## STUDY HABITS AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE IN BASIC SCIENCE IN JUNIOR SECONDARY SCHOOLS IN IBARAPA CENTRAL LOCAL GOVERNMENT, OYO STATE

**BY**

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**Abstract**
*Academic achievement of students at different level of education appears to be deteriorating every year. Several factors have been identified to be responsible for student's poor performance in basic science at the secondary school level. This paper investigated study habits of students' academic performance in basic science in public junior secondary schools in Ibarapa Central Local Government Area of Oyo State. Three research questions guided the study. Descriptive survey research design was adopted. The sample comprised six (6) junior secondary schools in the study area. The data was analysed using percentage analysis. The results showed that (44.17%) of the respondents spent a maximum of 2 hours to study while (28.33%) could study up to 6 hours. Also (68.33%) of the respondents studies best with their friends while (15.84%) of the respondents prefer to study alone. Further analysis showed that (15%) of the respondents were influenced by their peer group, family background and environment while (10%) of the respondents were influenced by interest, motivation and bad attitudes towards study. It was recommended that government should endeavour to make funds available for the provision of standard libraries.*
*Keywords: Study habit, Predictors, Academic Performance*

**Introduction**
The secondary school system of education assumes the role of training and producing students for tertiary institution and manpower for national development and world of work. It is in realization of the importance of manpower development in the quality of academic achievement that successive administrations at the national, state and local government levels in Nigeria have been allocating a significant part of their annual budget to education sector. Parents send their children to school to learn while in the school, children are exposed to various experiences which influence their behaviour (Ogbodo, 2010). Therefore, learning is a change in a behaviour. Such a change is seen in their mental reasoning, physical growth, manipulative skills and development of values and interest. The change may be easy or difficult depending on the home and school environment.

Reading for recreation very common among educated elite. Students' who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue and also make them live a disciplined life in the school. In most cases its effects in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits. Higginbotham (2009) examined the reading interests of middle school – sixty and eighth grade students in a metropolitan, public school located in a south-eastern state Athlantan, Georgia. The result of this study showed differences in interest by gender, which are congruent with many society, stereotypes and females reported a stranger interest in friendship animal stories, adventure and historical, faction. While the males reported stranger preferences for the categories of

sports and science. Also, male respondents had a stronger preference for non-friction that did the female's respondents. In Nigeria, there are many factors influencing the ability of students to cultivate effective and efficient study habit, Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of student's study habit. According to Hussan (2006) secondary school students in public schools often came from economically poor and average income facilities.

The families face various problems causing emotional disturbance among their children which result in poor academic performance. This singular factor has called serious setback to academic achievement status to secondary school students. The teacher as the facilitator of knowledge should provide the necessary and appropriate study habit that will enable the students to learn in order to enhance their academic achievement (Denga, 2005). Although, studies abound on the causative and predictive nature of factors of study habit on student's academic achievement, every factor of the variables tent to focus on poor study habit.

The investigation on this study is carried out on the assumption that identification of some of the factors that are associated with students' academic achievement and those factors that are not, will assist to improve the performance of students in basic science. Today, this incidence is applicable to junior secondary schools in Ibarapa Central Local Government Oyo State, Nigeria. However, despite the numerous secondary schools in this local government the level of students' academic performance is alarming especially in Basic Science. It is on this note that this research wish to evaluate the adequacy and efficient study habit in the schools and to what extent does the efficient study habit affects the students' academic performance.

**Purpose of the Study**
The main purpose of this study is to examine study habits as predictors of academic achievement of students in Junior Secondary Schools in Ibarapa Local Government Area of Oyo State Nigeria. The specific purposes are expressed as follows:
(i)  To identify the extent to which time allocation affects the study habit and academic achievement in basic science.
(ii) To investigate how good study habit can leads to students' academic achievement in basic science
(iii) To examine factors that can influence student's study habit and academic achievement in basic science.

