

**RELATIONSHIP BETWEEN STUDY HABIT, ENVIRONMENT AND ACADEMIC
PERFORMANCE AS PERCEIVED BY SENIOR SECONDARY SCHOOLS STUDENTS
IN BOSSO LOCAL GOVERNMENT AREA OF NIGER STATE .**

BY

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2017/3/69274BE BIO/EDU**

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FEDERAL UNIVERSITY OF TECHNOLOGY MINNA,
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AUGUST, 2021

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TECHNOLOGY EDUCATION, FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
NIGER STATE
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ABSTRACT

This research work is based on the relationship between study habits, environment and academic performances as perceived by Senior Secondary School students in Bosso Local Government Area of Niger State. The study investigated study habits and academic performance of Secondary School Students in Bosso Local Government Area of Niger State. The population of the study is 300 student in five Senior Secondary School. The school that were selected are; Government Day Secondary School Garatu, Government Day Secondary School Gbada, Day Secondary School Maitumbi, Abdullahi Dada Day Secondary School Maikunkele and Bosso Secondary School. The instrument for data collection was a questionnaire which dwelt on the extent of relationship between study habit such as regular reading, student teacher consultation, regular involvement in doing class assignment, regular Library patronage and regular engagement in doing take-home assignment academic performance. Consequently, recommendations were made which include students should work hard for their study, students should be encourage to do their class and take home assignment.

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CHAPTER ONE

1.0

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Education plays a vital role in the development of a learner. The acquisition of new Knowledge, information and the way one responds to the learning environment makes him a Holistic learner. It must be uncalculated in our minds that one of the purposes of education is to Train learners on how to formulate solutions to problems, how to grow independently, how to Apply what they learned inside the classroom in their real life situations, and how to understand Things and make them useful to one's life. You cannot learn simply by being told what to do or by watching others, you have to practice and practice frequently. Successful students employ time management systems to create study patterns. It will help the students provide basis for awareness and better understanding of how their current study habits affected their academic performance. Likewise gives them a more focused and clear perspective on how the specific behaviors related to their studies influenced study habits. Consequently, this awareness also gives a much deeper understanding of their selves as students considering that the college life is typically beset of developmental adjustment demands. To the parents, to the school and teachers, it will help them to improve the quality education to be given in the Bachelor of Elementary Education and they can determine different teaching strategies that can be used Bachelor of Elementary Education students.

To the whole community/country, people can see the good results of the study. It will increase the number of pupils who are highly knowledgeable and who will become assets, and not liabilities, of our government and to contribute financially and economically to their own

community as well as to their country. In the end, to the future researchers it will inspire them to conduct more studies/ researches about the effect of study habits on the academic performance of the students. It will help them to determine the independent variables that affect the academic performance of the student. Effective study skills are necessary for a high school student to excel academically.

The student must develop these skills in order to retain information learned in the present for their future benefit. Study skills can be a combination of several techniques, including time management, note taking and self confidence. In the field of education & psychology, learning has been discovered all over the world to be a highly complex problem.

Several researchers have tried to explain it differently and the description of each is partially true. Over the years, researches on factors that influence academic performance of students have attracted the interest of not only researchers but concern of teachers, counselors, Psychologists, and school administrators as well.

Study method is the knowledge and application of effective study skills or techniques by students. The term study habit refers to the way in which students' study either Systematically, efficiently or inefficiently. In line with what has been said above, we can deduce that good study habit will definitely yield positive academic performances and achievement and also inefficient or poor study habit leads to academic failure. Students' attitude and study habit towards any subject has been described as a function of passion coupled with their belief on that particular which has a long way to go on their academic performances. In Nigeria, many factors have been highlighted to influence the ability of students to cultivate effective and efficient study habit. Such factors include; state of health, motivation, anxiety and state of mind, conducive and suitable environment for studying, availability of textbooks and well equipped libraries. In a

research carried out by (Nuthana & Yenagi, 2009) the causes of poor academic performance among Nigeria students were thoroughly examined. Low student's intellectual ability, achievement motivation, lack of goals, low self-esteem, low socio-economic status of the family, poverty and poor study habit as a major factor. survey was carried out in some selected schools in bosso local government area of Niger state to identify some major causes of low academic Performances in students. Some of the problems identified include inadequate teachers, problem of inadequate facilities in the school, problems caused by poor Parental background, unfavorable government policies and low educational Sector funding (Ajila & Olutola 2007). Likewise, Ichado (1998) also dispute environment from which the student comes from play a major role in influencing study habits which invariably affect academic performance. The concept of study habit is broad as it combines nearly all other sub-topics under it such as study attitude, study method, and study skill. In a research conducted by Allport (1960), it was argued that attitude toward study by drafting a good study pattern can greatly contribute to students' academic performance. Successful learners all over the world are said to have adopted positive attitude towards study and are time conscious over what they have to do.

