

An Evaluation of Study Habits and Academic Achievement of Pupils in Calabar Educational Zone of Cross River State, Nigeria

By

¹Dr. Ayang, Etelbert E

¹Department of Educational Foundations and Childhood Education
Faculty of Education Cross River University of Technology Calabar

Abstract

The study examined an evaluation of study habits and academic achievement of pupils in Calabar Educational Zone of Cross River State, Nigeria: Two objectives, research questions and hypothesis were posed to guide the study and the ex-post facto design. With a population of 1875 SS3 students. The study adopted the stratified random sampling and simple random sampling and the sample of this study comprised of 281 respondent drawn for the study. The instrument was a researcher's developed instrument titled: Study Habit and Pupil's Achievement in English Language Questionnaire (SHPPELQ). The questionnaire was a structured questionnaire designed to measure the major variable of the study. The instrument has three section A, B and C). Section A covered the demographic information about the respondents. To ensure the face validity of the instrument, Study Habit and Pupil's Achievement in English Language Questionnaire (SHPPELQ) was validated by the researcher who submitted drafted copies of the instrument to three test experts in Educational Measurement and Evaluation in CRUTECH. The reliability of the instrument was determined using Cronbach alpha coefficient. This method is used because the Cronbach alpha provides the measure of the internal consistency among the items. Each sub-scale using Cronbach alpha approach yielded a reliability coefficient ranging from 0.70 to 0.87. The procedure for data analysis was descriptive (mean and standard deviation) and inferential statistics (Pearson's Product Moment Correlation). The findings revealed that there is a statistical significant influence of effective reading habits on pupil's academic achievement in English Language. Also, it was found that effective writing habit has a significant influence on pupils' academic achievement in English Language.

Keywords: Study, habits, Academic and Achievement.

STUDY BACKGROUND

In any schooling system, academic achievement of a pupil is one of the main indicators used to evaluate the quality of education. There are many factors that influences academic achievement; however, based on the researcher, it will be an investigation on study habits and the factors that influences academic achievement of primary six pupils in English Language in Calabar Educational Zone of Cross River State. There is a growing professional realization that more can be done to help pupils become aware of their attitudes towards academic achievement, that is if they choose to improve their study habits.

According to Alavi and Lesani (2017) who argued that in the field of education, learning has been discovered all over the world as a complex problem. Over the years, researches on factors that influence academic achievement of pupils have attracted the interest of not only researchers but concern of teachers, counselors, psychologist and school administrators as well. Study habits pose to influence the academic achievement of pupils as study habit is termed to be the way in which pupils study either

systematically, efficiently or inefficiently. With what has been described above, we can deduce that good study habits will definitely yield positive academic achievement and achievement in English Language and also inefficient or poor academic or study habit leads to academic failure.

In Nigeria, many factors has been highlighted to influence the ability of pupils to cultivate effective and efficient study habits. Such factors include; state of health, motivation, anxiety, state of mind, concentration, reading ability, writing ability, conducive environment and availability of books.

Garner-O'Neale and Harrison (2013) carried out a research on the cause of poor academic achievements among pupils in Nigeria which the factors identified include; study habit, low pupil's intellectual ability, lack of concentration, lack of goals, low self-esteem, low socio economic status of family, poverty and poor study habit as a major factor. Nolan (2015) also carried out a survey in some selected schools in Nigeria which they found out cause of low academic achievement of pupils, the problems identified were; problems of poor parent background, unfavourable government policies and poor study habits. Likewise, Fereydoonimoghadam and Cheraghian (2009) also dispute environment from which the pupils come from play a major role in influencing study habits which invariably affect academic achievement.

The concept of study habits is broad as it combines nearly all other sub topics under it such as; concentration, reading habits, effective writing, study skills and attitudes. Successful learners all over the world are said to have adopted positive attitude towards study habits. Positive academic achievement and achievement of pupils depending upon the pupils' ability to concentrate, note-taking (effective writing), reading habits. In other words, positive academic achievement is a function of proper study habits and skills. Since study habits is an important factor in learning, it becomes necessary to investigate into its nature. According Torabi, Haghani and Mousavi (2014) informed that study habits of students play a vital role in reflecting the standard of education and the students' academic achievement in mathematics. The students cannot be expected to learn everything needed about the subject from their teachers in the classroom alone, it is the combination of both the classroom learning and out of classroom learning that make up students' study habits. The need for effective counselling services among students cannot be overemphasized in order to achieve good academic achievements. The students need to be advised on the need to develop good study habits that will enhance a good academic achievement. Rabia, Mubarak, Tallat and Nasir (2017) study suggested that guidance services are needed on student study attitude and study habit for a better academic achievement. Sorenson (2006), while listing the good basic study habits stated that one must study with the primary aim of understanding. This requires one not to be in a hurry of getting through, rather sustained concentration is necessary.

