International Journal of Innovative Psychology & Social Development 11 (3):26-34, July-Sept, 2023

© SEAHI PUBLICATIONS, 2023 **www.seahipaj.org** **ISSN: 2467-8546**

Science Students' Study Habit And Academic Achievement In Federal College Of Education Omoku, Rivers State, Nigeria

[1]Nwala, Longinus (Ph.D) & [2]Pepple, T. F. (Ph.D)

[1]Department of Integrated Science, Faculty of Natural and Applied Sciences, Ignatius Ajuru University of Education, Port Harcourt, Nigeria.
nwalalonginus@gmail.com
GSM: 08066339195

[2]Department of Chemistry, Faculty of Natural and Applied Sciences, Ignatius Ajuru University of Education, Port Harcourt, Nigeria.
tammyfuro@yahoo.com
08037073515

ABSTRACT
The study examines the relationship between science students study habits and academic achievement at federal college of education Omoku Rivers State. Descriptive correlational designs with quantitative approach were used. The population of the study comparative of all NCE year three students in the college, Kragcie and Morgan table for selection of the sample size was used for study. The drawn sample size was 260, while purposive and simple random sampling techniques were employed to select respondents. Data was collected using the science student study habit questionnaire (SSSHQ) with a reliability coefficient of 0.77 using Cronbach alpha. The data was analyzed using SPSS version 22.0. The study reveals that there is a significant relationship between science students study habits and academic achievement among students of Federal college of education Omoku Rivers State Nigeria. Based on the findings, the following recommendations were made. The study recommended that school counselors, teachers and authorities should motivate, encourage, enforce reading culture or "prep time" into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good science study habits in order to improve and achieve good academic excellence or result.
Keywords: Science students, Study Habit, academic achievement, education

INTRODUCTION

In education industry, for any student to excel, his/her study habit will always play a vital role and if the student disagrees to cultivate a good study habit for himself/herself which is a backbone for academic excellence, no matter the person's intelligent quotient (I.Q.), such student will end up in having gross failure in the academic pursuit which will likely put the victim into untold hardship like social menace, examination malpractice, drugs abuse, cultism, dropout and what have you.

Suffice to define study habit as the way and manner a student plans his or her private reading outside lecture hours in order to master a particular subject or topic (Azikiwe 1998), science students study habits constitutes those behaviors" and/or activities associated with planning and organization of time for

reading as well as motives and habits, learning and remembering strategies, notes taking, planning and preparation of assignments, projects and use of library (Carew 2004), while Academic performance according to the Cambridge University 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 determining 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, while others feel that teaching hours are the most important, any one of the two, the major issue is to retain, remember and recall information when needed for academic input. However, students can study for hours and retain very little. The question now lays on how the students should study in order to cultivate and have the intellectual property at their finger tip for success.

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, which is biblical according to (Ecclesiastes 3:1). The critical issue is recognition that there must be an appropriate time. 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.

Marc (2011), explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand before they sometime get frustrated with study methods. He observes that good study habits are essential to educational success which is the goal of any student as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career, developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their programs.

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. He further maintains that no matter what age or academic level, employing effective study strategies can make all the difference between an aching class, barely passing or worse and failing miserably. She admits that many of today's most study methods or habits can lead to utter disappointment despite best efforts and intentions.

Learning style is defined as "a person's preferred mode of learning" (Smith 1982), in (Merrill 2002), learning style refers to an individual mode of gaining knowledge, especially a preferred or best method. This further includes attending classes, preparation for exams, concentration and diligent studies etc. Learning style also mean an individual unique approach to learning based on strengths, weaknesses, and preferences. According to Wikipedia; learning styles are different ways that a person can learn. On the other hand, learning styles differ from student to student, their study habits seem to show differences in how they become competent and of how serious they are in learning.