According to Hussain (2000) study habit refers to predispositions which students have developed towards private readings through a period of time. According to him, study habit is a gateway to successful achievement in studies. A research was carried out by Morahan (1999), he found out that male and female have different ways of studying (study habit). In this study, he discovered that the male student took up courses that have more of logic and sciences while female student were attracted to simpler courses and such it is in line with their passion which require different study habit and might have a positive effect on academic performance of students. Positive academic performance and achievement depends upon the student's ability to schedule his time,

the plan of his study, the habit of concentration, note –taking, mental review, over learning, the judicious application of whole and part method massed and distributed learning and so on. In other words, positive academic performance is a function of proper study habits and skills. Since study habits are an important factor in learning, it becomes necessary to investigate into its nature.

1.2 Statement of the Problem

The problems associated with study habits might have a major effect on a student's academic Performances, it is believed that everyone has a different study habit and it is important to find Out the best personal way to study. Studying with friends has a long way to go in student's study Habits, it has a positive influence in which they discuss what have been read together but also has a negative effect in which they might not read but discuss throughout the stipulated time for Reading which boils down to time wastage. A very good and conducive environment encourages Students study habit and might have positive impact of their academic achievements but students Reading in an unfavorable environment might find it difficult to study which might affect their academic achievements. Students with financial constraints might also find it difficult to perform excellently well in their academics.

1.3 Aims and objective study:

The following are the aims and objectives of the research study;

1. To examine the relationship between study habit and academic performance.
2. To examine the relationship between study environment on study habit.
3. To determine factors affecting students' study habit and academic performance.

1.4 Research Questions

1. What is the relationship between study habit and academic performance?
2. What is the relationship between study environment and academic performance of the students
3. What are the factors affecting students' study habit and academic performance?

1.5 Research Hypotheses

HO:1 There is no significant relationship between study habit and academic Performance

HO:2 There is no significant relationship between study environment and students' academic Performance

1.6 Significance of Study

The following are the significance of this study:

The outcome of this study will help students in understanding the effect on study habit and study environment on their academic performance and helps in serving as a guide for a positive result.

This research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field subsequently, if applied will go to an extent to provide new explanation to the topic.

1.7 Scope of the Study

This study on the relationship between study habit on academic performance of students will cover various approaches to study and its effect on the academic performance of students. Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection

(internet, questionnaire and interview).Time constraint- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

1.8 Definition of Operational Terms

Study: the act of making an effort to learn by reading, practicing, or memorizing.

Habit: an acquired behavior pattern regularly followed until it has become almost involuntary.

Performance: the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed.

Students: a person formally engaged in learning, especially one enrolled in a school .or someone who acquire knowledge at college or university.

CHAPTER TWO

2.0

LITERATURE REVIEW

2.1 Conceptual Framework

Research on the relationship between study habit, environment and students' academic achievement has for long received attention from scholars and educational agencies. This chapter shall review the theories of the study followed by the conceptual framework of the study.

2.2 Theoretical Framework

Psychologists as Wealth and Layman have attempted some definitions of the word "study". To some of them, study means hard work and is usually associated with school work. To others, study is applicable to other situations in life other than academic work. Mace (2002) pointed out that study is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application. Kelly (1998) stated that study is the application of one's mental capacity to the acquisition, understanding and organization of knowledge; it often involves some form of formal learning. Crow and Crow in Okorodudu (2000) explained that study is a programme of subject matter mastery. It involves hard work. However, study involves the individual's thinking, feeling, personality, social interaction, physical activities and health rather than mere learning of fact on the thought system for the purpose of recall when asked. For those who belong to the school of thought that study is not only applicable to academic work, Olatubosun in Oladele (2000) explained that a teacher is studying when he examines the results of an experiment, a lawyer when he prepares his case, a salesman when he learns about his product and a citizen when he tries to understand the issues in an upcoming election. Studies require time spent in a deliberate attempt to learn. It should be differentiated from simple leisure

