

# **Effect of Study Habit on Academic Achievement of Agricultural Science Students in Senior Secondary Schools in Emohua Local Government Area of Rivers State, Nigeria**

**Dr. Nsini .A. Akpan**

Department of Vocational Education  
Faculty of Education  
University of Uyo.

**Emeya Salome**

Department of Agricultural Science  
Faculty of Vocational and Technical Education  
Ignatius Ajuru University of Education  
Port Harcourt, Rivers State.  
Email: [salo\\_gee@yahoo.com](mailto:salo_gee@yahoo.com)

## **Abstract**

The study investigated the effect of study habit on academic achievement of agricultural science students in senior secondary schools in Emohua Local Government Area of Rivers State. Three research questions and two hypotheses guided the study. Descriptive survey research design was adopted. Simple random sampling technique was used to select (100) students. A well-structured questionnaire was developed and administered in ten secondary schools in the study area. The data was analyzed using percentages and chi-square analysis. The result shows that (35.8%) of the students spent a maximum of 40minutes to study while (17.9%) could study up to 6 hours. Also (41.1%) of the students studied best when they are alone, while (20%) of the students prefer to study in groups rather than studying alone. Further analysis showed that (14.7%) of the students were influenced by their peer group, while (11.6%) were influenced by the absence of well-equipped library, lack of motivation, interest and poor facilities. It is recommended that in order to improve the study habits of the students in the area and their academic achievement, Government should endeavour to make funds available for the provision of standard libraries stocked with required up to date textbooks, a conducive learning environment with proper equipment to aid study habits that will translate to improved academic achievement.

**Keywords:** Study habit, academic achievement, agricultural science, Emohua Local Government Area, Rivers state, Nigeria.

## **1.0 Introduction**

The secondary school system of education assumes the role of training and producing students for tertiary institutions and manpower for national development and world of work. It is in realization of the importance of manpower development in the quality of academic achievement that successive administrations at the national, state and local government levels in Nigeria have been allocating a significant part of their annual budget to education sector. Parents too are not left out as they struggle to see that their children perform well in the school by giving them all the necessary financial and moral support (Nuthanap 2007). Majority of parents according to Nuthanap (2007) do give plenty of moral and financial support to their children to enable them do well in school.

Nuthanap (2007) observed that academic achievement of students at different levels of education appears to be deteriorating every year. The goal of helping students to acquire scientific knowledge and the required skill may not have been achieved due to poor study and irregular habits and ineffective practical lesson among secondary school students in agricultural science (Agidi, 2004). In Nigeria, there are many factors influencing the ability of students to cultivate effective and efficient study habit. Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of student's studying habit. According to Hussain (2006) secondary school students in public schools often come from economically poor and average income families. The families face various problems causing emotional disturbance among their children which result in poor academic performance. This singular factor has caused serious setback to academic achievement status to secondary school students. The teacher as the facilitator of knowledge should provide the necessary and appropriate study habit that will enable the students to learn in order to enhance their academic achievement in agricultural science (Denga, 2002).

Although studies abound on the causative and predictive nature of factors of study habit on student's academic achievement, every factor of the variables tend to focus on poor study habit. The investigation in this study is carried out on the assumption that identification of some of the factors that are associated with students academic achievement and those factors that are not, will assist to improve the performance of students in agricultural science.

### **1.1 Statement of the problem**

Low academic performance of students is a global phenomenon (Brunner, 1991). Public opinion blames poor performance of students on the falling standard of education. The question at this juncture is what is responsible for the low performance of students in education, particularly in agricultural science? Many educationists tend to shift the blame on the teaching methodology adopted by the teachers and or lack of fund from the government to provide quality textbooks.

However, these might not be the main reasons why agricultural science students perform poorly in examinations (WAEC, 2014). It is clear from all indications that most secondary school students have poor study habit which might lead to poor performance. As true as this might sound, there is yet need to gather adequate research evidence to prove that it is a key factor on why students fail. Hence, this study stresses on the fact that the study habit could be the real cause of student's poor academic achievement, especially in agricultural science.

### **1.2 Objectives of the Study**

The primary objective of this study is to examine the effect of study habit on academic achievement in secondary schools in Emohua Local Government Area of Rivers State. The specific objectives are expressed as follows:

- i. To identify the extent to which time allocation affect the study habit and academic achievement in agricultural science.
- ii. To investigate how good study habit can lead to student's academic achievement in agricultural science.
- iii. To examine factors that can influence student's study habit and academic achievement in agricultural science.

### **1.3 Research Questions**

The following research questions were raised to guide the study:

- i. To what extent does time allocation affect study habit and academic achievement in agricultural science?
- ii. To what extent can good study habits lead to student's academic achievement in agricultural science?

- iii. What are the factors that are likely to bring about good study habits and academic achievement in agricultural science?

#### **1.4 Research Hypothesis**

The following null hypothesis will be formulated based on the research questions.