It's commonly believed that most people are in favour of some particular method of interaction like, taking in, and processing stimuli or information. Learning styles also means adopting a habitual and distinct mode of acquiring knowledge. Therefore, one learning style will determine his or her study habits. According to Grasha Reichmann (1996) in Halil et at (2016) says the definition of "learning styles" varies considerably in educational literature. Grasha based his definition on personalqualities, interaction with peers, the teacher and learning. Grasha further defines six different learning styles depending on the active participation of the students. These are independents students, these students study what they think important and prefer independent study. They prefer to work alone, especially in topics they are highly interested in, irrespective of the learning subjects dependent, these students usually do not have any intellectual curiosity and depend on guidance and authority. Competitive the main aim of the competitive learners is to receive recognition among others to perform better than their peers and to be rewarded. Avoidant, this group of students is not willing to cooperate with teachers and other students and is uninterested in the class content, with an overwhelmed feature.

Participant, this category of students is in contrast to the avoidant style, participant learners attend to class activities, are interested in learning and try to be a "good" student. And finally collaborative students, these students tend to share knowledge and are cooperative with peers and teachers. James and Blank (1993), explain that a learning style is the "complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn" cited in (Merrill 2002).

Schmeck, (1983), and Swanson quotes Reichmann's reference to learning style as "a particular set of behaviors and attitudes related to the learning context" and Keefe's definition of learning style as "the cognitive, affective, and physiological factors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" Dunn, (1995), states that identifying one's learning style is much easier than explaining its existence. Students are affected by their own emotionality, sociological, environmental and physical preferences. According to Dunn, and Price (1979), each individual learns through complex set of reactions to varied stimuli, feelings and previously established thought patterns that tend to be present when an individual learns cited in Vermunt (1992).

According to Khadija (2010), science students study habits is an important aspect in the educational process of particular students "therefore to enhance their educational pursuit it becomes necessary to improve science students' study habit. Globally researchers revealed that a relationship exists between science students study habit and academic achievement. Basher and Matto (2012), Kurshid, Tanveer and Nas-Quasmi, (2012), science students study habit are student's ways of studying whether systematic, efficient or inefficient cited in Orodho Ayodele (2013), Adebiyi (2013). Science students Study habit is the habitual practice one adopts to help him/her in studying or learning.

Kagu and Pindar (1999), conducted a study on "The effects of group-study-habits counseling on academic performance and discover that, those students that were not involve in group-study habits counseling their academic performance and achievement is poor. Khadija, (2014), conducted a study on "The Assessment of study habits and academic performance among students." the studies revealed that 75% of those who perform better are those who received guidance and counseling services. Therefore, in short those who did not receive guidance and counseling perform lower in terms of academic performance and achievements. Similarly, Fajonyomi (2012), in a study on anxiety and academic achievement observed that it kills or good study habits are effective in improving academic performance in anxiety hidden 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 matter. 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), on "Children who get

victimized at school", it was revealed that that good study habits has significant impact on student academic performance. Muithya (2006), has the same opinion that, studies were conducted in Kenya and it was discover that study habits is greatly influence academic performance and achievement. Bulus (2001), studied the "factors affecting academic performance in some selected secondary schools 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. Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement. (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002), Ramamurti (1993), rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006), effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future.

Loneza Gas-ib Carbonel (2013), in his study learning styles, study habits, and academic performance of college students at Kalingaapayao state college, Philippines found that the study habits of the students in College Algebra have great impact to their performance.

Statement of the Problem

Various studies around the universe emphasized that Poor science, arts, language study habits is a matter of great concerns in the mind of students, teachers and stakeholders in education industry. Likewise, low academic performance among students is also a global phenomenon (Brunner, 1991) cited in (Nsini and Emeya 2015), as it was lamented by academic records USCOEGA (2016), 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 malpractice, 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 schools.

Adeninyi (2011), maintains that good study habits allow students to study independently at home and aspire for higher educational career. The formation of good study habits in secondary schools' level, further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), General Certificate Examination (GCE), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). Nneji (2002), added that science student's study habits are learning tendencies that enable students work independently.

