



An Evaluation of Study Habit and Students Academic Performance in Boarding and Non-Boarding Secondary Schools in Rivers State

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Abstract: This study investigated relationship existing between study habit and student's academic performance in boarding and non-boarding secondary's schools in Rivers State. The study adopted correlational design. The population for this study consisted of 922 respondents with a sample size of 276 respondents randomly selected from boarding and non-boarding secondary schools in Rivers State. A self-structured research instrument known as study habit and student academic performance inventory (S.H.A.S.A.P.I) was used for data collection. The instrument was validated by three experts, and its reliability co-efficient, using Cronbach Alpha was 0.76 Mean and standard deviation scores were used to answer the research questions while Pearson's product moment correlation co-efficient (r) statistics was employed to test the hypothesis at 0.05 level of significance. It was concluded that poor study habit influence students academic performance in boarding and non-boarding secondary schools in Rivers State, and there was significant relationship between poor study habit and students academic performance in boarding and non-boarding schools in Rivers State. It was recommended amongst others that seminars be organized for students on the essence of good study habit.

Keywords: Evaluation, study Habit, Boarding, Non-Boarding, Secondary Schools, Academic Performance.

Introduction

Study habit is one of the greatest students or learning factors that hugely influences students' academic achievement in boarding and non-boarding secondary schools. If undetermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then the trend will manifest into students' abysmal poor performance in both internal and external examination. Study habit refers to the students by virtue of their attitudes to study, discipline, habits and educational culture (Marc, 2011). Husain (2000) contained that study habit is a broad concept as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experiences, exerting a direct influence on the individual's response of all objects and situations which are related. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive attitude towards study, and do not waste time or energy over what they have to do. If the learner experiences is pleasant, the learner's attitude and motivation is usually positive, and if the learning experience is not pleasant, the learner tends to avoid it. Generally, study habits can be classified into good and bad study habits. Good study habits according to Kately (2013) are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results. They are the study habit which make students, or that seem to produce good results. They are the study habits which make students successful in their studies after developing and applying them throughout their academic career. Stressing further, Kately (2013) therefore, identifies eight positive or good study habits



which students can employ in order to improve their academic performance. They are: attending all classes, reviewing your notes daily, reading material prior to its being covered in class, study daily, have at least one conference with the professor, develop and learn a word list for the course, read materials to improve your background in the course (other than text). However, bad study habits generally range from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study etc. Nikki (2013) identifies bad reading habit to include studying with friends, listening to loud music, studying in uncomfortable conditions, cramming etc.

Mark & Howard (2009) are of the opinion that the most common challenges to the success of students in all ramification is a lack of effective or positive (good) study habit. They further maintained that if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit. 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. Ashish further maintains that no matter what age or academic level, employing effective study strategies can make all the difference in a student's life. However, Ashish 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 allows students to study independently at home and aspire for higher educational career. The formation of good study habits at secondary schools level further serves as a basis for students' performance in external examinations such as West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (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. Thus Agba concludes that good study habits help students to attend classes very often and to do on time. It also helps them to submit their assignment on time, read and prepare very well for tests and exams, take down notes and develop their points independently, ask relevant questions in class; thereby have good grades at the end of the term or semester. Monday (2008) writing on bad study habits maintains that developing good study habits in school will help students succeed in class and achieve educational goals.

Similarly, Bolling (2000) asserts that good study habit through planning helps students prepare for what is ahead, of them and accomplish their academic goals. Thus, lack of study habits clearly puts students at a disadvantages, and is one of the main reasons students need remedial classes, fall behind in coursework and drop out of school. Hence, Bolling (2000) submits that students who tends to perform high across most of their subjects can be considered to have good study habits by being actively involved in their own learning process, continuous planning and careful monitoring of the educational task that they are required to complete. Different students have different and unique study habits. What may be a good study habit to a particular student may be a bad one indeed to another student. As such, it is often difficult to practically, pin-point that this is good and that is bad. Hence, the level of preparation and strategies developed and employed



consciously by students go a long way to influence their level of academic performance. Academic performance has been described as the scholastic standing of a student at a given moment (Ige, 2016). This scholastic standing could be explained in terms of the grades obtained in a course or group of courses (Ijaiye, 2009). Oke (2008) commented on this scholastic standing and argued that performance is a measure of output, and that the main output in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes, of individuals as a result of their experience within the school's system.

