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Study Habits And Academic Performance Among Degree Students Of Umar Suleiman College Of Education Gashu'a, Yobe State, Nigeria

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ABSTRACT
The study is to examine the relationship between study habits and academic performance among degree students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study will be guided by three objectives; (i) To examine whether there is significant relationship between regular reading habits and academic performance among students. (ii)) To examine whether there is significant relationship between student teacher relationship and academic performance among students. (iii) To examine whether there is significant relationship between regular library patronage and academic performance among students. The study uses correlational research designs. The population for the study is Degree students of Umar Suleiman College of Education from part one to part four (1-4). The total number under study was 4500, where the sample size to be used was 450 has 10%. Kragcie and Morgan table for selection of the sample size was used, while purposive and simple random sampling techniques were employed to select specific respondents. Data was collected using close ended adapted - questionnaire with 12 items based on three objectives was distributed to the respondents. The data were collected and analyzed using frequency tables and percentage to analyze the profile of the respondents, using total mean and gross mean. The analyzed data collected were from the field according to the study objective. The findings revealed that there is high extent of relationship between study habit, and academic performance. Consequently, recommendations were made which include: parents should provide books and encourage their wards to study hard; counselors should be employed to counsel students on how to develop study habit; students should be encouraged to do their class and take-home assignments.
Keywords: Study habits, academic performance, degree students

INTRODUCTION

Study habits is defined as the way and manner a student 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 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 are some learning preparation, Carew (2004). Academic performance according to the Cambridge University's is frequently defined in terms of examination performance

Statement of the problem

Education has been identified as an important social institution. Those enrolled in education or academic programme know that they are there to achieve success which will be beneficial to not only the student but also his the family and the society at large. It is factual after all that education serves as a means of liberation, and upward social mobility. Considering the importance of education, it is expected that those who have enrolled in any academic programme should study very hard in order to pass examination with flying color.

Various studies around the world emphasized that poor study habits is a matter of great concerns in the mind of teachers and stakeholders in any educational institution. 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 of 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 lead 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 brings poor enrolment in the institution.

Objective(s) of the Study:

- To examine whether there is a significant relationship between study habits and academic performance among students of Umar Suleiman College of Education Gashua Yobe State Nigeria where the objective are as follows:
- To find out the relationship between regular reading as an aspect of study habit and students' academic performance.
- To find out the relationship between student-teacher consultation as an aspect of study habit and students' academic performance.
- To determine the relationship between regular library patronage as an aspect of study habit and students' academic performance.

LITERATURE REVIEW

Study habits is defined as the way and manner a student plans his/ 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 or activities associated with planning and organizations of time for reading as well as motives and habits of learning and remembering strategies, such as notes taking, planning and preparation of assignments and projects and use of library (Carew 2004), while Academic performance is defined in terms of examination performance, and in other word 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 (2013) Academic performance refers to the extent to which students achieve learning outcome. Students' academic performance can be determined 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 others. For the purpose of this research, learning style was considered. Good study habits help the student in critical reflection in study outcomes such as selecting, analyzing, criticizing, and synthesizing. Kelli (2009) stated 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 or in 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 study 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.

Khadija (2014) conducted a study on "The relationship between study habits and academic performance among students". The studies revealed that 75% of those who perform better are those who received guidance and counseling service. Therefore, in short those who did not receive guidance and counseling in comparison performed lower in terms of academic performance and achievements. Similarly, Fajonyomi (2012) in a study on anxiety and academic performance observed that study skills or good study habits are effective in improving academic performance in anxiety leads students.to poor performance in either test, assignment or examination.

Ogbodo (2010) examine that, parents send their children to schools to learn, and students are expected to undergo various experiences which influence their behavior, therefore, learning is a change in behavior and change in behavior is seen in mental reasoning, physical growth, manipulative skills and development of values and interest. The change may be easy or difficult to understand based on the home and school environment. Reading for recreation or relaxation is very common among the educated students, who read magazines at internet learn to cool their brains and avoid mental fatigue

and also makes them live a disciplined life in the school. In most cases its effects include sleeping, and rest and tedious reading in classroom or library add to good health habit and academic performance.

Verma (1996) stressed that, good study habits promotes academic performance of the students and high excellent achievers as well as low difficulties in test or terminal or semester examination. This study was also supported by Azikiwe (1998) who stated that, the 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 the areas of specialization and consequent excellent performance, while the opposite is poor study habits constitute constraints to learning and achievement leading to failure in either test or semester examination.