Against this backdrop, this study sought to investigate science student study habit and academic achievement in Federal College of Education Omoku, Rivers State, Nigeria.

Research Questions

The study provided answer to the following questions.

1. To what extend do study habit influence science students achievement in Federal Government College Omoku
2. To what extend do gender influence science student study habit and achievement at Federal Government College Omoku.

METHODOLOGY

Research Design

Descriptive research design was used for the study.

Variables of the study

The independent variable is student study habit while the dependents variable is achievement in Federal College of Education Omoku.

Area of the study

The study was carried out in federal college of Education Omoku (FCE) in Ogba/Egbema/Ndomi Local Government Area. The study area is bounded on the south by the Atlantic Ocean, on the North by Imo state; on the East by Ikwerre LGA and on the west by Ahoada West L.G.A. the local Government has one tertiary Institution, several primary and post-primary schools.

Its inhabitants are majorly agrarians, the topography and environment is favourable for fishing and farming purposes.

Population, sampling techniques and sample

All year three Nigeria certificate in Education (NCE II) students constitute the target population, simple random sampling was used to select two hundred and sixty students from the target population.

Instrumentation

Two sets of instrument were used to collect data for this study

- Science study Achievement Test (SSAt) this was a 25 item objective test prepared by the researcher. The instrument was revalidated by the researcher using test-retest and a reliability coefficient of 0.87 was obtained.
- Science Students Study habit Questionnaire (SSSHQ).

The instrument (SSSHQ) was prepared by the researcher. It seeks information on the study habits of the respondents. The instrument was valid using Cronbach alpha with a reliability co-efficient of 0.77.

Data Analysis

Analysis of data was done using Pearson linear correlation coefficient do should the relationship between the variables.

RESULTS

Response Rate

The researchers distributed 260 questionnaires to the respondents but 256 were retrieved, giving a response rate of 98%. Amin (2005), believes that if the response rate is more than 70%, it signifies that the turn up of participants were good hence the data can be used in the final data analysis.

Demographic Characteristics of Respondents

This section determines the demographic characteristics of respondents; questionnaires were distributed to capture these responses. Frequencies and percentage distribution were employed to summarize data on the demographic characteristics of respondents in terms of gender, age, and discipline. The results are presented in tables as follows:

Table 1: Gender of Respondents

Gender	**Frequency count**	**Percent**
Male	**144**	**56.3**
Female	**112**	**43.8**
Total	256	100.0

Source: Nwala, L. Field data, (2021).

The findings presented in Table 1, revealed that majority (144) of the respondents (56.3%) were male while 112 were females (41.8%). The results show that more than half of the respondents were males and it clearly shows that males were the dominant respondents in this study, though the females were also involved in the study. This also implies that more men were enrolled in the higher institutions than their

female counterparts which may be due to the socio-cultural nature of the environment, which favors male than females in education pursuit.

Table 2: Age of Respondents

Age	**Frequency count**	**Percent**
20-25	125	48.8
26-30	76	29.7
31-35	39	15.2
36-40	10	3.9
Others (above 40 yrs)	6	2.3
Total	**256**	**100.0**

Source: Nwala, L. Field data, (2021).

The results in Table2 show that majority 125(48.8%) of the respondents fall within the age bracket of 20-25 years. This followed by those in the age bracket of 26-30 years with 76(29.7%). The age bracket of 31-35 had 39 respondents representing (15.2%) while age bracket of 36-40 got only 10 respondents with (3.9%), others 40 above had 6 respondents representing (2.3%). This indicated that majority of NCE year three (3) students of Federal College of Education Omoku (FCE), Rivers State Nigeria are between the ages of 20 - 30.

