

Institutional Factors Associated with Study Habits of Office Technology and Management Students

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Abstract

The study examined institutional factors associated with study habits of office technology and management students in polytechnics Kogi State, Nigeria. Two specific purposes, two research questions and two hypotheses were formulated to guide the study. The study adopted descriptive survey research design. The population of this study comprised 246 NDII and HNDII OTM students of the two polytechnics. Census survey was adopted. Structured 20- item questionnaire tagged IFASHOQ was used to gather the data for the study. The items of the research question were placed on a modified four-point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with values of 4,3,2 and 1 respectively. 246 copies of questionnaire were distributed and 220 retrieved. Data collected were analyzed using mean and standard deviation and hypotheses were tested using t-test statistics. The findings revealed that study habits employed by OTM students in polytechnics is good and positive (mean = 2.92, SD = 0.72), institutional factors affecting study habits of polytechnic OTM students are weak institutional leadership, inadequate facilities and equipment, class size, teacher experiences, physical facilities and equipment, institutional location, and school calendar stability (mean = 2.79, SD = 0.71). It was concluded that institutional variables have been shown to have an impact on polytechnic OTM students' study habits. Not only did the respondents concur that they studied all of their subjects after every lecture, but they also concurred that they frequently studied into the night and with other students in their course. It was recommended that in order to address institutional factors, government and other education stakeholders should make concerted efforts to motivate teachers as well as provide the polytechnics with adequate facilities, equipment, and committed leadership. Doing so will significantly improve students' study habits by fostering an environment that is conducive to teaching and learning.

Keywords: *Institutional, Study Habit, Office Technology and Management (OTM)*

Introduction

Education is the most crucial element of human resource development and is given pride of place in many developed and developing nations of the world since it influences human behavior at all levels of development. It promotes tolerance, national and international collaboration, as well as social, economic, and cultural advancement. According to Akomolafe (2009), education is the single most effective way to ensure democracy, peace, and sustainable development as well as to reduce child mortality, eradicate poverty, and slow population increase.

Study Habits Associated with OTM Students

To suggest that the quality of education in Nigeria has declined is an understatement. Endedijk, & Vermunt, (2013), discovered, that even individuals with strong cognitive talents occasionally struggle in their academic work, either because they lack the skills or procedures necessary to study efficiently. Teachers, parents, and even students themselves have many questions about why students have such a terrible overall academic performance. Even the administration of the state has just recently implemented affordable books for both primary and secondary schools to demonstrate some concern about this. Although this was done to encourage students to want to learn, it hasn't really made a difference because students don't read these books.

The techniques that students use to study are referred to as study habits. Study habits, as defined by Farooq, Chaudhry, Shafiq, & Berhanu, (2011), are a student's methods for learning, whether they are systematic, effective, or ineffective. They believe that successful academic achievement is a direct result of efficient study habits, whereas academic failure is a direct result of poor study habits. The socioeconomic status (SES) of parents and educational institutions has a significant impact on how students at all educational levels approach their studies. A child has a better chance of succeeding in school when both parents and teachers provide the support structure necessary to steer their development. With the right atmosphere, criticism, and supervision, study habits can aid a person in creating a well-rounded personality. Teachers should advise kids on good study habits at school, and parents should help their children at home so that they get the most out of their study habits. Therefore, it is the responsibility of both parents and teachers to recognize a student's good study habits and provide appropriate guidance.

Study habits, according to Endedijk, & Vermunt, (2013), are regular study patterns that are preferred. Therefore, good study habits will help students become logical thinkers who are interested, open-minded, impartial, honest, humble, and never suspicious (Ali, N.J et al 2009). Learning to listen, taking notes, and studying for exams are all study habits that improve cognitive capacities and help students do better in subjects like mathematics. Every student studies in a different way. While some students prefer studying alone in a distraction-free environment, others enjoy studying with classmates while going over and revising material as a group. This demonstrates that learning is dependent on individual behaviors (Charles-Ogan & Alamina).

