AN INVESTIGATION INTO STUDY HABITS AND ACADEMIC PERFORMANCE AMONG DEGREE STUDENTS OF UMAR SULEIMAN COLLEGE OF EDUCATION GASHU'A, YOBE STATE.

[1*]MUSA IBRAHIM USUR, [2]ISHYAKU PHILIP AND [3]GAMBO BUKAR

DEPARTMRNT OF PHILOSOPHICAL FOUNDATION
UMAR SULEIMAN COLLEGE OF EDUCATION GASHU'A, YOBE STATE.

*Corresponding Author Information:-
E-Mail: mueaiusur@gmail.com
Phone: +2348088685825

Abstract

The purpose of this study is to examine the relationship between study habits and academic performance among degree part (3) students of Umar Suleiman College of Education Gashu'a, Yobe State, Nigeria. The study will be guided by one stated objectives; To examine whether there is significant relationship between study habits and academic performance among students. The study will use descriptive and correlational designs with quantitative approach. The population of the study will be Degree part three (3) students. Kragcie and morgan table for selection of the sample size will be used to select sample size. While purposive and simple random sampling techniques will be employed to select specific respondents. Data will be collected using close ended adapted - questionnaire with 32 items based on five likert scale which will be distributed to the respondents. The data will be analyze in SPSS version 22.0 using frequency tables and percentage to analyses the profile of the respondents and Pearson's linear correlation coefficient will be used to analyze the data collected from the field according to the study objective The study will adopt 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.

Keywords: Investigation, Habits, academic performance, Degree Students.

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 in Muktar 2017). 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

Statement of Problem /Justification:

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 Umar Suleiman College of Education Gashua (2017), 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.

Literature Review:

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 in Muktar 2017). 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 determine 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. Khadija (2014) conducted a studies on "The relationship between 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 kills 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) "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 that, studies was conducted in Kenya and it was discover that study habits is greatly influence academic performance and achievement. Bulus (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. 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.

Methodology (Should include description of study area/site/subjects, data collection and data analysis):

The study will adopt 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 study will also use correlation design because the study is interested in examining the significant relationship between two or more variables, (study habits and academic performance). The target population of this study will be Degree part (3) students of Umar Suleiman College of education Gashua, Yobe State. Nigeria which Comprises three hundred and ninety nine (399) respondents (Records and statistics 2017).The sample size of this study will be determine using Krejcie 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 will be closed ended adapted questionnaires. Face validity of the instrument will be performed by an expert from the college. Content validity index will also use to test the validity of the instrument. Test–retest method will be use at an interval of two (2) weeks to measure the reliability of the instrument; the instruments will be administered to two different groups of students to avoid item familiarity. The results obtained in the first and the

second survey respectively will be correlated. The instrument of data analysis will be Pearson Linear Correlation coefficient (PLCC) in special package for social science (SPSS).

Items Through which ways do student pass their exams	Option					
	SA	A	SD	D	Total	X^2
Do what extend do library assist the students in passing exams	98 (71.64%)	33 (24.62%)	2 (1.49%)	3 (2.23%)	134 (100%0	
Do group discussions assist the students in passing their exams	87 (64.92%)	43 (32.04%)	3 (2.23%)	1 (0.74%)	134 (100%)	
Do Constance reading lecture note help learners academically	76 (56.71%)	52 (38.80%)	5 (3.73%)	1 (0.73%)	134 (100%)	
Do continue assessment help the student in passing their examination	103 (76.13%)	19 (14.17%)	8 (5.97%)	4 (2.98%)	134 (100%)	
Total	362 (69.5%)	147 (27.4%)	18 (3.4%0	9 (1.7%)		18.048

Note: Number at the top represent the frequency count, number in parenthesis if the (%) percentage while x^2 is chi-square calculation.

Table 4.2 above described the respondents on how through which ways do student pass their exams. The first item, "Do what extend do library assist the students in passing exams 96 (71.64%) strongly agreed, 33 (24.62%) agreed, while 2 (1.49%) strongly disagreed and 3 (2.23%) disagreed. The second item "Do group discussions assist the students in passing their exams 87 (64.92%) strongly agreed 43 (32.04%) agreed while 3 (2.23%) strongly disagreed and

1 (0.74%) disagreed. The third item "Do Constance reading lecture note help learners academically 76 (56.71%) strongly agreed 52 (38.80%) agreed while 5 (3.73%) strongly disagreed and 1 (0.73%) disagreed. The fourth item "Do continue assessment help the student in passing their examination" 103 (76.13%) strongly agreed 19 (14.17%) agreed while 8 (5.97%) strongly disagreed and 4 (2.98%) disagreed.