Deavers (2000) believed that reading is a process of thinking, evaluation, judging, imaging reasoning and solving academic problems,. Furthermore reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skill in reading strategies, to know about word and its environment, a student helps himself through reading book, newspaper and other magazines. Once the student has been taught to read and has developed the love for reading books, he can explore by himself the wealth of human experiences and knowledge through reading. Students who miss the opportunity of getting in touch with books in their early stage of life, find it very difficult to acquire good reading habits in their later life.

In the studies of Hanish and Guerra (2004) "Children who get victimized at school" in their findings shows that good study habits has significant effect on student academic performance. Muithya (2006) has the same opinion that, studies were conducted in Kenya and it was discovered that study habits greatly influences academic performance and achievement. Bulus (2008) studied the "factors affecting academic performance in some selected secondary school in Lagos. The findings shows that both good and poor study habits affect academic performance positively and negatively.

Likewise Makinde (2004) explain that good study habits improve academic achievement in all raspect. Mujittafa (2008) discovered that good study habits are the backbone of every academic excellence. Modu (2003) explained that interest and motivation constitute study habits, and study habits yield good academic performance.

Braide (2018) opines that study habit is the predispositions which learners have acquired, regarding isolated studying over time. Since habits exemplify uniqueness in an individual, study routines are the activities of a person related to studies. Study habits are routines of implementing and practicing the abilities of learners in the learning processes for gaining mastery of subject. Study habit functions as the propeller of learning. A student's learning character is characterized by his study habits, study habits are the various attitudes, methods, techniques and strategies which individual student adopt while studying. Individual behavior is guided by habit, therefore, in the process of studying, the various habits or techniques students adopt are what is defined by academic performance.

METHODOLOGY

The study adopted a correlational research design, the choice of this research design stems from the fact that the study measures the strength of association between variables. In other words, the study aims at establishing the relationship. The study was carried out in Umar Suleiman College of Education Gashu'a Yobe Nigeria. The population of the study was 4500 (which was all Degree student were selected). The sample size is 450 was chosen through Krejcie and Morgan (1970) sample size technique as a representative of the population. Stratified random sampling technique was adopted. The instrument was structured questionnaire designed by the researchers. It is a 12- item instrument designed in a four Likert scale response of Very High (VH), High (H), Low (L) and Very Low (VL). The instrument had two sections. Section 'A' was the respondents' bio-data while section 'B' are the questions which were designed to elicit information relating to the research. Based on these, the questionnaire were administered directly to the respondents and retrieved just after two days. Mean statistical tool was used in analyzing the research questions.

Analysis

The study adopted correlational research design. The study preferred 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 was Degree part 1-4 students of

Umar Suleiman College of Education Gashua, Yobe State. Nigeria) which comprises four thousand five hundred (4500) respondents. The sample size of the study was determined using Krejcie and Morgan (1970) table for determining sample size from a given population. The population size is 4500 and sample size is 450. The data Collection instrument for this study was closed adapted questionnaires. The validity of the instrument was performed by an expert from the college. Content validity was used to test the validity of the instrument. The validity of interval takes period of (1) week to measure the reliability of the instrument; the instrument was administered to two different groups of students to avoid item familiarity. The results obtained in the first and the second survey respectively was correlated, the instrument of data analysis was the percentage mean.

PRESENTATION OF RESULTS

Research Question One: *To what extent is the relationship between regular reading as an aspect of study habit and students' academic performance?*

S/N	ITEMS	VH	H	L	VL	TOTAL	$\overline{X}$
	To what extent of the following is the relationship between regular reading as an aspect of study habit and students' academic performance?						
1	I make reading schedule and I am resolute in keeping to it	200 (800)	210 (630)	30 (90)	10 (10)	450 (1,530)	3.4
2	I reduce the number of friends in order to avoid distraction from reading regularly	120 (480)	270 (610)	50 (100)	10 (10)	450 (1200)	2.6
3	My involvement in extracurricular activities is reduced in order to have adequate reading time	120 (480)	240 (720)	60 (120)	30 (10)	450 (1,3300	2.9
4	I become unhappy at any time if my reading schedule is not been followed.	200 (800)	225 (675)	20 (4 0)	5 (5)	450 (1,5200	3.3
	Total Mean.						12.2
	Gross Mean.						3.0

From Table 1 above, each of the items has Mean that is above 2.5 which is the standard reference point which indicates that each of the items showed high relationship. This is equally revealed in the grand mean of 3.0 which indicates that the relationship between regular reading and academic performance.