An individual's socioeconomic level and study habits are related. They are proportionate to one another and can be thought of as the two sides of the same coin. A person's personality development is hampered if either of these components is missing or deficient. The advantages and privileges that their parents have in the social class are shared by the children, even though

they are not expected to independently achieve the status that elicits favorable reactions from others. Study habits, according to Bashiru and Mattoo (2012), are deliberate patterns of study that have been well-planned and adhered to by students in order to understand academic material and pass exams. Schools should promote good study habits and environments, yet students are frequently faced with issues like widespread failure, subpar marks, and constant retakes, which lead to dropout. This subpar performance can be a result of their poor study habits and the lower socioeconomic status of their surroundings. Poor study habits have a significant negative impact on academic success. In order for students to accomplish well in their studies, their study habits must be improved. According to their study's findings, kids' academic success is not significantly impacted by sex.

Institutional Factors Associated with Students' Study Habits

The success of students in their educational pursuits is critical not only to any institution but also to all other entities. In order to progress through the program and maintain enrollment, a student needs to perform well in all of the assessments that will be provided. To measure a student's overall academic performance, both the Grade Point Average (GPA) and the Cumulative Grade Point Average are utilized (CGPA). This demonstrates the student's overall performance throughout the duration of the academic session or semester. The cumulative grade point average (CGPA) is an important metric for all relevant parties in the education industry, including students, businesses, and other organizations. It is a tool that is impartially used to evaluate student performance (Park & Kerr, 2016). Additionally, this process aids the university in knowing which students will be promoted, repeated, or dropped from the study program. The success or failure of a student in any higher institution in the globe is ultimately influenced by a variety of institutional elements connected to their study habits (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). Students in many Nigerian universities do poorly because the institutions do not provide an environment that is hospitable and favorable to their demands for learning and education. Most tertiary institutions' facilities are insufficient to successfully improve students' academic performance. Though quite a figure of social and individual factors, including family income, lack of interest, motivation to contain workload, and individual events of students, among others, have contributed to students' poor study habits, which has led to a decline in performance for many students, these factors have varying effects in different contexts (Park & Kerr, 2016). Poor funding, infrequent curriculum reviews, overcrowding, student assaults, staffs on prolonged strikes, subparammenities, strained relationships in-between the institution and the ruling personnel, and improper and insufficient teaching and research places are just a few institutional factors that have an impact on students' performance (Ogbogu, 2011). Wide-ranging ramifications for national development result from students' bad reading habits, which have a negative impact on their educational performances and have emerged as a significant issue for the academic community. Due to the institutions' failure to provide a society that is accommodating and suitable to their schooling needs, some students develop poor reading habits. The majority of Nigeria's public institutions do not have sufficient facilities to improve the performance and learning of their students. As a result, students struggle to handle the burden (Amram, Abernethy, Brauer, Davis & Allen, 2011).

The quality of the student's performance is equally important because what a student accomplishes at a higher education institution will have a significant impact on both their personal

and professional lives. The degree of participation in communal life, personal accomplishment, and career choice are all impacted by a student's academic performance (Grainen, 1995). However a percentage of social and private factors, such as low family income, a lack of motivation, an inability to cope with school assignments, and the individual situation of students, amongst others, have made a contribution to the poor performance of many schoolchildren, the effects of these factors have varied in intensity depending on the circumstance. For example, although low family income has been shown to be a factor in low academic performance, low motivation has been shown to be a factor (Park & Kerr, 2016). Additionally, a healthy school environment encourages the development of effective study habits. These schools have adequate physical amenities, including classrooms that are habitable, libraries that are stocked with books, computer rooms, and laboratories. Other learning tools, such as textbooks, projectors, films, software, and other learning-related materials, ought to be adequate. According to research, learning environments that are compact, quiet, comfortable, and safe, have a positive impact on students' overall academic performance. A higher level of academic attainment can be achieved by improved academic performance as well as increased access to resources such as computers, which have been shown to have this effect result from smaller class sizes in terms of population (Savas & Gurel 2014). On the other hand, the school's ugly physical structures could discourage students from trying their best in class. The physical state of the school has an impact on students' study habits, which in turn affects academic performance. He contends that the characteristics and elements of school building design have been demonstrated to have a discernible impact on students' learning. Age, temperature, lighting, acoustics, and other factors are among the influential characteristics and elements. He notes that the key characteristics of a modern building that are linked to a favorable physical environment conducive to student learning are typically absent from older buildings. Other investigations have discovered a detrimental effect on students' academic performance in buildings with any of these flaws. In contrast to newer buildings, many of the structural elements required for ideal learning environments are simply absent from older ones. This implies that students learn less the older the structure is.