to reading. Thomas and Robinson (1990) emphasized that the learner needs to use a systematic discipline and purposive approach to study. Effective study consists of a conscious sequential series of inter-related steps and processes. Okorodudu (1995) asserted that, study involves the total of all behavioral patterns (addition, verbal, psychomotor, emotional) determined purpose and enforced practices that the individual adapts in order to learn and achieve competence.

2.3 Study Techniques

Most students do not know how to study probably because they are not aware of what techniques to apply in the study situation or they study at odd times and in odd places. Hills and Ballou (2000) had an understanding of this deficiency in students approach to study and they developed a comprehensive study skill manual for college students. Effective study cannot be acquired without the application of these skills and methods. Some of which include reading, note-taking, time consideration, organizing material in a study and choosing a good study environment among others.

2.4 Environment of study

Consideration is here first given to the environment of study as it appears to have adverse effect on the whole concept of study. Where one studies has an important effect on one's efficiency because the location and all of its characteristics are stimuli. The stimulus of the study situation should produce the response of studying and no other response. It has been suggested that an important approach is to have a set aside specifically for study. It should be well ventilated, noise-free and well lighted room or open place with a desk and a chair. Ruch (1995) wrote on the need to consider the type of chair and desk used for study. These should be such that allow the individual to maintain an erect and comfortable sitting posture. The study desk should be

spacious enough for the books and materials but should contain only what one needs at a time. Hopher (1990) revealed that the effect of temperature and humidity on the body temperature of the individual can cause a reduction in the body function and mechanism. The emphasis here is on the need for abundance of fresh air in the study environment to avoid unnecessary fatigue. Hills and Ballow (2000) pointed out that glaring light could cause eye strain and headaches. Therefore covered light bulbs and light coloured, blotters be used if possible to reduce light intensity. In effect, light should not shine directly on the table or reading desk. Taking to consideration a rural setting where students have to study under locally made lamps and hurricane lanterns, these should be adjusted well enough to reduce light intensity or place at a considerable distance away from the reading desk. It has been observed that some people cannot study without music, Hills and Ballow (2000) agree that music is good if it does not constitute noise in itself or when used to neutralize other external noise.

2.5 Time planning

Whatever time a student spends on study, what time of the day he sets aside for work only by organizing and planning their time that student can avoid distraction from regular studies. Determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction, Robinson (1990). As regards time planning, Hills and Ballow (2000) suggests the use of work diary a work diary allows the student to look at everything he has to do and to apportion time to every subject. Organizing time in this way helps to minimize worry and indecision that may arise in case of any extra work that has to be slotted in, the diary should be planned on the basis of needs and purposes; allocating adequate time to each task so that no particular task consume more time than necessary.

2.6 Effective and fast reading:

Today, student has much to read because of the great demand inherent in core curriculum. This is more obvious at the junior secondary school level in which the students are expected to study about fourteen different subjects or more in some cases. The ability to read fast will be an advantage. Quick reader take in and retain more than slow readers because the quick reader catches the drift and flow on the passage better whereas the slow readers delay over each word. Solomon (1999) stated that most poor readers are too slow ones. They were often concerned with unimportant details while the good and fast readers often adopt a wider view of all the paragraph. There are a number of bad habits which poor readers adopt; most of which involve using extra body movement in the reading process inefficient reading, the muscles of the eyes should make the external movement. Extra body movement such as pointing with the fingers or moving the lips, do not help reading and often only help in slowing it down. There are some cases in which slow reading can however be adopted depending on the subject matter and the purpose of reading Maddox (2002) formulated about four different types of reading which include mastery reading, exploratory and revision reading critical and pleasure reading. He stressed that these types of reading have different rates for the individual.

