



Causes of Poor Study Habits among Students as expressed by Teachers in Ilorin East Local Government, Kwara State

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Abstract. Study habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing the examinations. Therefore, this study investigated causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State. Descriptive survey design was adopted for this study and a multi-stage sampling technique procedure was adopted to draw a total sample of 200 respondents that participated in the study. The instrument used in collecting data for this study was a questionnaire developed by the researcher entitled “Causes of Poor Study Habits Questionnaire” (CPSHQ)”. Percentage was used to analyse the demographic data while the hypotheses were tested using t-test and Analysis of Variance (ANOVA) at 0.05 alpha level. The findings of the study revealed that the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State are poor monitoring by parents, parental educational status and laziness. There were significant differences in the causes of poor study habits among students as expressed by teachers based on gender and qualification. There is no significant difference in the causes of poor study habits among students as expressed by teachers based on work experience. Based on the findings of the study, it was recommended that counsellors should be employed in all schools in the country, Ministry of Education and other related institutions should have programmes channeled towards

addressing the problems that teacher might be facing in schools in the discharge of their duties, students should be educated properly in areas free from distractions to allow them concentrated on the teaching and learning process in the classroom and teachers in schools should see it as one of their duties in the proper monitoring and mentoring of students on their studies.

Keywords: Causes, Study Habits, Teachers

1. Introduction

Education is the most important invention of mankind, it has a very wide meaning and it is not possible to give it a precise meaning. Different philosophers and scholars have defined education according to their own ideas and philosophies. Education helps an individual to give his/her identity. It is not limited to four walls of the classroom, but also outside in the environment. Education begins from womb and ends with the death of an individual (Isangedighi, 2007).

An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed. It has been thought that there is relationship between a student’s academic achievement and their study habits (Febregat & Gupta, 2014). Fielden (2014) stated that a good study habits have good effects towards the academic performance of the

student. Gellinger and Seibert (2012) noted a link between poor study habits and low academic achievement in that student with poor study habits tends to have poor achievements. Study habits effects and increase the efficiency of the students with respect to his/her academic achievement.

Study habits are termed as the methods of study of students. Study habits are student's ways of studying whether systematic, efficient or inefficient (Ayodele & Adebisi, 2013) implying that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure. The study habits, with proper environment, feedback and guidance help the individual to develop a balanced personality. In school, the teachers while at their home the parents should guide the student for his/her study habits. Thus, it is the duty of the teachers and parents to identify student's good study habits and guide them accordingly.

The study habits and Socio-economic Status of an individual go hand in hand. They may be regarded as the two faces of the same coin; they are proportional to each other. If either of these factors is absent or has been lacking, it leads to an incomplete personality development of an individual. The individual constantly evaluates himself/herself in relation to his/her society. These evaluations are derived from "the values of the significant others (which) constitute the mirrors in which individual see their self-image and reach self-appraisals". Individual's success in social status accompanied by the evaluative responses by others of the social groups has a high reward value to the person. Though, the children are not by themselves expected to attain the status/which fetches favorable reaction from others, they share the benefits and privileges that their parents enjoy in the social class (Oluwatimilehin & Owoyele, 2012).

Study habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing the examination (Bashir & Mattoo, 2012). Good study habits and environment should prevail

among the schools, and school students are continuously faced with the problem of mass failure, poor school grades and incessant repetitions, and thus subsequent withdrawals from school. This poor performance may be due to poor study habits in which they live. Weak study habits of the student effects the academic performance drastically. Improvement of study habits of the students is necessary so that they perform well in their studies.

Achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Essentially, the National Policy on education (Federal Republic of Nigeria, 2004) has identified school achievement contents according to school subjects which are classified as core or elective subjects.

Good study habits are essential ingredients for excellent academic performances for every student. For study to be effective, Freeman and Mors (2003) have observed that it should be regular, intense and should cover long periods. The habits of studying must be a sustainable one, for that matter students must see the need to develop good study habits.

Although studies abound on the causative and predictive nature of factors of study habit on students' academic achievement, all factors of the variables tend to focus on poor study habit while the causes is yet to be fully accessed on the nations educational development. Therefore, this study intend to focus on causes of poor study habits among students as expressed but secondary schools teachers in order to improve the study habits of students.

2. Statement of the Problem

Due to the increasing nature of poor academic performance of secondary school students especially in external examinations like WAEC or JAMB and others, many educationists tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks.