Mendezabal (2013) argue that study habits have strong relationship with the academic achievement of students. A student who cultivates certain study habit will perform differently from a student who has another set of study habit. It is believed that student who lacks effective and efficient means of studying would be building on shaking foundation and consequently have weak foundation. The teachers teach all the students collectively but all the students do not have the same grades, here we see underachievers and high achievement. Study habits is what influences academic achievement of pupils in English Language in Calabar South Local Government Area, therefore, there is a cause for survey in that aspect. Also to reduce poor records and the high rate of failures in English Language, there is need for good study habits.

Statement of the problem

Observation with most pupils have revealed that the academic achievement has been on the decline most especially English Language. English Language is regarded as a core subject, at all level of

primary education, as such; there is need for enhanced achievement. Records of common entrance examinations between 2014 to 2016 shows that the results have not really been encouraging as they continue to be a decline in the overall result. For instance in 2014, the percentage of failure was 47% which increased to 58% in 2015 and rose in 2016 to 73%. The geometric decline may pose further danger on the overall achievement of pupils if not quickly addressed.

Parents and other stakeholders in the academic environment have blamed the teachers for not being pro-active in the teaching methodology adapted, such as core delivery of lessons, wrong use of instructional materials, poor class-room management (Nourian, Shah, Mohammadi, Mousavi and Nourian (2011). The teachers on their own part has laid blames on the pupils for poor reading habits, ineffectiveness in their writing skills, distractions during lessons delivery. The government on its own part had tried to motivate pupils by innovation of school buildings, provision of school uniforms, and textbooks; yet there still linger the problem of poor achievement in English Language.

It is on the basis of this problem that the study seeks to carry out analysis of study habits on primary six pupils' achievement in English Language in Calabar Educational Zone of Cross River State, Nigeria.

Research objectives

The study sought to examine an evaluation study habits and academic achievement in of pupils in Calabar Educational Zone of Cross River State, Nigeria: Implication in Educational Management. Specifically the study intends to;

1. Examine the relationship between effective reading habits and pupils academic achievement in English Language.
2. Determine the relationship between effective writing pupils academic achievement in English Language.

Research questions

The following research questions were posed to guide the study;

- (1) What is the influence of effective reading habits on pupils academic achievement in English Language.
- (2) To what extent does effective writing influence pupils academic achievement in **Statement of hypotheses**

The following hypotheses were raised.

- (1) There is no significant influence of effective reading habits on pupil's academic achievement in English Language.
- (2) There is no significant influence of effective writing on pupils academic achievement in English Language.

RESERCH METHODS

The study adopted the ex-post facto design. Ex-post factor design is a method in which groups with quality that already exist are compared on some dependent variable. The target population of this study comprised of 1875 SS3 students drawn from sixteen (16) public secondary school in Calabar Educational Zone of Cross River State, Nigeria. The study adopted the stratified random sampling and simple random sampling and the sample of this study comprised of 281 respondent drawn for the study. This was done using the hat and draw method, a total of 281 respondents in the study was selected form each school.

The instrument was a researcher’s developed instrument titled: Study Habit and Pupil’s Achievement in English Language Questionnaire (SHPPELQ). The questionnaire was a structured questionnaire designed to measure the major variable of the study. The instrument has three section A, B and C). Section A covered the demographic information about the respondents. To ensure the face validity of the instrument, Study Habit and Pupil’s Achievement in English Language Questionnaire (SHPPELQ) was validated by the researcher who submitted drafted copies of the instrument to experts in Educational Measurement and Evaluation and Educational Management in CRUTECH. The reliability of the instrument was determined using Cronbach alpha coefficient. This method is used because the Cronbach alpha provides the measure of the internal consistency among the items. Each sub-scale using Cronbach alpha approach yielded a reliability coefficient ranging from 0.80 to 0.83. The procedure for data analysis was descriptive (mean and standard deviation) and inferential statistics (Pearson’s Product Moment Correlation).

RESULTS PRESENTATION

The result emanating from the hypotheses tested and interpretation are presented hypothesis-by-hypothesis as shown below

Hypothesis one

There is no significant relationship between effective reading and pupils’ academic achievement in English language. The major independent variable in this hypothesis is effective reading while the dependent variable is pupils’ academic achievement in English language. To test this hypothesis, Pearson’s Product Moment Correlation Coefficient (r) was employed with effective reading as (x) while pupils’ academic achievement in English language as Y. The result of the analysis is presented in Table 1.