2.7 Concentration

The ability to direct ones attention on the task at hand is necessary for effective study. Robinson (1990) outlined five major conditions that affect concentrations, these include distractions, (internal and external situations) associated with other activities, study materials not convenient, poor lightening and physiological conditions. Oladele (2000) suggested that to avoid external distraction, students could choose place of study which can stimulate them to study. The essence of this is that once they are in such environment associated only with study, distraction such as

anxiety and indecision, day dreaming, mental and physical fatigue that impair the ability to concentrate will be avoided, Personal problems that keep on flashing to one's mind if not properly tackled and discarded can act as greatest hindrance to concentration.

2.8 Comprehension

Reading without comprehension is no use. Robinson (1990) stated that reading with one's head instead of one's eyes is what effective study habit involves- The students must learn to read with an active attitude of seeking what is important in the material and subordinating what is merely explanatory. He suggested that the techniques of pre-comprehension help in speeding up comprehension. Many students do not seek to understand the basic concepts that seem simple and relevant but later in their studies they realize that without learning the basics adequately comprehension of more difficult materials is difficult. Students complain that they do not understand what they have read. It is suggested that reader searches for the meaning in the mind of the writer to know what to emphasize in his reading.

2.9 Remembering

The ability to remember what has been read is a vital skill. The term means retaining past experiences. It is thought that in remembering, a memory trace is laid down on the mind and being a sensory impression, by repetition the traces are made deeper and therefore are more lasting Hallas (2002). Remembering must involve either recall or recognition. The former necessitates the reproduction of material that is not actually present before the senses at the moment. According to Oladele (2000) there are four kinds of remembering and they include recognition, recall, reproduction and performance, he held the view that our failure to recall emanates from non-practice He also maintained that performance, a fourth kind of remembering,

is the also performance of habits so well learned that they are highly automatic. But for Hallas (2002), remembering is in three parts, viz:- attending to, which is associated with short term memory, the second and the third being the need to think about and use the material associated with long term memory respectively. Most students make the mistake of reading and re-reading without actually training to think over what they have read. A very effective technique in remembering is to study the passage or diagram as the case may be for a given period of time. Try to reproduce it immediately and then later at increasing intervals of time, for example, every day for a week and then every week for a month. This method is known as repeated reproduction and has been found to be very useful.

2.10 Note-taking

This is one of the activities that is believed to aid learning and remembering and consequently academic success Note-taking when properly done, involves not only reading and writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. It may not be as easy as it seem to be the observer. It involves the thought and hearing ability of the individual. Note-taking may have detrimental effect for students who are slow in listening efficiency. In view of this, Derville (1998) suggested certain aids for effective note-taking in the form of short abbreviations; for example, "b/w" to mean between "C" to mean with "C" for which "b/w" for before etc. These abbreviations would be helpful to the slow writer. Care need to be taken to see that only relevant ideas are included in a note, whether it is in a lecture or from a text book. The following procedure has also been suggested: C Read through the text carefully C Read through it again picking out the key points that the section covers and writing them down as headings on separate pieces of rough paper. C Make note on pieces of paper under each key point. It may be necessary to use a second that has similar points since one

book may have points not contained in the first text book, making the study varied and more stimulating. These notes would be useless if they are not reviewed consistently and regularly particularly just before examination. Okorodudu (2000) emphasized that unless a student has an exceptional memory, it is difficult to master and recall accurately all the main points and relevant details in a study material by merely reading it.

2.11 The SQ 3R model

This is an effective formula developed by Hail-Quest and Reviewed (2000) and expatiated upon by several other authors. It places emphasis on the principle of preparation for learning and knowledge of results. "S" stands for survey "Q" for Question "3Rs" for Read, Recite and Review

Survey: Depending on what the student wishes to study, a text book, a chapter of a textbook or a journal, article, Oladele (2000) suggested that in doing survey, one needs to read the section headings to get a general idea of what the chapter is about, Read the introduction and summary if the chapter has them. Read few sentences at the beginning and at the end of the paragraphs. Make notes of few words, terms and ideas. The importance of this is that it creates some expectations and familiarization with the structure of the material and the author's style. Akinboye (2000) presented the need for the student to look at the preface the table of contents and then scan through each topic. Scanning familiarizes the readers with the overall organization of the material by providing the intellectual Scaffolding from which the material might be related and providing the student with knowledge about the general characteristics of the material. From the initial reading the reader should know what to expect. In essence the strategy allows the reader to develop personalized advance organizers.