The physical location of a school's facilities is an additional significant factor that is connected to the study routines of its students. Children who attend schools located next to major thoroughfares are more likely to be subjected to the air and noise pollution caused by traffic, both of which can have a range of negative consequences on the students' health (Amram, Abernethy, Brauer, Davis & Allen, 2011). This is because students spend a substantial amount of time at school. As a consequence of this, air and noise pollution are enhanced near roadways, which make the location of a school an important factor in determining exposure to pollution. As a consequence of this, the placement of schools may have a detrimental impact on the capacity of a great number of children to develop normally and to succeed academically.

The effectiveness of learning processes in a school setting is influenced both by the caliber of the available educational resources and their level of accessibility. Students are able to better understand abstract concepts and perform better when they have access to resources for teaching and learning. According to Reche et al. (2012), the amenities of a school have a direct impact on both the teaching and the learning that takes place there. They point out that students are able to follow the teacher's predefined order of presenting the curriculum while using textbooks, which makes it easier for the students to learn the material. This demonstrates that the majority of schools with low academic achievement spend less money overall on the acquisition of instructional

resources. The lack of other essential resources, like as laboratories, may have an adverse effect on the delivery of subjects with a concentration on science. As a consequence of this, libraries need to be supplied with an adequate number of books, and laboratories need to be established and filled with the instruments and chemicals that are required.

According to a study conducted by the World Bank in 2014 on the effects of the school and classroom on students' study habits in Thailand, it was found that children who attended larger schools learned more than students who attended smaller schools. Students who go to schools where there are more students than there are teachers, on the other hand, do not learn as much as students who go to schools where there are fewer students than there are teachers. One can draw the conclusion that larger schools may be more productive since economies of scale lead to a lower student-teacher ratio, less congestion, and instead; a greater quantity of teacher-student contact.

According to a descriptive study on school facilities carried out in Nigeria by (Ekundayo) as correlates of students' performance in the emotional and psychomotor domains of learning, the learning resources that are supplied by schools are not particularly adequate. The findings of the study also demonstrate that the students had difficulty in the areas of affective and psychomotor learning. The research concluded that there is a significant connection between the quality of school facilities and the academic success of students in the affective and psychomotor domains of learning, as well as a significant connection between the quality of school facilities and academic success in both of these domains. It was determined that the government ought to improve the standard of educational resources that are offered in schools in order to boost the academic performance of students in the aforementioned facets of education. Research along these lines has also been conducted in Kenya and arrived at the same conclusions. According to a study conducted in Indianapolis, USA, by Lezotte (2010), good instructional leadership and management of schools are highly valued in today's educational reforms. According to this line of thinking, the circumstances for improved student learning are provided by an efficient, well-managed educational environment. Most people agree that the most crucial quality of school administrators is effective instructional leadership (Hoy & Hoy, 2009; Lezotte, 2010). Effective instructional leaders are required to be proactive and seek assistance in creating team leadership and a culture that is supportive of learning and personal and professional development. Additionally, it has been demonstrated that strong instructional leadership contributes to school improvement and effectiveness (Lezotte, 2010). Research has demonstrated that elements including teacher morale and satisfaction, school and organizational culture, teacher effectiveness and time on task, as well as healthy study habits that increase academic success are indicative of schools having effective instructional leaders (Wilson, 2005). Almost all studies on the efficiency of schools have demonstrated the importance of both primary and secondary leadership (Wamulla, 2013). One of the most obvious takeaways from research on school effectiveness is the significance of the head teacher's leadership. Wamulla draws attention to the lack of evidence of successful schools with ineffective leadership that has surfaced in the effectiveness of research review.