Table 1
Relationship between effective reading and academic achievement in English language

Variables	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	df	LS	r-cal	p-value
Effective reading (X)	4485	54463			73304	391	0.05	0.816	.022
Academic achievement in English Language (y)			6374	108902					

* $p < .05$

The result in the Table 1 with 393 respondents shows that effective reading has a $\sum x$ of 4485 and $\sum x^2$ 54463 while academic achievement in English language (y) has a $\sum y$ and $\sum y^2$ of 6374 and 108902 with $\sum xy$ of 73304. The p value of .002 (.816) which is less than the chosen alpha of .05 needed at

391 degrees of freedom, the null hypothesis is rejected this implies that there is a significant relationship between effective reading and pupils’ achievement in English language .

Hypothesis two

There is no significant relationship between effective writing and academic achievement in English language. The major independent variable in this hypothesis is effective writing while the dependent variable is academic achievement in English Language. To test this hypothesis, Pearson’s Product Moment Correlation Coefficient (r) was employed with effective writing as (x) while pupils’ achievement in English language as Y. The result of the analysis is presented in Table 2

Table 2
Relationship between effective writing and academic achievement
in English language

Variables	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	df	LS	r-cal	p-value
Effective writing (x)	4998	82044			73304	391	0.05	0.701	.045
Academic achievement in English language (y)			6374	108902					

* $p < .05$

The result in the Table 2 of the total 393 respondents sampled shows that effective writing (x) has a $\sum x$ of 4998 and $\sum x^2$ 82044 while academic achievement in English language (y) has a $\sum y$ and $\sum y^2$ of 6374 and 108902 with $\sum xy$ of 73304. The p value of .045 (.701) which is less than the chosen alpha of .05 needed at 391 degrees of freedom, the null hypothesis is rejected this implies that there is a significant positive relationship between effective writing and pupils’ achievement in English language.

SUMMARY OF THE STUDY

The results of this study reveal that there is significant difference between the study habits of male and female, younger and older, private and public, low and high academic performing students, and among the study habits of secondary school science students. Since students who have good study habit do well academically and those who have poor study habit also perform poorly in academics, these findings would help pinpoint factors to emphasize in teaching and counselling of science students in particular and students in general to teachers and counsellors who work directly with them. Also, school administrators and school proprietors who manage human and material resources will get to know where they should channel their resources and energies to in their quest for better academic achievement of students. In the same vein, these findings will provide parents/guardians not only the basis on which to guide their children/wards, but also an aid to more accurately predict and interpret their children/wards’ academic achievement. Lastly, the governments at various levels would get to focus their attention on an

important area that had hitherto been overlooked, and thereby avoid wastage of their merger resources on factors that are not too crucial to increased academic achievement of secondary school science students.

CONCLUSION

Study habits is a 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 examination. Therefore, study can be interpreted as a planned program of subject matter master. Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement. Teacher asserts that we talk about forming bad or good habits in many everyday activities in both social and educational contexts. We behave, by and large, in characteristic ways because we have discovered through experience that some responses are more effective than others. The researcher concludes that students have poor study habits in terms of time management, note taking and test preparation. He also found that the school has non-conducive environment for study. The limit the amount of time student allocates for study in a day.

RECOMMENDATION

The researcher recommends that use of study system is the best skill that will help students to have outstanding marks.

1. School counsellors should carry out routine study needs assessment of secondary school science students in North- West, Nigeria.
2. Teachers, in collaboration with counsellors, should devote more time to the teaching of how to study effectively
3. Teachers and counsellors should emphasize to the students the importance of use of personal time-table in effective study.

Research Implication

The study has a strong implication to management as it will be useful to managers and teachers including pupils of Primary Schools in Primary, secondary and tertiary education planners as the findings of the study will help to create awareness to teachers on how to advice study on how to develop an effective study habits and how it affects their academic achievement in English Language. As they intend to write their different examinations. Thus, the study will enlighten them on their study habits, it will guide by creating awareness on how to study and why they should possess good study habit. Since they are considering secondary school, it will (the study) help prepare their mind sets towards academic achievement.

This study is expected to have a strong educational implication to school heads, as it will creates awareness, leading them to understand the factors to be addressed in other to have a record of good academic achievement in English Language. The study is hoped to provide the government on information of materials to consider to attain good educational achievement in English Language. It will enlighten the government about the environment for studying (owed for infrastructure), the studying materials (intensive English textbooks) and the right policies to make concerning education.

The study is also beneficial to parents, guidance of the pupils, as it will guide them on the decisions to make while the child is at home i.e. encouraging the pupil and guide them into studying.

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