2.12 Question

The advantage of setting questions for oneself or using past questions related to the study is that it acts as a guide. Questioning the material Enables one to develop a set of concepts within which to fit the ideas one will be studying one of the best techniques for generating questions is to turn to the major headings of the chapters into who, what, where, why and how questions. Studies have shown that students benefit from student-generated questions. Frazier and Schwart (1995) conducted a research using high school students. They were made to set questions for themselves as they studies a prose passage either individually or collectively during tutorials, Results of this study showed that recall was greater in the question study than in the study only, It is suggested that students studying for external examinations like the Senior Secondary School Examinations (SSSE) or NECO or Genera! Certificate of Education (GCE), make use of past questions.

2.13 Reading

The essence of reading is to get the whole meaning of the passage. Students spend time reading in order to get the actual meaning of the chapter. Reading seeks to acquaint the students with many ideas that would otherwise have been overlooked when surveying. Reading with the intent to understand should be the major aim. It is important to read each line and take note of each sentence and sequence of events or arrangement of facts in the materials. Hills and Ballow (2000) explained that reading those phrases and sentences bring out the meaning in the passage, reading should not be done just once but several times until the meaning in the passage is got. While reading, it is advised that student be in a relaxed mood in order to concentrate.

2.14 Recite

Lovell (1993) was one of the earliest psychologists to carry out a study on recitation as a learning strategy. In the study, children in grades 4-6 were given either diagrams or short biographies to memorize. Results of this study obviously showed that recitation affected the children's learning positively. Lovell (1993) stated that instead of re-reading a material to be learnt, it is better to recite to oneself or to a friend, or write it out, making use of prompts whenever necessary. He recalled that relevant experimental evidence shows that with children and adults, the more time devoted to recitation, the quicker will be the rate of learning. The importance of recitation is further stressed by a later study carried out by Del Giono, (1998), it was a comparison between the read-recite and read-re-read procedures. Retention in these two groups were tested immediately after study and one week later The readrecite group scored significantly higher on both tests than the learner to check on his own efforts. It should be noted however that though recitation is advantageous, it can only yield results when materials have been well understood and short.

2.15 Review

Necessary as recitation is as a study strategy, review is equally very useful; it has been defined as recall and rehearsal of information presented in a study. The major advantage is that it aids both immediate and longterm retention As the students go through the material over and over again, the tendency is for them to get used to the material while being reminded as well as of those points they may have overlooked or forgotten, Lovell (1993) asserted that retention can be aided by thorough learning, by studying at a suitable period of the day, by constantly reviewing and by

avoiding circumstances likely to cause interference. He also pointed out that when materials have been learnt, partly forgotten and learn again, the rate of forgetting is slower after the re-learning and it becomes lower still after further periods of review. This would appear to consume a lot of the student's time and can only be utilized by those who determined to study for excellence.

2.16 Study and motivation

Motivation may be considered to be anything, material or non-material which energize and direct a person's behaviour towards achieving a set goal. Human have an inborn tendency to become self-actualized; a general positive force that is responsible for people achieving their potential and performing good works. Oladele (2000) said that motivation refers to whatever is within the individual that propels the individual into some sort of action. Three types of motivation move people to action. They are needs, emotions and feeling. All the three develop from inborn factors. Lovell (1993) presented a number of contemporary theories of motivation. The instinctive theory, which states that human behaviour is largely instinctive in origin and that human minds has certain inmate tendencies which are the essential motive powers of ail thought and action; the psycho-analytic theory which explains human behaviour as being frequently influenced by motives and attitudes of which the individual is unaware; the social learning theory which is of two kinds (culture-pattern theory and field theory) which maintains that motivation is determined by the interaction of the individual with the environment The culture pattern theory stresses the effect of early upbringing on behaviour patterns while the field theory emphasizes the effect of all forces acting on the individual in current situation. The learning or behaviour theory suggests that all behaviour is dependent on the needs of the individual and that the learning that takes place only when behaviour is being motivated.