Table 3: Academic Discipline of Respondents

Discipline	**Frequency count**	**Percent**
Arts	104	40.6
Sciences	48	18.8
Languages	44	17.2
Vocational	60	23.4
Total	256	100.0

Source: Nwala, L. Field Data (2021).

Tables 3 revealed that majority (104) of the respondents were arts students represented by (40.6%). Other 60 respondents were vocational students represented by (23.4%). Another 48 respondents were sciences students with (18.8%). The last group of 44 respondents was the languages students represented by (17.2 %) respectively.

Relationship between science students study habits and academic achievement among students. The objective of this study was to examine whether there is a significant relationship between science students study habits and academic achievement among students of Federal College of Education Omoku, Rivers State. Nigeria.

Table 4: Pearson correlation coefficient showing the relationship between science students study habits and academic achievement among students.

Correlations

	STUDY HABITS	**ACADEMIC PERFORMANCE**
STUDY HABITS Pearson Correlation By (2-tailed) N	1 256	.000 .000 256
ACADEMIC PERFORMANCE : Pearson Correlation By (2-tailed) N	0.05 .000 256	1 256

Correlation is significant at the 0.01 level (2-tailed)

The Pearson correlation coefficient results in Table 4 revealed that study habits have a significant relationship with academic achievement among students of Federal College of Education Omoku, Rivers State, Nigeria. Since the P value is (.000) were far less than 0.05 (p.000<0.05) which is the maximum level of significance required to declared a significant relationship. Therefore, this implies that there is a significant relationship between science students study habits and academic achievement. This means when students have good study habits is likely to increase their academic achievement. Based on this result the stated null hypotheses which say there is no significant relationship between science students study habits and academic achievement among students was rejected.

DISCUSSIONS

Relationship between Science Students Study Habits and Academic Achievement among Students.

The objective of this study was to examine whether there is a significant relationship between science students study habits and academic achievement. The results found revealed that there is a significant correlation between science students study habits and academic achievement. This means that, having a good science study habits is likely to improve students' academic achievements. In view of this the study agrees with Mujittafa (2008), who expressed that good study habits are the backbone of academic excellence. The finding of this study also corresponds with the notions of Verma (1996), who stressed that good study habits promote academic performance of the students. Not only that Azikiwe (1998), who stated that "good study habits are good asset to learners because it assists students to attain mastery in areas of specialization and consequently excellent academic achievement, while in opposite bad study habits, constitute constraints to learning and achievement leading to failure.

Similarly, Fajonyomi (2012), observed that study kills or good study habits are effective in improving academic achievement in anxiety hidden students. The findings of this study also agree with Khadija (2014), who conducted studies on "The Assessment of science students study habits and academic achievement among students." Her studies revealed that 75% of those who perform better are those who received Guidance and Counseling services. Therefore, those who did not receive Guidance and Counseling services in comparison perform lower in terms of academic achievements. Furthermore, the findings of this study correspond with findings of many other studies like in the studies of Hanish and Guerra (2004),"Children who get victimized in schools" in their findings shows that good study habits has significant impact on students' academic achievement. Muithya (2006), has the same opinion, studies were conducted in Kenya and it was discovered that study habits are greatly influences academic achievement. Bolus (2008), studied "the factors affecting academic achievement" in some selected secondary schools in Lagos, the findings also shows that both good and bad study habits affect academic achievement positively and negatively. Likewise, Makinde (2004), explain that good study habits

improve academic achievement in all respect. Mode (2003), explains that interest and motivation constitute good study habits which yield academic excellence. Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record, as there is direct relationship between science students study habits and academic achievement (Verma, 1996; Verma and Kumar 1999), (Satapathy and Singhal, 2000; Vyas 2002).Ramamurti (1993), rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance.

Tschumper, (2006), effective study habits help students to achieve good results (Sadia, 2005), a proper study habit enables an individual to reap a good harvest in future.

The study agrees with Loneza Gas-ib Carbonel (2013), in his study learning styles, science students study habits and academic achievement of college students at Kalinga-apayao state college, Philippines found study habits of students in the College Algebra have great impact to their academic achievement.