Egbule (2014), viewed academic performance as participants' examination grades (grades point average at the end of a particular semester or programme). It refers to the score attained by an examinee in an administered standardized test. It could also be seen as the level of performance in a particular field of study. Higher scores indicates better academic performance (Yator, 2003). However, the concept of performance is general to all fields of human endeavour. Man's potential is related to his actual performance through learning and motivation, although other tasks and variables are also determinants of performance level. For Mizala (2009), academic performance is defined as quality of performance interms of test and class exercise with academic content. It is a level of attainment of a given standard for excellence or in other words, a qualified academic achievement. Achievement measurement focuses on the past performance, but for student, its level can be measured based on the test scores of the subject concern. Also, academic performance denotes the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing. The Cambridge university report of 2003 as cited in Fridah (2012), noted that academic performance involves the performance of students in test and examinations. On the contrary, the ability of students to obtain good grade demands an availability of school resources, adequate student's study habits, adequate teacher's characteristics and qualifications, adequate package of parent's income and good school environment (Orodho, 2008).

Supporting this fact, Adeyemi (2011), stated that a major setback in effective implementation of secondary school curriculum is the problem of inadequate/unavailability of school resources. However, several research studies have shown that relationship exist between adequate school resources, parents income, study habit, teachers qualifications and students academic performance. (Mortimore, 2012). Adeyemi stated further that without adequate study habits and teachers qualification, the school curriculum will not be effectively implemented in Nigeria, and youths would lack the ability to carry out some meaningful work due to lack of acquisition of basic skills, thus, performed poorly in their internal and external examinations. There is need for a regular and timely evaluation of student's academic performance. Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives (Amesi, Akpomi & Okwuanaso, 2014). Evaluation is the process of making value judgment about the worth of a thing. It is defined as a systematic process of data collection for making a valid decision about an individual, programme, materials or method (Ugodulunwa, 2014). These definitions imply that evaluation is the appraisal of



the worth or value of anything or action and the making of appropriate decisions on the basis of such appraisal. Therefore, evaluation is expected to lead to increased self-awareness and inspire boarding and non-boarding students to inculcate a positive study habit to enhance their academic performance.

Statement of the Problem

There is considerable concern by parents, teachers and the general society that the objectives of secondary school education in Rivers State are not being satisfactorily achieved. This has been largely attributed to the poor academic performance of secondary school students over the years in the internal and external examination (Barasi, 2014). Kurmar (2015) claimed that boarding and non-boarding secondary schools are faced with the problem of poor study as such, adequate knowledge, skills, attitude and competencies needed to perform effectively in the internal and external examination (G.C.E. & S.S.C.E) may not have been acquired. Under these circumstances, it would appear that secondary schools may not be meeting the needs, aspirations and expectations of the society as if there are physical barriers impossible to cross. Yet, the expectation is that secondary schools should provide students with adequate knowledge, skills and competencies needed to perform excellently in their internal and external G.C.E. and S.S.C.E. examinations. A gap in knowledge is created in which this study needs to fill empirically.

Purpose of the Study

The main purpose of the study was to evaluate the influence of study habit on student academic performance in boarding and non-boarding secondary schools in Rivers State. Specially, the study sought to:

1. Determine the influence of study habit on student's academic performance in boarding and non-boarding secondary schools in Rivers State.

Research Questions

The following research guided the study

1. How do study habit influence student's academic performance in boarding and non-boarding secondary schools in Rivers State.

Hypothesis

The study was guided by the hypothesis formulated and tested at 0.05 level of significance.

1. There is no significant relationship between study habit and students academic performance in Boarding and Non-Boarding Secondary Schools in Rivers State.