2.17 Effect of motivation on study

Many students do not study just for the interest of studying. Study is hard work. A great number of motivational interest; work habits and personality characteristics combine in various ways to determine school achievement. Many studies have shown that among the many variables that affect academic achievement, motivation is obviously an important one. Whether a student will work at a task to pursue excellence at any given time during the day depend on his consumatory needs (hunger, thirst etc) being met; his hierarchical structure of internal motives to achieve success in various activities and his tendencies to avoid failure. According to Ball (2000) students report two distinct reasons for approaching school related tasks much as study: C A general need to avoid failure C A positive feeling towards school Students must be motivated before they can study effectively. This motivation can be from within or without or from both. Reasons for poor motivation could be any of the following: C Preferring something else to actual school C Attending college as a means to an end rather than learning C Distracting personal problems C Laziness and inadequate orientation.

2.19 Study and academic performance

There is likely to be a positive correlation between academic success and effective study habits. Brown and Holtzrnan (1989) in a study-attitudes inventory for predicting academic success across validated a 102 item study attitude inventory and it yielded correlations of 0.05 and 0.52 with one semester grades for 219 male and 176 female.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, the target population and random sampling procedure, the instrument used, method of data collection and method of data analysis.

3.1 Research Design

The study adopted a descriptive survey research design.

This is a descriptive study which seeks to ascertain the impact of study habit in the academic performance of students in Nigeria. A sample population will be used to collect primary data using the structured questionnaire and interview as research instrument.

3.2 Population of the study

The target population for this study consists of students in selected senior secondary schools in Bosso Local Government Area of Niger State.

3.3 Sample and sampling Technique

Random sampling technique was used in this study. The sample size determined for this study was three hundred (300) students selected from five senior secondary schools in Bosso local government area of Niger State. Sixty (60) students were selected from each secondary school. The schools selected includes:(1) Government Day secondary schools garatu (2) Governments

Day secondary schools Gbada (3) day secondary schools Bosso (4) Abdullahi Dada day secondary schools Maikunkele (5) Government day secondary schools Maitumbi

3.4 Research instrument

The instrument used for the collection of data for the purpose of this research was questionnaire. The tree point Likert scale was used in structuring the questionnaire. The questionnaire also had sections: A and B. Section A contained the personal data of the students and section B contained relevant questions that will assist in understanding the relationship between the variable factors in the hypothesis and in the eventual analysis.

3.5 Validity of the Instrument

To ensure the content and face validity of the instrument, the draft copy of the questionnaire was given to the project supervisor for proper modification. Based on the supervisor's corrections, the final draft was prepared and used for data collection.

3.6 Reliability of the Instrument

The researcher adopted a test retest method to ensure the reliability of the research instrument. This involves administering twenty copies of the questionnaire to students that are not part of the sample of the study twice within two weeks and thereafter determine the coefficient of variation by using Pearson Product Moment Correlation analysis, which yields 0.268 and 0.438. The reliability co-efficient showed that the instrument is fairly accurate and stable.

3.7 Statistical methods

The statistical analysis adopted was correlation. All computations requiring the use of data analysis technique were accessed by a computer statistical software package called SPSS (Statistical Package for Social Sciences).

3.8 Method of Data Collection

Questionnaire Method was used as instrument for collecting data in this study.

CHAPTER FOUR

4.0 RESULT AND DISCUSSION

4.1 Analysis of Research questions

This chapter presents the analysis and interpretation of data obtained from the survey. The aim of the research is to examine the relationship between study habit, environment and academic performance of students in senior secondary schools. The research uses a primary survey method in gathering data through questionnaires for the research. Hence, a sample size of 300 students was selected among five senior secondary schools in BOSSO Local Government Area of Niger State. Amongst these schools are; Day secondary School garatu, day secondary schools gbada, day secondary schools bosso, Abullahi dada day secondary schools maikunkele and government day secondary schools maitumbi A total of 300 instruments were issued , achieving a response rate of 99.0%.

The method of analysis involved frequency distribution tables and tests of relationship. The Frequency distribution tables also indicate percentages to show comparative differences between categories within the variables or items measured. The chapter is thus divided into three sections; Section A presents the frequency distribution tables of respondents' demography; Section B presents respondents' perception on the relationship between study habit, environment on academic performance of the students ; Section C presents the tests of hypothesis. Hypotheses were tested using Correlation at 0.05 levels of significance.

4.2 SECTION A:

DEMOGRAPHY CHARACTERISTICS OF RESPONDENTS

This section presents respondents demographic data using frequency distribution tables.