CONCLUSION

The study found that there is a significance relationship between science students study habits and academic achievement among them. This means that those students who possess good study habits are likely to improve their academic achievement.

RECOMMENDATION

Based on the findings, it was recommended that school counselors, teachers, stakeholders and government authorities should motivate, encourage and enforce reading culture or "prep time" into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve their academics.

REFERENCES

Adeninyi, V. (2011). Studying to Pass: Implication for Students. Lagos: Macmillan.

Agba, R. (2013). Why Students Must Develop Study Habits. Calabar: Rixmas Publishing Company.

Ali, S., Haider, Z., Munir, F, et-al (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.eduction.wise.education/soe/newsevents.12/3/2016.

Azikiwe, S. (1998). Study habits of post graduate students in selected Nigerian Universities.

Bashir, P., Matto, S. (2012). Children in the primary schools: An Integrated Approach in K. Bovair and C. McLanghlin. (Eds) counseling inschools. A Reader, 27. London: David fulton Publishers.Http//:www. Dictionary *Learning Style Com10/December/2012 retrieved.*Http//:www. 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.*

Kagu, B. (2004). *Counseling Psychology and Human Resource Development* "A Book of Reading in Honor of prof. P.F.C. Carew. Printed in Nigeria by Ajisafe Press.

Kagu, B. And Pindar (1999). The Effect of Group-Study-Habits Counseling on Academic Performance of Diploma Students in the university of Maiduguri. Unpublished PhD Thesis. University of Maiduguri.

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

Khadija, A. (2010). *Study Habit and Academic Performance* among student of Atiku Abubakar College of Legal and Islamic Studies: A Journal of Educational Research 2 61 70. Nguru, Yobe state Nigeria.

Khadija, A.A. (2014). The Assessment of science students study Habits and Academic achievement among Students" *Journal of Educatio*n*al Research 32 73-83 Unpublished* USCOEGA.

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.

KJV, (2020). King James Version of the Holy Bible. Nashville Dallas Mexico City Rio De Janeiro.

Leefe, J.W. (1989). Learning Style Profile Hand Book; Accommodating Perceptual, Study and Instructional Preferences, Vol. 4 Reston VA National Association of Secondary School Principals.

Loneza, Gas-ib Carbonel (2013). Learning Styles, science students study Habits, and Academic achievement of College Students at Kalinga-Apayao State College, Philippines.

Makinde, O. (2004). Foundations of Guidance and Counseling. London: Macmillan Publishers Ltd. New Edition.

Merrill, (2002). Instructional Strategies and Learning Style: Which Takes Precedence? In R.A Reiser & J.V. Dempsy (eds), Trends and Issues Instructional Technology. (PP.99-016)Columbus, OH PrenticeHall.

Modu, M. (2003). ThePlace of Guidance and Counseling in Reducing Adolescent's Maladjustment Problems in Nigerian Schools in Reshaping Education in *Nigeria*: a Book of Reading. F.C.E Potiskum. Kolac Printing Company.

Muithya, R.K. (2006). *Organization and Management of Guidance and counseling Programs of Schools in Kilome Division* M. Ed. Thesis Kenyatta University.

Mujittafa, L. (2008). *Assessment of Programming Guidance and Counseling at Secondary School* Level of Education in Kano.

Mutie, E. K. and Ndambuki, P. (2009).*Guidance and Counseling for Schools and Colleges.* Nairobi: Oxford University press (E. Africa).

Schmeck, R. (1983). "Learning Style of College Student" in Individual Difference in Cognition. R Dillon & Dillion & R Schmock (Eds) New York Academic Press, 233 -279

Tschumper,K. S. (2006). Study Skills Instruction in High School Where the High School Students Study Skills Gone? Published by the University of Wisconsin, La Crosse Onalaska Community, USA