Research Question Two: *To what extent is the relationship between student-teacher consultation as an aspect of study habit and students' academic performance?*

S/N	ITEMS	VH	H	L	VL	TOTAL	$\overline{X}$
	The relationship between students- Teacher consultation as an aspect of study habit and students' academic performance is to what extent in the following:						
1	I usually go to my teacher for explanation of concepts which I do not understand	200 (800)	210 (630)	35 (70)	5 (5)	450 (1,505)	3.3
2	I do not get satisfied when my fellow student is being consulted for explanation of topics/ideas	200 (800)	215 (645)	30 (60)	5 (5)	450 (1,510)	3.3
3	I usually ask questions in class when I am not cleared about a topic or sub-topic	200 (800)	230 (690)	15 (30)	5 (5)	450 (1,525)	3.3
4	I feel the teacher is trained and employed for students' assistance so I don't hesitate to consult a teacher wherever necessary	200 (800)	225 (675)	20 (40)	5 (5)	450 (1,520)	3.3
	Total Mean.						13.2
	Gross Mean.						3.3

Table 2 above shows a grand mean of 3.3 which is a relationship of high extent. Each of the items also attests to the high extent of relationship between student-teacher consultation as an aspect of study habit and students' academic performance.

Research Question Three *To what extent is the relationship between regular library patronage as an aspect of study habit and students' academic performance?*

S/N	ITEMS	VH	H	L	VL	TOTAL	$\overline{X}$
	The relationship between regular library patronage as an aspect of study habit and students' academic performance is to what extent in the following:						
1	Studying in the library daily is the best way for good academic performance	~~6~~0 (640)	260 (780)	25 (50)	5 (5)	450 (1,475)	3.2
2	Library contains several books hence availing students opportunity to access necessary books for academic excellence	130 (520)	290 (870)	20 (40)	10 (10)	450 (1,440)	3.2
3	E. Library provides current information such as journals, daily newspaper that will enhances academic performance.	200 (800)	240 (720)	15 (30)	5 (5)	450 (1,555)	3.4
4	Visiting library regularly makes one to become academically sound	160 (640)	275 (825)	10 (20)	5 (5)	450 (940)	2.0
	Total Mean.						11.8
	Gross Mean.						2.9

Table 4 above shows a grand mean of 2.9 which indicates that there is a remarkable relationship between regular library patronage and students' academic performance.

DISCUSSION OF FINDINGS

The first finding of the study is that, there is a high extent of relationship between regular reading as an aspect of study habit and students' academic performance. Such students draw reading schedule and remain resolute in keeping to it. They also reduce the number of friends they have to avoid distraction from reading regularly. Involvement in extra-curricular activities is also reduced to have adequate reading time. The finding is true as it represents positive attitude in reading. The above finding is supported by Olayinka (2008) who stated that, if learners possess the right attitude toward study it may influence their behavior towards academic excellence.

Secondly, the study reveals that there is a high relationship between student-teacher consultation as an aspect of study habit and students' academic performance. This is because teachers are seen as custodians of knowledge, the student relationship help the learner to achieve success in the academic environment. The student teacher consultation therefore helps the learners positively in improving the academic performance. A student consulting a teacher in the process of study is refining the student academic life to foster, increase and promote personal competencies and academic success Owayele (2012).

The study also reveals that there is high relationship between regular library patronage as an aspect of study habit and student academic performance. This findings show that the library contains several hard copies of books as well as current affairs from newspapers and magazines. Since these materials are accessible, they enhances the academic performance of those who patronize the library.

CONCLUSION

Study habit has a great relationship with students' academic performance. Those having good study habits perform excellently in academics while those who have negative study habits perform poorly in academics. Students who read regularly, consult teacher for explanation of concepts, constantly patronizing library and take home assignments seriously perform excellently in academics.

RECOMMENDATIONS

Sequel to the findings of the study and conclusion drawn, the following recommendations were made:

i. Parents should provide books for their wards and encourage them to read always
ii. Both parents and teachers should encourage students to read ahead of examinations
iii. Library should be built in every secondary school and students should be made to patronize it.
iv. Teachers should encourage students to be involved or take part in class assignments as a way of study for improved academic performance.
v. Students should be encouraged to consult their teacher for explanation of terms / concepts or topics that are not clear.

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