It is necessary to encourage a wide variety of leadership styles in the educational system. It involves more than just the personal qualities of a leader; it also involves the position that individuals play, their style of management, how they relate to the mission, values, and objectives of the school, as well as how they handle change. In other words, it involves more than just the leader's personality. As a consequence of this, leadership in educational institutions is a dynamic process in which a person actively seeks out the general cooperation and commitment of all group

members to assist the group in achieving its overall goals in a given situation at a given time. This is done in order to ensure that the group is able to successfully complete the tasks at hand (Cole, 2010). Leadership in this context seeks to increase academic achievement in schools because it considers factors other than the tasks that need to be finished and the individuals who will carry them out. This is due to the fact that it intends to incorporate more powerful reinforcement characteristics, such as recognition, conditions of service and morale-building, coercion, and pay (Balunywa, 2012). According to Maicibi (2013), having the appropriate leadership style in schools is absolutely necessary in order to achieve good performance. This means that even if a school has all of the necessary instructional materials and funding, it won't be able to use them successfully if the students aren't guided in making meaningful use of the resources or if the teachers who direct students' use aren't adequately educated to apply them. Even if a school has all of the necessary instructional materials and funding, it won't be able to use them successfully if it doesn't have all of the necessary instructional materials and funding.

When looking at the research literature as a whole, it would appear that several leadership philosophies can be linked to successful educational institutions, and a very diverse range of facets of the function of leaders in educational institutions have been highlighted. This is the case when looking at the research literature as a whole. According to the findings of Bossert et al. (1982), there does not appear to be a single management style that is suitable for all schools. As a result, it is up to principals to choose the management style and structures that are best suited to their own specific local environment. However, a review of the relevant literature reveals that there are three characteristics that have been repeatedly linked to effective leadership: conviction in one's goals, the participation of other staff members in decision-making, and the exercise of professional authority in the process of instructing and learning (Wamulla, 2013). As a direct consequence of this, strong leadership is generally characterized by forcefulness and concentration. According to the findings of study conducted by Lezotte (2010), the head teacher is the key driver of change in many of the aspects that have an impact on how successful a school is. [Citation needed] He goes on to say that an excellent head teacher is typically more than just the most senior administrator or management; rather, they are also, in some ways, a leading professional. He makes this point in the context of saying that an excellent head teacher is typically more than just an administrator or manager. This includes taking part in classroom activities, being familiar with the lesson plan, pedagogical strategies, and putting them into effect while actually instructing students and measuring their progress (Wamulla, 2013). In addition, in order to accomplish this goal, teachers need to receive a variety of supports, such as positive reinforcement and helpful assistance.

According to Reche et al. (2012), Rectors in polytechnics assume the function of chief executive officers of enterprises by supervising and coordinating all activities either personally or by delegating such responsibilities to other individuals. At any case, it is very necessary for them to be physically present in the school in order to supervise all of the administrative processes. According to Reche et al. (2012), primary responsibilities of a school head include facilitating the coordination of various school activities through staff meetings, reviewing teachers' lesson plans and schemes of work, and internally supervising the implementation of the curriculum by physically observing teachers as they teach. Other primary responsibilities include facilitating the coordination of various school activities through staff meetings. For each of these responsibilities, it is necessary for the head of the school to be physically present at the school. According to the worldwide monitoring report from 2015 published by the World Bank, twenty percent of Kenya's

teaching staff is routinely absent from their jobs. These findings are, for the most part, consistent with those that were published by the African Population and Health Research Center (APHRC) in the year 2015. According to the findings of the study, the average absence rate for instructors working in public schools may reach as high as 17%. According to a research that was conducted by Ngware (2015), the attendance and punctuality rates of Kenyan head teachers in primary schools that are performing poorly have an average of less than 40%, in comparison to 75% in schools that are performing well.

The study habits of polytechnic students might be influenced, for better or for worse, by a variety of issues relating to the lecturers themselves. There is a possibility that the following aspects of teacher-based factors are present: dedication, frequency of absences, level of motivation, and amount of work load. Effective learning occurs as a direct result of a teacher's high degree of devotion. For instance, when teachers are missing from the classroom on a consistent basis, kids are neglected, and as a result, they score badly on examinations. The time that is given for instruction is cut down due to the absenteeism of the teachers, which hampers the completion of the program. Because of this, the students will have to do less work. In most cases, student success and the contentment of teachers are associated. The academic performance of students is likely to increase if their teachers are content with the work they do and are able to focus. It has been suggested that students' academic performance suffers as a result of high rates of teacher turnover in their classrooms.