- Ho<sub>1</sub>: There is no significant relationship between time allocation and student's academic achievement in agricultural science in secondary schools in Emohua, Local Government Area of Rivers State.
- Ho<sub>2</sub>: There is no significant relationship between good study habit and students academic achievement in agricultural science in secondary schools in Emohua, Local Government Area of Rivers State.

### **2.0 LITERATURE REVIEW**

Concept of study habit ( study habits) are defined as those techniques such as summarizing, note taking, outlining or locating materials which learners employ to assist themselves in the efficient learning of the material at hand. According to Nneji (2002), study habits are those learning tendencies that enable students to work privately. Study habit, when broken down involved the time put into study method used in studying and content of study.

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. Good (1998) define the term study habit as the student's way of study whether systematic, efficient or inefficient etc. Going by this definition it literally means that good study habit produces positive academic achievement while inefficient study habit leads to academic failure.

#### **2.1 Concept of Study Habit and Academic Achievement**

According to Okegbile (2007) academic achievement is a pedagogical terminology used while determining learner's success in formal education, which is measured through factors exerting influence essentially. The National Policy on Education (Federal Republic of Nigeria, 2013) has identified school achievement content according to school subjects which are classified as core or elective subjects. In every school setting, students are perpetually in search of academic success, the success of academic achievement is their ultimate goal. Academic achievement in agricultural science can be expressed in the form of good scores and prizes as a result of hard work and exceptional performance in classroom test, assignment and examination (Robinson, 2001). 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. Learning is defined as a knowledge or skill acquired through study or by being taught.

Learning is reflected in the way a child responds to environmental, social, emotional and physical stimuli and understands new information (Collins Concise Dictionary and Thesaurus of English language, 2002). The keys to better learning and better academic achievement in agricultural science in secondary schools are good teachers, good study environment, course of study, parents cooperation, high quality books and the most important, the study habit Robinson (2000).

Many students in agricultural science fail not because they lack ability, but because they do not have adequate study skills, Menzel (1982). Good students are not born but are made by constant and deliberate practice of good study habit, for which there is no substitute Ames and Archer (1988). This in order to improve the academic performance of students in agricultural science, seems essential to improve their study habit without which desired outcomes cannot be achieved. Development of good study habit in children depends upon the

combined efforts of parents and teachers Kizlik (2001). Moreover, a study by Nagaraju (2004) found out that students usually do not devote sufficient time to their studies and thus have poor study habits.

## 2.2 Importance of Study Habit

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.

## 3.0 METHODOLOGY

**3.1 Area of Study:** Emohua Local Government Area (EMOLGA) is one of the 23 Local Government Areas in River State, with its headquarters in Emohua. It consists of the following communities and towns: Obelle, Rumuji, Ibaa, Ogbakiri, Ndele, Elele-Alimini, Rumuekpe, Omudioga, Egbada and Ubimiri

Emohua Local Government Area (EMOLGA) is made up of five district councils, running 16 (sixteen) technical/ grammar and comprehensive secondary schools.

This study adopts the quantitative descriptive survey design. This design was employed because it is out to gather information already existing among the population under study. The population comprises of senior secondary school students who offered agricultural science in 10 public secondary schools in Emohua Local Government Area of Rivers State. The survey took place from May to November, 2014. The sample Comprises of 100 students selected using simple random sampling techniques from 10 public senior secondary schools in Emohua Local Government Area, Rivers state. From each senior secondary school a sample of 10 students was selected giving a total of 100 students. A research made instrument titled ‘‘Study habit and academic achievement’’ questionnaire was used to gather information on the effect of study habit on academic achievement of agricultural science students in senior secondary schools in Emohua Local Government Area of Rivers State.

The response of respondents to the questions in the research instrument was analyzed using percentage and chi-square analytical tool. 100 copies of questionnaires were administered to the students at the senior secondary school level. Only 95 questionnaires were retrieved out of the 100 questionnaires.

## 4.0 RESULTS AND DISCUSSION

The data used form answered research questions are presented in the tables below.

**Research Question 1:** To what extent does time allocation affect study habit and academic achievement in agricultural science?

**Table 1:** Time spent in studying in the study area.

S/N	Time Spent	Respondent	Percentage
1	4-6 hours	17	17.9
2	2-3 hours	19	20.0
3	1-2 hours	25	26.3
4	30-40 minutes	34	35.8

	<b>Total</b>	<b>95</b>	<b>100</b>
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Source: Field Survey, 2014

**Table 1**, shows that 35.8% of the respondents spent a maximum of 40 minutes in studying while 26.3% of the respondents utilized a maximum of 2hours, 17.9% of the respondents made use of 6 hours in studying and 20% of the respondents spent a maximum of 3hours in studying at any given time. This is in line with Nneji (2002) who said that time is one of the indicators of study habit. Also Nagaraju (2004) found that students usually do not devote sufficient time to their studies and so have poor study habit.