**Research Questions**
The following research questions were raised to guide the study:
(i)  To what extent does time allocation affects study habit and academic achievement in basic science?
(ii) To what extent can good study habits lead to student's academic achievement in basic science?
(iii) What are the factors that are likely to bring about good academic achievement in basic science?

**Methodology**
This study adopts descriptive survey design. The choice of this design was informed by the facts that a group of respondents considered to be the representative of the larger population for the study. The study adopted the use of questionnaire. The study was carried out in six selected public junior secondary schools in Ibarapa Central Local Government, Oyo State, the researcher used random sampling. The population comprises of six (6) public junior secondary schools in Ibarapa Central Local Government Area of Oyo State, namely: Ayelogun Grammar school, Igboora Grammar School, Igboora High School, Igboora, Lajorun High School, Ogboja Grammar School and Oke-Idere High School. The information collected from the sample population would be used for the result generalization. The Sample comprises of 120 students selected using simple random sampling techniques from the six (6) Junior Secondary School in Ibarapa Central Local Government Area, Oyo State. From each selected schools, a sample of twenty students was selected giving total of 120 students. A research made instrument titled "Study habit

and academic achievement". Questionnaire was used to gather information on study habit as a predictor of students' academic performance in Basic Science a case study of Junior Secondary Schools in Ibarapa Central Local Government Area of Oyo State. A closed ended questionnaire designed in a four point Likert Scale of strongly agreed, agreed, disagreed and strongly disagreed and Always, Often, Sometimes, and never was employed by the researchers.

As rightly said, the questionnaire is mostly used by the researchers, this instrument is said to be valid because it measure what it supposed to measure. The researcher piloted the study in two schools not included in the main study to enhance the reliability of the instrument and help to gauge the clarity and relevance of the items. Items found to be inadequate for measuring the variables were either discarded or fine-tuned to improve the quality of the research instrument. As such, the instrument captured all the required data. The Test-Retest reliability method was used to establish the extent to which the content of the instrument is consistent in eliciting the same response every time the instrument is administered. This involves administering the same instrument twice to the same group of subjects with a time lapse between the first and second test. The study achieved a reliability coefficient of 0.86 which confirmed that the instruments used yielded reliable information. The questionnaire was administered to the respondents and the respondents were organized at the appropriate place for easy communication. Undergoing of a research work of this never an easy task because of the way people used to see questionnaire. Considering the relatively size of the sample of the study and spread of schools used, the questionnaire was administered to the respondents by the researcher in conjunction with the help of head of department and the subject teacher in each school. The respondents were visited in their respective schools and three days was used to gather the data.

Data gathered from the respondents were collated and analysed with simple percentage system to determine the degree of the responses of the respondents concerning the study habits as predictor of students' academic performance in Basic Science. All the tabulations to be used in analyzing the data collected by the use of questionnaire in each project would be in percentage.

**Results**
**Research Question 1: To what extent does time allocation affects study habit and academic achievement in basic science?**

Table 1: *Time spent in studying in the study area*

| S/N | Time spent | Respondents | Percentage (%) |
|-----|------------|-------------|----------------|
| 1.  | 1 – 2 hours | 53 | 44.17 |
| 2.  | 3 – 4 hours | 33 | 27.5 |
| 3.  | 5 – 6 hours | 34 | 28.33 |
|     | Total | 120 | 100% |

Table 1 shows that 44.17% of the respondents spent a maximum of 2 hours in studying while 27.5% of the respondents utilized a maximum of 4 hours, 28.33% of the respondent made use of 6 hours in studying their book.