Table 4.2.1: Name of Secondary School of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GDSSG	60	20.0	20.2	20.2
	GDSSG	60	20.0	20.2	40.4
	DSSB	58	19.3	19.5	59.9
	ADDSSM	60	20.0	20.2	80.1
	GDSSM	59	19.7	19.9	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

KEY:

GDSSG = Government day secondary schools garatu .

GDSSG= Government day secondary schools gbada.

DSSB= Day secondary schools bosso

ADDSSM = Abdullahi Dada day secondary schools maikunkele.

GDSSM= Government day secondary schools maitumbi.

Table 4.2.1 shows the schools sampled in BOSSO local government area in Niger state. It is seen that three of the schools were surveyed accurately without missing questionnaires; the schools

are GDSSG, GDSSG and DSSB constituting 20.2% each of the total respondents. This is followed by respondents from ADDSSM with 19.9% of the total respondents and lastly respondents from GDSSM follows taking 19.5% of the total respondents sampled.

Additionally, it is seen that there are cases of missing items or items within the questionnaire that were omitted, as such these cases were not treated as valid. Therefore the valid percent constitute the actual percentages of respondents that responded to the items.

Table 4.2.2: Class of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS 1	90	30.0	30.3	30.3
	SS 2	156	52.0	52.5	82.8
	SS 3	51	17.0	17.2	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.2.2 shows the class of the respondents sampled. It is seen that most of the respondents are in SS 2 constituting 52.5% of the total respondents. This is followed by respondents in SS 1 constituting 30.3% of the total respondents. Lastly are respondents in SS 3 which constitute 17.2% of total respondents sampled.

Table 4.2.3: Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13 years	42	14.0	14.1	14.1
	14 years	84	28.0	28.3	42.4
	15 years	110	36.7	37.1	79.5
	16 years and above	61	20.3	20.5	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.2.3 shows the age of respondents. It is seen that most of the respondents are 15 years constituting 37.1% of the total respondents. This is followed by respondents who are 14 years, constituting 28.3% of total respondents. Respondents within the age bracket of 16 years and above follows next constituting 20.5% of the total respondents. Lastly are respondents who are 13 years which constitute 14.1% of the total respondents sampled.

Table 4.2.4: Sex of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	115	38.3	38.7	38.7
	Female	182	60.7	61.3	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.2.4 shows the sex of respondents sampled. It is seen that most of the respondents are females constituting 60.7% of total respondents sampled while the males constitute 38.3% of total respondents sampled.

Additionally, it is seen that there are cases of missing items or items within the questionnaire that were omitted, as such these cases were not treated as valid. Therefore the valid percent constitute the actual percentages of respondents that responded to the items.

4.3 SECTION B:

RELATIONSHIP BETWEEN STUDY HABIT, ENVIRONMENT AND ACADEMIC PERFORMANCE AS PERCEIVED BY SENIOR SECONDARY SCHOOLS STUDENTS IN BOSSO LOCAL GOVERNMENT AREA OF NIGER STATE.

This section presents respondent perceptions on items relating . The total percentage agreement or proportion of agreement from the Likert scale in the cumulative was used in the analysis of the items.

Table 4.3.1: Good study habit will help students to perform better in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	167	55.7	56.0	56.0
	Agree	119	39.3	40.0	96.0
	Disagree	5	2.0	2.0	98.0
	Strogly Disagree	5	2.0	2.0	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.3.1 shows if good study habit will help students to perform better in school in school. It is seen that majority of 96.0% of the respondents agree that good study habit will help students to perform better in school in school. This emanated from 56.0% of the respondents that strongly agree and 40.0% of the respondents who ordinarily agreed. However, 2.0% of the respondents ordinarily disagreed only. In addition, 2.0% of the total respondents were undecided. Hence,

respondents' opinion indicates that good study habit will help students to perform better in school in school.

Table 4.3.2: Passing exams and test will no longer be an issue with good study habit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	115	38.4	38.8	38.8
	Agree	154	51.5	52.0	90.8
	Disagree	25	8.1	8.2	99.0
	Strogly Disagree	3	1.0	1.0	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.3.2 shows if passing exams and test will no longer be an issue with good study habit. It is seen that majority of 90.8% of the respondents agreed to this item. This emanates from 38.8% of the respondents that strongly agreed and 52.0% of the respondents that ordinarily agreed. However, 1.0% of the respondents disagreed to this item. In addition, 8.2% of the respondents were seen to be undecided. Hence, respondents' opinion indicates that good study habit will help students to pass exams and test better.