**Table 2: Summary of chi-square analysis between the different time students spent in studying and academic achievement.**

	<b>2 hours</b>	<b>6 hours</b>	<b>3 hours</b>	<b>40 minutes</b>	<b>Total</b>
<b>Observed</b>	<b>17</b>	<b>19</b>	<b>25</b>	<b>34</b>	<b>95</b>
<b>Expected</b>	<b>23.75</b>	<b>23.75</b>	<b>23.75</b>	<b>23.75</b>	<b>95</b>

Source: Field Survey, 2014

$$X^2_{0.05} = 7.81, X^2_c = 7.36$$

$$Df = (c-1)(r-1) = (4-1)(2-1) = 3$$

Ho: There is no significant relationship between the time students spends in studying and academic achievement. Since the calculated value (7.36) is less than the table value at the critical level (7.81). We retain the null hypothesis (Ho) that is, there is no significant relationship between the time students spend in studying and academic achievement.

**Research Question 2:** To what extent can good study habits lead to student's academic achievement in agricultural science?

**Table 3:** Study options practiced by students in the study area.

<b>S/N</b>	<b>Option</b>	<b>Respondent</b>	<b>Percentage</b>
1	With friends	29	30.5
2	Alone	39	41.1
3	In group	19	20.0
4	All of the above	8	8.4
	<b>Total</b>	<b>95</b>	<b>100</b>

Source: Field Survey 2014

Table 3, shows that 41.1% of the respondents studied best when they are alone, 30.5% of the respondent indicated that they studied best when they are with friends, 20% of the respondents preferred to study in group than studying alone, while 8.4% of the respondents said that they can fit into any of the any of the above mentioned, study options (habits).

**Table 4: Summary of Chi-Square Analysis of how Individual Students Study Best**

	<b>With Friends</b>	<b>Alone</b>	<b>In Group</b>	<b>All of the Above</b>	<b>Total</b>
Observed	29	39	19	8	95
Expected	23.75	23.75	23.75	23.75	95

Ho: There is no significant relationship between good study habit academic achievement.

$$X^2_{0.05} = 7.81, X^2_c = 22.5$$

$$df = (c-1)(r-1) = (4-1)(2-1) = 3$$

$$X^2_c > X^2_{0.05}$$

The results indicated that chi-square calculated value (22.5) is greater than the table value (7.81). Therefore the null hypothesis was rejected and the alternative is accepted which

says that there is a significant relationship between good study habit and academic achievement.

**Research Question 3:** What are the factors that are likely to bring about good study habits and academic achievement in agricultural science?

**Table 5:** Factors influencing good study habits in the study area.

Factors for good study habits	Respondent	Percentage
Interest	11	11.6
Motivation	11	11.6
Attitude	12	12.6
Teaching method	13	13.7
Good library	11	11.6
Facilities	11	11.6
Environment	12	12.6
Peer group	14	14.7
<b>Total</b>	<b>95</b>	<b>100</b>

Source: Field Survey 2014

Table 5, shows that 14.7% of the respondents study habit was influenced by peer group. 13.7% of the respondents study habit was influenced by the teaching methods of the agricultural science teachers, 12.6% of the respondents study habits were influenced by the environment and their attitude towards the subject. Some respondents indicated that interest for the subject and Motivation from either the classroom teacher or parents influences their study habit with a percentage of 11.6% respectively. Also other respondents indicated that a well equipped library and availability of agricultural science facilities influences their study habit with a percentage of 11.6% respectively.

**Table 6: Summary of chi-square analysis between the factors that influences students study habit**

Factors	Interest	Motivation	Attitude	Teaching Method	Good Library	Facilities	Environment	Peer group	Total
Observed	11	11	12	13	11	11	12	14	95
Expected	11.85	11.875	11.875	11.875	11.875	11.875	11.875	11.875	95

Ho: There is no significant relationship between the factors influencing good study habit and academic achievement.

$$X^2_{0.05}=14.1, X^2_c=0.76$$

$$Df=(c-1)(r-1)=(8-1)(2-1)=7$$

Since the calculated value (0.76) is less than the table value (14.1), we retain the null hypothesis (Ho) that is, there is no significant relationship between the factors influencing good study habit and academic achievement.

These findings are in line with Ichado (1998) that the environment in which the student comes from can greatly influence their performance academically in the school. Also Ozmert (2005) emphasized the importance of environment influence as a major factor in the development of students studying habit.

## Conclusion

Study habit is the behavioural styles that are systematically formed by students towards learning and academic achievement. Valuable time should be spent on studying. Good teaching method and good peer groups should be encouraged to bring out good reading culture in the students.

## Recommendations

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

- (i) In order to improve the study habit of the students in the study area and their poor academic achievement, government should endeavour to make funds available for the provision of standard libraries and structural facilities with required up-to-date text books, a conducive learning environment with proper equipment to aid study habits that will translate to improved academic achievement.
- (ii) The school authorities should enforce reading culture or “prep time” into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate them to form good study habits.

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