the findings of this study correspond with findings of many other studies like in the studies of Hanish and Guerra (2004) “Children who get victimized at school” in their findings shows that good study habits has significant impact on student academic performance. Muithya (2006) has the same opinion, studies were conducted in Kenya and it was discovered that study habits is greatly influence academic performance and achievement. Bolus (2008) studied the “factors affecting academic performance in some selected secondary in Lagos, the findings shows that both good and bad study habits affect academic performance positively and negatively. Likewise Makinde (2004) explain that good study habits improve academic achievement in all respect. Mode (2003) explains that interest and motivation constitute good study habits, and study habits yield good academic performance. Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002).

Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006).

Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future.

The study agrees with Loneza Gas-ib Carbonel(2013) in his study learning styles, study habits, and academic performance of college students at kalinga-apayao state college, Philippines found study habits of students in the College Algebra have great impact to their academic performance.

11. Conclusion

The study found that there is a significance relationship between study habits and academic performance among students. This means those students who possess good study habits are likely to improve their academic performance.

12. Recommendation

Basing on the study findings it was recommended that school counselors, teachers and authorities should motivate, encourage otherwise enforce reading culture or “prep time” into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance.

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