**Research Question 2: To what extent can good study habits lead to students' academic achievement in basic science?**

Table 2: *Study options practiced by students in the study area.*

| S/N | Time spent | Respondents | Percentage (%) |
|-----|------------|-------------|----------------|
| 1.  | With friends | 82 | 68.33 |
| 2.  | Alone | 19 | 15.84 |
| 3.  | In group | 9 | 7.5 |
| 4.  | All of the above | 10 | 8.3 |
|     | Total | 120 | 100% |

Table 2, shows that 68.33% of the respondent studied best when they are with their friends, 15.84% of the respondent preferred study alone, 7.5% of the respondent said they preferred study in group and 8.3% of the respondents said that they comfit into the any of the above mentioned, study options.

**Research Question 3: What are the factors that are likely to bring about good academic achievement in basic science?**

**Table 3:** *Factors influencing good study habits in the study area.*

| Factors for good study habits | Respondents | Percentage |
|---|---|---|
| Interest | 12 | 10 |
| Motivation | 12 | 10 |
| Good library | 14 | 11.7 |
| Facilities | 16 | 13.3 |
| Environment | 18 | 15 |
| Peer group | 18 | 15 |
| Family Background | 18 | 15 |
| Attitude | 12 | 10 |
| **Total** | **120** | **100** |

Table 3 shows that 15% of the respondents study habits was influenced by environment, peer group and family background. Some respondent indicated that increase for the subject, attitude towards classroom work and motivation from either the classroom teacher or parents influences their study habits with a percentage of 10% respectively. Also other respondent indicated that well equipped library and availability of Basic Science facility influence their study habit with percentage of 11.7% and 13.3% respectively.

**Discussion of Findings**

Results obtained from the respondents showed that there is significant relationship between study habits and students' academic performance. Based on the research question one which asks about 'what extent does time allocation affects study habit and academic achievement in basic science' from this findings it was revealed that higher percentage of respondents spent a maximum of two hours in studying while the least percentage spent a maximum four hours in studying. This is in line with Nneji (2005) who said that time is one of the indicators of study habit. Also in accordance with Nagaraju (2004) who found that students usually did not devote sufficient time to their studies and do have poor study habit. Moreover, Emeya (2015) also consider time as a key factor which affect student academic performance.

In reference to research question two which asks about 'what extent can good study habits lead to students' academic achievement in basic science' this findings showed that larger percentage of the respondents studied best when they are with their friends and few percentage preferred study in group and alone. Adeniyi (2011) reported that good study habits allow students to study independently at home and aspire for higher educational career. The formation of study habits in secondary school level further serves as the basis for student's performance in external examinations such as NABTEB, WAEC, NECO and JAMB. In the view of Agba (2013) unserious students do study anyhow without specific techniques and he submits that such students are most likely to perform below average. He concludes that good study habits help students to-attend classes often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for test and exams, take down notes and develop the points independently, ask relevant questions in class, thereby having good grades at the end of the term.

And based on research question three which asks about 'what are the factors that are likely to bring about good academic achievement in basic science' the data gathered in this research showed that environment, peer group and family background have greater influence on the respondents study habits while interest

and motivation accounted for the least influence on their study habits. These findings are in line with Lchado (2008) that environment in which the student comes from can greatly influence their performance academically in the school. Also Ozmert (2005) emphasized the importance of environment influence as a major factor in the development of students study habit.

## Conclusion

From the discussion of findings, it could be concluded that provision of adequate and basic educational facilities and interest of students to use the effectively should be taken into consideration in planning of the school curriculum. The parents and guidance should always try to get these entire motivational variables for their children to improve their study habits in the school. The environmental variable stimulation that promotes learning experience which will adequately develop learner psychologically in the school are also lacking among the schools and the students. Based on the result from this study, it is usually important to acknowledge that students have different study habits and that support should be extended to all students to help enhance learning.

## Recommendations

Based on the findings of this study, the following recommendations are made:
(i)   Government should provide adequate and effective learning materials in the schools and improve the use of library in teaching and learning process.
(ii)  Government should provide effective library attendant which will help the students to find information in the library.
(iii) Seminars/Workshop training should be made compulsory for teachers, to expose the teachers to new educational facilities and how to use them effectively.

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