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. As true as this might sound, it is yet to gather adequate research evidence to prove that it is a key factor on why students fail. A study Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades. Moreover, a literature review by Nagaraju (2004) pointed out that, for good academic success, good study habits and attitudes are important. Therefore, the researcher investigated the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State.

3. Research Questions

The following research questions were raised for the study:

- (i) What are the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State?
- (ii) Is there any difference in the causes of poor study habits among students as expressed by teachers on the basis of gender?
- (iii) Is there any difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience?
- (iv) Is there any difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification?

4. Hypotheses

The following null hypotheses were formulated and tested in this study:

- (a) There is no significance difference in the causes of poor study habits among

students as expressed by teachers on the basis of gender.

- (b) There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.
- (c) There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification.

5. Methodology

The study employed the use of descriptive survey design. Descriptive survey design attempts to fragment and delimit phenomena into measureable or common categories that can be applied to all of the subjects or wider and similar situations (Winter, 2000). The descriptive survey method is appropriate for this study since is interested in collecting information from a representative sample on causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State

The population for this study comprised all secondary school teachers in Ilorin East LGA, Kwara State and the target population for the study were secondary school teachers which were drawn from Ilorin East Local Government area, Kwara State. Simple random sampling technique was employed to select two hundred respondents.

The research instrument used for this study was a questionnaire entitled "Causes of Poor Study Habits Questionnaire" (CPSHQ). The instrument contains two sections A and B. Section A consist of personal information of the respondent while section B sought information on causes of poor study habits among students. The section contains 20 items and was patterned after Likert-Type format of Strongly Agree (4) points, Agree (A) three (3) points, Disagree (D) two (2) points and Strongly Disagree (SD) with one (1) point.

The instrument was given to five lecturers in the Department of Counsellor Education to ensure its content validity. The test re-test reliability

method was used to test the reliability of the instrument.

The data collected from the instrument were statistically analysed using descriptive and inferential statistics. Therefore, the demographic

data were analysed using percentages; while data from Section B were analysed using inferential statistics of t-test and Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance.

6. Results/Findings

Research Question 1: What are the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State?

Table 1
Mean and Rank Order on the Respondents’ Expression on Causes of Poor Study Habits

Item No.	As far as I am concerned causes of poor study habits is as a result of:	Mean	Rank
1	poor monitoring by parents	3.65	1 st
2	parental educational status	3.17	2 nd
3	Laziness	3.11	3 rd
16	Stress	3.10	4 th
9	Corruption	3.07	5 th
14	Attitude	2.98	6 th
6	parental socio-economic	2.97	7 th
19	learning disability	2.90	8 th
10	social media influence	2.87	9 th
7	type of school attended	2.76	10 th
17	Distraction	2.75	11 th
11	lack of motivation	2.64	12 th
8	mass media influence	2.64	12 th
13	lack of resources	2.61	14 th
18	teacher method of teaching	2.53	15 th
12	lack of counseling	2.36	16 th
20	poor reading upbringing	2.32	17 th
5	Environment	2.29	18 th
15	disorganized mind	2.11	19 th
4	peer group influence	1.78	20 th

Table 1 presents the mean and rank order of respondents’ expression of the causes of poor study habits among students. The table indicates that item 1 which states that “poor monitoring by parents” ranked 1st with a mean score of 3.65. Item 2 which states that “parental educational status” ranked 2nd with a mean score of 3.17. Ranked 3rd is item 3 with a mean score of 3.11 and states that “Laziness”. On the other hands, item 5 which states that is “Environment” ranked 18th with a mean score of 2.29. Item 15 which states that “disorganized mind” ranked 19th with a mean score of 2.11, while item 4 which states that “peer group influence” ranked 20th with a mean score of 1.78. Since fifteen out of twenty items have mean scores that are above the mid-cut off point of 2.50, then it can be said that respondents attested to the causes of poor study habits among students listed above.

7. Hypotheses Testing

Three null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of gender.

Table 2

Mean, Standard Deviation and t-value on the Respondents' Expression on the Causes of Poor Study Habits among Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	143	53.703	4.005	148	5.81*	1.96	.000
Female	57	58.000	2.272				

* Sig. at $p < 0.05$

Table 2 shows that the calculated t-value of 5.81 is greater than the critical t-value of 1.96 with corresponding p-value of .000 which is less than 0.05 alpha level. Since the calculated t-value is greater than the critical t-value, the hypothesis which states that there is a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of gender is therefore rejected.