When there is a high turnover rate of instructors, schools are forced to devote more resources, including time and money, to the process of recruiting replacement teachers. However, overworked instructors are unable to prepare for class in a manner that is adequate, which has a detrimental impact on the academic accomplishment of their students. According to Okoye (1998), who carried out study in Nigeria, the quality of the learning environment in schools is primarily reliant on the quality of the human resource capacity that is available. This was found in the researcher's findings. He believes that teachers are still the most important human resource, as well as the fundamental component of any and all educational institutions (UNDP, 2013). The quality of an institution's teaching staff has a significant impact on that institution's overall efficacy as an educational system (Okoye, 1998). Exam scores are heavily influenced by both the quantity of available teachers and the quality of those professors. Because qualified teachers represent such a substantial societal investment, policymakers are worried about the levels of motivation and career commitment displayed by those in the teaching profession (UNDP, 2013). According to Adeyemo, there is no profession in Nigeria that has been subjected to a more negative turn of events than teaching (2005). According to him, this has caused a shift in the level of devotion that is required of teachers, which means that the quality of services delivered by a teacher who is not motivated may have an effect on the academic achievement of their students. There are situations, according to studies, in which students in primary school or students in secondary school only receive an average of 125 or 150 hours of teaching per week, which is much less than the 250 or 300 hours per week that are indicated, respectively (Adeyemo, 2005).

There is no doubt that the quality of the students' teachers has a big effect in the achievement of their students. The qualifications, years of experience, and level of self-control possessed by the instructor all contribute to the degree to which they are dedicated. According to Osman (2015), the efficiency of a teacher is one of the most important contributors to the academic performance of a school. The tasks of a teacher include the creation of an appropriate learning

environment, the formulation of a suitable timetable, and the actual delivery of instruction (Wamulla,2013). According to Wamulla (2013), a lack of teachers frequently causes some classes to go unattended, and on occasion, the teachers who are present take on additional workloads to make up for absentee teachers. Wamulla (2013) also claims that a shortage of teachers frequently causes some classes to be unattended. This leads to training that is both uneven and poor, which may sometimes result in the waste of important time and signals that students may not sufficiently cover the curriculum in order to prepare for national tests. According to UNESCO, one of the most significant challenges confronting educational institutions in African countries is the ongoing shortage of educators who are certified and have undergone the appropriate training (1991). This problem in Kenya is mostly attributable to the difficulty of the government to recruit qualified teachers, which has a negative impact on the academic performance of the country's students. It is not due to a lack of qualified instructors being available in the employment market at this time. According to the findings of Osman (2015), the primary reasons for the low performance on the KCPE in the north-eastern region of Kenya were inadequate staffing levels in the majority of the region's schools as well as a low attendance rate during in-service refresher courses.

Both Osman (1989) and Kathuri (1986) concluded on the importance of having qualified instructors for a student's overall academic performance. Kathuri (1986) conducted research on the elements that impact performance on the Certificate of Primary Education (CPE), and one of the findings of that research was that the quality of the instructors had a part in nurturing the performance of the students. In addition, he highlights the fact that efficient instructional strategies and a solid administrative structure are markers of a teacher's ability and have a big part in the accomplishment that students have on examinations. According to Simiyu (2012), teachers who took part in marking CRE exams at the KCSE level produced higher results for their students in the subject than those who did not take part in the marking process. As part of their training, teachers are required to mark KCSE examinations, which allows them to improve their subject knowledge and learn how to evaluate test questions. According to Pearson, ongoing professional development for educators is one of the most important factors in improving students' academic outcomes (1988). He proposed that programs designed to train teachers should concentrate their attention on sharpening the abilities of teachers and keeping them informed of changes to the curriculum. Pearson continued by saying that teachers are also able to make better and more effective use of the resources at their disposal thanks to the in-service training they get. Wamulla (2013) asserts that the pitiful earnings granted to Kenyan teachers encouraged them to participate in other income-generating activities, which in turn led to a lower level of devotion on the side of the instructors. He asserts that the professors' allegiances were not to teaching but rather to their own personal issues, and that as a result, they were frequently missing from class or did not come adequately prepared. The teachers are unable to adequately prepare the students for the examinations because they are unable to make efficient use of the time that they have available to teach. In addition to this, he argues that many trained teachers in Kenya opted to enter the teaching profession because they were unable to enroll in other courses and were continually looking for opportunities in other fields. He asserts that these teachers are not committed to their work, and as a result, their students are not driven, which leads to low performance on standardized tests.