Table 4.2.1 Display the result obtained from chi-square analysis.

Item	Mean	Standard Deviation	Df	X^2	A
	4.512	3.512	9	18.049	0.005
	1	1.003			
N				N=134	

(X2)

Table 4.2.1 above display the result obtained from the chi-square analysis; there was variation between the mean of those who agreed and those who disagreed. The mean score of 4.512 was for agreed and 1for disagreed and standard deviation of 3.512 for agreed and 1.003 for disagreed, the result was further confirmed taken alpha (a) as 0.05 under degree of freedom =9 using the table value as shown in table below.

Table 4.2.2 Decision table

Items	N	df	Calculated value	Tabulated value	Decision
Items 1-4	4	9	18.049		Reject

Note: that item 1-4 represents the questions responsible as factors in the questionnaire.

Recommendations

Government should provide all the necessary equipment in library so as to help the learners academically, all facilitators should assist the student with reading manuals to as the learners will pass their exams with good grads, finally students should introduce group discussion among them self which will help them in passing their examination.

References:

Academic record (2017) vol.10 pg 26.New edition, Umar Suleiman College of education Gashn'a, yobe state.

Ali, S., Haider, Z., Munir, F., Khan, H., and Ahmed, A. (2013). Factors Contributing to the Students Academic Performance: A Case Study of Islamia University Sub-Campus. *American Journal of Educational Research, 1, 283-289*

Amin, M. E. (2005). Social science research: Conception, methodology and Analysis. Makerere University printer ISBN 9970-05-019-2.

Ashish R (2013). Study Habits for Students: Bad Ones to Avoid, Good Ones to Achieve Success. www.education.wisc .education/soe/newsevents.12/3/2016.

Azikiwe (1998) Study Habits of post Graduate Students in Selected Nigerian Universities

Cambridge University Reporter. (2003). Indicators of academic performance. Available:

Carew, P.F. (2004) *study habits, patterns and academic performance of university students. The development* and *testing of the study habit and examination taking inventory, Maiduguri:* Salone psycho-education service.

Gold Finch. H. & Huges Y (2013) Academic Achievement among Students, *Journal on academic achievement 34, 45, 56*

Hanish, L.D. & Guerra, N.G. (2004). Children who get victimized at school: What is known? What can be done? *Professional School Counseling, 4,113-119*

Http w.w.w Dictionary *Learning Style Com 10/December/2012 retrieved.*

Http w.w.w Wikipedia. *Learning Styles Com 10/December 2017 Retrieved*

Http// www. Learning Styles Online Com 10/12/2017 Retrieved.

http://www. Your dictionary.com/study habit (retrieved on 10 December 2013

Kelli K (2009). Developing Good Study Habits. Retrieved from monster.com. Media/ads. 11/3/2016.

Krajcie, R, & D,W, Morgan (1970) Determining sample size for research activities. Economic Psychological measurement ,607,-610.

Lashway, L. (2003) *Distributed Leadership*: In Clearing house on Educational Management-(CEPM). University of Oregon, Research Roundup 19, 4.

Nneji L. (2002). Study Habits of Nigerian University Students. HERDSA conference. http:// www.ecu.edu.au/conferences/herdsa/main/papers/ref/pdf/Nneji.pd

Nsini and Emeya (2015) *Effect of Study Habit on Academic Achievement of Agricultural Science Students in Senior Secondary Schools in Emohua Local Government Area of Rivers State, Nigeria. Vol. 2.38.*

Ramamurti P. V., (1993). Developing Good Study Skills Keynote Address Delivered at DIET Psychology, Held at Karretnagar on 17th July, 1993.

Record and statistics (2017) vol.8 pg 74.New update, Umar Suleiman College of education Gashn'a, Yobe State, Nigeria.

Sadia. B, (2005). A Study of the Factors Affecting the Performance of the Students in Government Secondary Schools for Girls in Rawalpindi city M. A. Edu. Thesis, Faculty of Education, International Islamic University, Islamabad.