Hypothesis Two: There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.

Table 3

Analysis of Variance (ANOVA) showing the Respondents' Expression on the Causes of Poor Study Habits among Students based on work experience

Source	df	SS	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	2	15.274	0.849	1.76	3.00	.038
Within Groups	197	63.319	0.483			
Total	199	78.593				

Table 3 shows that calculated F-ratio of 1.76 is less than the critical F-ratio of 3.00 with a corresponding p-value of .038 which is greater than 0.05 alpha level. Since the calculated F-ratio is less than the critical F-ratio, the null hypothesis is therefore not rejected; there is no significant difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.

Hypothesis Three: There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification.

Table 4

Analysis of Variance (ANOVA) showing the Respondents' Expression on the Causes of Poor Study Habits among Students based on qualification

Source	df	SS	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	3	23.090	1.283	2.67	2.60	.001
Within Groups	196	62.883	0.480			
Total	199	85.973				

Table 4 shows that calculated F-ratio of 2.67 is less than the critical F-ratio of 2.60 with a corresponding p-value of .001 which is greater than 0.05 alpha level. The null hypothesis is rejected since the calculated F-ratio is less than critical F-ratio, hence there is a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification.

8. Discussion

The study revealed that the causes of poor study habits among students as expressed by teachers

in Ilorin East Local Government Area, Kwara State are poor monitoring by parents, parental educational status and laziness. The findings was supported by Plowden (2007) who revealed that when both parents and teachers provide the support system needed to guide their child's growth, the child has a greater chance for educational achievement. Bajwa and Jindail (2005) concluded that there was a significant difference between high socio-economic status and low socio-economic status on the variable of under achievement. Majority of parents according to Nuthanap (2007) do give plenty of moral and financial supports to their children to

enable them do well in school. Despite the efforts made by both the government and parents Nuthanap (2007) observed that academic performance of students at different levels of education appears to be deteriorating every year.

Hypothesis one revealed that there was a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of gender. This connotes that the gender of the respondents would influence the causes of poor study habits among students. This was corroborated by Aluja and Blanch (2004) who opined that the findings on gender differences in study habits have been very interesting and illuminating though findings have differed from one study to another. For example, Aluja and Blanch (2004) study found that girls scored higher on a study habits measure. Ossai (2012) study showed significant differences in the study habits of the students on the basis of age and gender whereas Robinson (1994) study reported masculine characteristics as being more strongly related to effective study habits than feminine ones. On the other hand, the studies by Kagu (2003); Ossai (2011) and Adegboyega (2018) found no significant difference in the study habits of male and female students.

Hypothesis two revealed that there was no significant difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience. It means that the work experience of the respondents would not have influence on the causes of poor study habits among students. The findings corroborates Amuda (2007) for instance, identified factors responsible for poor academic performance of students such as dwindling teachers/lecturers commitment, inadequate resources or socioeconomic status, psychological factors, sexual problems, study habit among others but poor study habits may form the major cause. An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed. It has been thought that there is relationship between a student's academic

achievement and their study habits (Febregat & Gupta, 2014).

Hypothesis three revealed that there was a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification. This shows that qualification have influence on the expression of the respondents on causes of poor study habits among students. This negates the findings of Freeman and Mors (2003) observed that it should be regular, intense and should cover long periods. The habits of studying must be a sustainable one, for that matter students must see the need to develop good study habits, organization of work, good motivation, budgeting of time, good attendance in class, concentration, listening and reading of the text including all charts, graphs and tables (Morgan & Deese, 2004).

9. Conclusion

The study revealed that the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State are poor monitoring by parents, parental educational status and laziness. Also, there were significant differences in the causes of poor study habits among students as expressed by teachers based on gender and qualification while there was no significant difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.

10. Recommendations

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

- (i) Counsellors should be employed in all schools in the country, the counsellors should be supported and provided the needed facilities that would help in the services they rendered in the schools especially in handling students with poor study habits.
- (ii) Ministry of Education and other related institutions should have

- programmes channeled towards addressing the problems that teacher might be facing in schools in the discharge of their duties.
- (iii) Students should be educated properly in areas free from distractions to allow them concentrated on the teaching and learning process in the classroom.
 - (iv) Teachers in schools should see it as one of their duties in the proper monitoring and mentoring of students on their studies.
 - (v) The government should also see to the proper implementation of educational programmes in schools for the benefits of the learners.

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