Purpose of the Study

Examining the Institutional, factors associated with the study habits of OTM Students in polytechnics in Kogi State, Nigeria, is the primary goal of this study. The specific goals are to:

1. identify the study habits of polytechnic OTM students;
2. determine the institutional factors associated with study habits of polytechnic OTM students;

Research Questions

The investigation is guided by the following issues:

1. What are the study habits employed by polytechnic OTM students;
2. What are the institutional factors associated with study habits of polytechnic OTM students;

Research Hypotheses

The following research hypotheses are formulated to be tested at 0.05 level of significance:

- H01: There is no statistical significant difference between the mean ratings of male and female students regarding the study habits employed by the polytechnic OTM students.
- H02: There is no statistical significant difference between the mean ratings of male and female students regarding the institutional factors associated with study habits of polytechnic OTM students.

Methodology

This chapter was organized under the following sub-headings: research design, population of the study, sample and sampling technique, research instruments, validity of the instruments, pilot study, reliability of the instrument, procedure for data collection, and method of data analysis. The study used a descriptive survey research design. This method was considered appropriate because it allowed the researcher to make a careful record of what were observed which the researcher used to analyze the information obtained. from the population to describe situations as they exist concerning institutional factors associated with study habits in polytechnics in Kogi State, Nigeria. The target population for the study comprised all NDII and HNDII Office Technology and Management students of Kogi State Polytechnic and Federal Polytechnic, Idah. There were 246 OTM students in the polytechnics as at 2022/2023 Academic session. The researcher believes that the OTM students are in the best position to supply relevant answers to the theme of the study which are institutional factors associated with study habits of polytechnic students in Kogi State, Nigeria. The method of sampling was a census survey. All the OTM NDII and HNDII students in the two Polytechnics in Kogi State participated in the study. A structured 20-item questionnaire tagged “Institutional factors Associated with Study Habits of OTM Students questionnaire” (*IFASHOQ*) designed by the researcher was used to gather data for the study. The

items of the research question were placed on a modified four-point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The scales will be scored with 4 points, 3 points, 2 points, and 1 point respectively.

Results

Research Question 1: What study habits are employed by polytechnic OTM students?

Table 1: Mean and Standard Deviation Analysis of the study Habits Employed by Polytechnic OTM Students

S/N	Item Statements	\bar{X}	SD	Remark
1.	I study all my subjects every day after each lecture	2.87	0.80	Agreed
2.	I often study late into the night	2.93	0.77	Agreed
3.	I have to study with my colleagues	2.97	0.72	Agreed
4.	I study early in the morning	3.24	0.63	Agreed
5.	I attend lectures regularly	3.38	0.57	Agreed
6.	I underline important points on textbooks and Lecture notes	3.18	0.54	Agreed
7.	I discuss with my lecturers any point that I don't Understand	2.75	0.79	Agreed
8.	I have active study groups	2.87	0.70	Agreed
9.	I have many study groups on social media	2.41	0.83	Disagreed
10.	I go to the library regularly to study	2.56	0.80	Agreed
Weighted average		2.92	0.72	Agreed

Source: Field Survey, 2023

The data in Table 1 shows the mean and standard deviation of responses of the study habits employed by polytechnic OTM students. The chart demonstrates that the respondents all concur with the statement that they study all their subjects every day after each lecture, and they often study late into the night as well as agreeing that they have to study with their mates. These were supported by mean scores of 2.87, 2.93 and 2.97. The respondents also agreed that they study early in the morning, attend lectures regularly and underline important points on textbooks and lecture notes. These are also supported by mean scores of 3.24, 3.38 and 3.18. In addition, the respondents agreed that they discuss with their lecturers any points that they do not understand, have active study groups same way they agreed that they go to the library regularly to study. These were supported by mean scores of 2.75, 2.87 and 2.56, though the respondents disagreed that they have many study groups on social media with mean score of 2.41. The standard deviation for each of the ten item structures falls somewhere in the range of 0.54 to 0.83. This indicates that the replies provided by the respondents are not very dispersed, since they are quite near to the mean scores for each category. The estimated weighted average mean and standard deviation score for this table are respectively 2.92 and 0.72. This implied that the study habit employed by OTM students in polytechnics is good and positive (mean = 2.92, SD = 0.72).