Method

This study adopted correlational design. The target population for this study consisted of 922 respondents (that is, 245 principals, 245 vice principals and 432 teachers of Boarding and Non-Boarding Secondary Schools in Rivers State). The sample size used in this study comprised of 277 respondents (that is, principals, 34 vice principals, 217 boarding and non-boarding secondary school teachers). The sample size is a representation of 30% of the



target population. A self-structured research instruments was used to collect data for this study. It is Study habit and Student Academic Performance Inventory (S.H.S.A.P.I). The instrument is composed of six (6) items used in generating data on the extent to which poor study habit influence student's academic performance in boarding and non-boarding secondary schools. The research instrument was designed on a 4 point Likert rating scale of Very High Extent (VHE-4point), High Extent (HE-3points), Low Extent (LE-2points) and Very Low Extent (VLE-point). The data generated were analyzed with the use of mean and standard deviation scores to answer the research question, while pearson's product moment correlation (r) was employed to test the null hypothesis at 0.05 alpha level.

Results

Research Question 1

How do study habit influence student's academic performance in boarding and non-boarding secondary schools in Rivers State.

Table 1: Means and Standard Deviation Computations of the Influence of Study Habit on Students Academic Performance in Boarding and Non-Boarding Secondary School

$N=277$

Variables	Total Response	Mean Score	Std Score	Dev.	Remarks
Influence of study habit	1044.29	3.77	0.35		Inadequate
Student Academic Performance	1033.21	3.73	0.34		Effective

Table 1 showed the calculated mean and standard deviation scores from the boarding and non-boarding secondary schools principals, vice principals and teachers regarding the extent to which study habit can influence student academic performance in Rivers State. In the table, the calculated scores about the influence of study habit are 3.77 and 0.35 respectively. Since the calculated mean score is greater than the average point of 2.5, it means that the extent to which study habit influence student academic performance is adequate. The table further indicates that the calculated mean and standard deviation scores about student's academic performance in boarding and non-boarding secondary schools are 3.73 and 0.34 respectively. Since the calculated mean score is less than the average point of 2.5, it shows that students' academic performance in boarding and non-boarding secondary schools is effective. Consequently, the researchers therefore concludes that students adequate study habit influence their academic performance in boarding and non-boarding secondary schools in Rivers State.

Hypothesis 1:



There is no significant relationship between study habit and student academic performance in boarding and non-boarding secondary schools in Rivers State.

Table 2: Calculated (r) Between Study Habit and Student Academic Performance in Boarding and Non-Boarding Secondary Schools.

Variables	Mean	Std Dev.	$\sum xy$	r-cal	r-crit
Infrastructural facilities	3.77	0.35			
Student Academic Performance.	3.73	0.34	1899.65	0.1994	± 0.1946

$N=277$ $df=275$ $p>0.05$ significance

The means and standard deviations of boarding and non-boarding secondary schools principals, vice principals and teachers regarding the extent to which study habit can influence student academic performance in Rivers State are presented in Table 2. With $N=277$, $df=275$ and $P=0.05$, the calculated (r) between the influence of study habit and student academic performance in boarding and non-boarding secondary schools was 0.1994 and the critical value of r was ± 0.1946 . That being so, the calculated r was statistically significant at $\alpha < 0.05$ level of significance since it is greater than the given critical value of r. The hypothesis (H_{0i}) is thus rejected and the conclusion was that there was significant relationship between study habit and student academic performance in boarding and non-boarding secondary schools. This implies that significant relationship existed between study habit and student academic performance in boarding and non-boarding secondary schools in Rivers State.

Discussion

The study discovered that the extent to which study habit influenced student academic performance in boarding and non-boarding secondary schools was effective. It was also discovered that there was significant relationship between study habit and student academic performance in boarding and non-boarding secondary schools in Rivers State. The results of this study support the findings of Orodho (2008), Fridah (2012) & Mizala (2009).

Conclusion

The researchers therefore noted that, study habit influenced students effective academic performance in the internal and external examinations in boarding and non-boarding secondary schools in Rivers State. It is also the conclusion of this study that significant relationship existed between study habit and student academic performance in boarding and non-boarding secondary schools.

Recommendations

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



1. Efforts should be intensified by principals to ensure that seminars and workshops are organized to further educate boarding and non-boarding students on how they could improve on their study habit.
2. Government should intensify actions to ensure that secondary school teachers are provided the opportunities for re-training. This will enable them emphasized and impart study habit skills on the students.
3. Government should provide adequate funding to enhance the smooth and effective running of the school.

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