Research Question 2: What are the institutional factors affecting study habit of polytechnic OTM students?

Table 2: Mean and Standard Deviation Analysis of Institutional Factors Affecting Study Habit of Polytechnic OTM Students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Poor teacher motivation	2.33	0.78	Disagreed
2.	Weak institutional leadership	2.84	0.75	Agreed
3.	Inadequate facilities and equipment	3.07	0.70	Agreed
4.	Class size	3.05	0.52	Agreed
5.	Teacher qualifications	2.35	0.86	Disagreed
6.	Teacher experiences	3.05	0.72	Agreed
7.	Physical facilities and equipment	3.03	0.65	Agreed
8.	Institutional ownership	2.09	0.74	Disagreed
9.	Institutional location	3.04	0.71	Agreed
10.	School calendar stability	3.00	0.69	Agreed
Weighted average		2.79	0.71	Agreed

Source: Field Survey, 2023

The data presented in Table 2 illustrates the mean and standard deviation of replies on the institutional elements that have an effect on the study routines of OTM students who are enrolled at polytechnics. The table reveals that the respondents agreed that the institutional factors affecting study habits of polytechnic OTM students are institutional factors such as weak institutional leadership, inadequate facilities and equipment, class size, teacher experiences, physical facilities and equipment, institutional location, and stable school calendars. These assertions are backed by mean scores of 2.84, 3.07, and 2.97, 3.05, 3.03, 3.04, and 3.00, respectively. In addition, with mean scores of 2.33, 2.35, and 2.09 respectively, the respondents did not agree with the statement that inadequate levels of teacher motivation, teacher qualifications, and institutional ownership are the institutional factors that influence the study habits of polytechnic OTM students. Every one of the ten item structures has a standard deviation that falls anywhere between 0.52 and 0.86. This indicates that the replies provided by the respondents are not very dispersed, since they are quite near to the mean scores for each category. A determined weighted average mean and standard deviation have been included in the table score of 2.79 and 0.71 respectively. This implies that the institutional factors affecting study habit of polytechnic OTM students are weak institutional leadership, inadequate facilities and equipment, class size, teacher experiences, physical facilities and equipment, institutional location, and school calendar stability (mean = 2.79, SD = 0.71).

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female students regarding the study habits employed by the polytechnic students.

Table 3: Summary of t-test of the Difference in the Mean Ratings of Male and Female Students' Perception of Study Habit Employed by the Polytechnic Students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	88	3.04	0.17				

				7.014	218	0.000	H ₀₁ Rejected
Female	132	2.83	0.24				

Source: Field survey, 2023

$P < 0.05$

According to the information that is presented in Table 3, there are a total of 88 male and 132 female OTM students. Both male and female OTM students gave replies indicating that they practiced healthy and productive study habits, with mean scores of ($\bar{x} = 3.04$; $SD = 0.17$) and ($\bar{x} = 2.83$; $SD = 0.24$), respectively. Their replies are quite consistent with one another, as the standard deviations are not particularly high. There was a significant difference between the mean evaluations of male and female students about the study habits utilized by the students of polytechnic institutions, as shown in the table ($t_{218} = 7.014$, $P < 0.05$). The hypothesis that there is no significant difference between the mean evaluations of male and female students regarding the study habits utilized by the students of polytechnic institutions has been refuted as a result. The null hypothesis asserts that there is no such difference. This suggests that male and female students provide replies on the study habits utilized by polytechnic students that are distinct from one another.

H₀₂: There is no significant difference between the mean ratings of male and female students regarding the institutional factors associated with study habits of polytechnic students.

Table 4: Summary of t-test of the Difference in the Mean Ratings of Male and Female Students' Perception of Institutional Factors Affecting Study Habit of Polytechnic Students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	88	3.10	0.33				
				11.878	218	0.000	H ₀₂ Rejected
Female	132	2.57	0.32				

Source: Field survey, 2023

$P < 0.05$

According to the information that is presented in Table 4, there are a total of 88 male and 132 female OTM students. The replies of male and female OTM students indicate the institutional factors affecting the study habits of polytechnic students ($\bar{x} = 3.10$; $SD = 0.33$) and ($\bar{x} = 2.57$; $SD = 0.32$), respectively. Their responses are relatively consistent with one another, as the standard deviations are not particularly high. The data shows that there was a significant difference in the mean ratings of male and female students about the institutional characteristics that are associated with study habits of polytechnic students ($t_{218} = 11.878$, $P < 0.05$). Because of this, we can conclude that there is not a significant difference between the mean ratings of male and female students regarding the institutional factors that are associated with study habits of polytechnic students. This means that the null hypothesis, which states that there is no difference between the mean ratings of male and female students, must be rejected. This suggests that male and female students' replies to questions about the institutional elements linked with the study habits of

polytechnic students are different from one another. The mean difference between male and female students' assessments of the institutional elements that influence study habits was 0.53, indicating that male students were more positive.

Discussion of Findings

The purpose of this study was to investigate the institutional factors that are connected with study habits in polytechnics located within the state of Kogi.

The findings of the survey, which are presented in table 1, indicate that the respondents concurred that they study all of their subjects each day after each lecture, that they frequently study late into the night, and that they are required to study with the other students in their class.

The responders all concurred that they start their studying early in the morning, that they routinely attend lectures, and that they highlight essential aspects in their textbooks and lecture notes. In addition, the respondents said that they debate with their lecturers any issue that they do not understand, have active study groups, and travel to the library often to study. In the same way, they agreed that they have active study groups. None of the respondents indicated that they participate in a large number of online study groups. This indicates that the responses of the respondents are not widely dispersed since they are close to their respective mean scores. This suggests that the study habits utilized by OTM students enrolled in polytechnics are both beneficial and favorable. These findings are therefore consistent with the findings of Osa-Edoh and Alutu (2012), who conducted a study on the usefulness of instilling study habits in students as a means of enhancing their academic performance in Egor Local Government Area in Benin City. In their research, Osa-Edoh and Alutu found that students in Egor Local Government Area in Benin City had higher grades when they studied more frequently. On the basis of the findings of this study, one of the conclusions that can be drawn is that the differences in the study routines of students can be attributed, among other things, to the fact that students do not know how to study, and even those students who do manage to study do not study in an effective manner.

The findings presented in table 2 indicate that students attending polytechnics in Kogi State, Nigeria, are influenced by institutional factors in the way they study. It is clear that the respondents were in agreement that the institutional factors affecting the study habits of polytechnic OTM students are weak institutional leadership, inadequate facilities and equipment, class size, teacher experiences, physical facilities and equipment, institutional location, and stable school calendars. In addition, the respondents did not agree with the statement that inadequate teacher motivation, inadequate teaching credentials, and lack of institutional ownership are the institutional characteristics that influence the study habits of polytechnic OTM students. This indicates that the replies provided by the respondents are not very dispersed, as they are quite close to the mean scores for each category. As a result, the study habits of polytechnic OTM students are influenced by factors that are institutional, such as weak institutional leadership, inadequate facilities and equipment, class size, teacher experiences, physical facilities and equipment, institutional location, and stable school calendars. These findings are therefore consistent with those of Ogbogu (2014), who claimed that institutional factors affect the performance of Public Administration students at a Nigerian university. This finding is in accordance with Ogbogu's (2014) findings. The result of the Pearson correlation coefficient, on the other hand, indicates that the institutional factors that were taken into consideration did not have any significant effect on

the performance of the students. The findings of the study therefore lead one to the conclusion that the academic performance of students could be affected by other factors such as their study habits.

Conclusion

The study has determined how institutional factor affect students' study habits in polytechnics in Kogi State, Nigeria. Application of both descriptive and inferential methods has been used to analyze data. Institutional variables have been shown to have an impact on polytechnic OTM students' study habits. Institutional factors influencing polytechnic OTM students' study habits include ineffective institutional leadership, subpar facilities and equipment, large class sizes, the experiences of teachers, the availability of physical facilities and equipment, the location of the institution, and a stable academic calendar.

Recommendations

On the basis of the study's findings, the following recommendations were made:

1. Parents should instill strong study habits from a young age, and professors and school guidance counselors should work together to emphasize the value of good study habits for achieving academic success.
2. In order to address institutional factors, government and other education stakeholders should make concerted efforts to motivate teachers as well as provide the polytechnics with adequate facilities, equipment, and committed leadership. Doing so will significantly improve students' study habits by fostering an environment that is conducive to teaching and learning.

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