Table 4.3.3: Students will understand their teachers when they study well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	187	62.6	63.3	63.3
	Agree	106	35.4	35.7	99.0
	Disagree	4	1.0	1.0	100.0
	Strogly Disagree	-	-	-	
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.3.3 shows if students will understand their teachers when they study well. It is seen that majority of the respondents 99.0% of the respondents indicated that students will understand their teachers when they study well. This emanated from 63.3% of the respondents who strongly agreed and 35.7% of the respondents who ordinarily agreed. However, none of the respondents was seen to disagree with this item. In addition, 1.0% of the respondents were undecided. Thus, respondents' opinion indicates good study habits helps students to understand their teachers better.

Table 4.3.4: Students will become more focused in school with good study habit.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	194	64.6	65.3	65.3
	Agree	98	32.7	33.7	99.0
	Disagree	4	1.0	1.0	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.3.4 shows if students will become more focused in school with good study habit. It is seen that majority of 99.0% of the respondents agree that students will become more focused in school with good study habit. This arose from 65.3.6% of the respondents who strongly agreed and 33.7% of respondents who ordinarily agreed. None of the respondents disagreed and 1.0% of the respondents were undecided. Thus, respondents' opinion indicates that students will become more focused in school with good study habit.

Table 4.3.5: The level of assimilation of students' will improve with good study habit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	108	36.0	36.4	36.4
	Agree	91	30.3	30.6	67.0
	Disagree	72	24.0	24.2	91.2
	Strogly Disagree	26	8.7	8.8	100.0
	Total	297	99.0	100.0	
Missing	System	3	1.0		
Total		300	100.0		

Table 4.3.5 shows that if the level of students' assimilation will improve with good study habit. It is seen that majority of 67.0% of respondents agreed that the level of students' assimilation will improve with good study habit. This emanated from 36.4% of the respondents who strongly agreed and 30.6% of the respondents who ordinarily agreed. However, 8.8% of the respondents disagreed to the item. In addition, 24.2% of the respondents were undecided. Thus, respondents' opinion indicates that the level of students' assimilation will improve with good study habit.

4.4 SECTION C:

Test of Hypothesis

There were three (3) hypotheses stated in the course of this research to find empirical relationships between selected and measured variables. These hypotheses are tested using Pearson Product Moment Correlation(r) method at 0.05 levels of significance. This was carried out with the use of Statistical package for Social Scientist (SPSS, version 17).

Correlation measures the degree of relationship or variation between two or more variables. Correlation coefficient (r) which is the statistic measuring this relationship ranges between -1 to +1. A negative correlation indicates an inverse or indirect relationship between variables depicting that an increase in one of the variable corresponds to a decrease in another and vice versa while a positive correlation indicates increase in one variable leads to increase in the other variable and vice versa. A correlation of +1 means direct perfect relationship or variation, -1 means perfect inverse relationship and 0 means no relationship between correlated variables.

H₀₁: There is no significant relationship between study habit and academic performance.

H₀₂: There is no significant relationship between study environment and students' academic performance.

Decision Rule for Acceptance OR Rejection of Hypothesis: Returned p-value < 0.05 (level of significance).

Table 4.4.1 Correlations between the study habit of students and its impact in the academic performance of students.

Correlations:

		Measure of study habit of students.	Measure of students' academic performs
Measure of study habit of students	Pearson Correlation	1	.268**
	Sig. (2-tailed)		.007
	N	99	99
Measure of students' academic performs	Pearson Correlation	.268**	1
	Sig. (2-tailed)	.007	
	N	99	99

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

Interpretation:

Table 4.4.1 shows a correlation between study habit and its impact in the academic performance of students in senior secondary schools. This yields a positive correlation coefficient (r) = 0.268 showing that there exist a positive relationship between this two variables and a returned p-value of 0.007 ($0.007 < 0.05$) indicating this relationship is significant since p-value is lesser than 0.05 (level of significance). Hence, we reject H_0 and Accept H_A . This implies that there is a significant impact of study habit on the academic performance of students in school.

Table 4.4.2 Correlations between study environment and students' academic performance.

		Measure of study environment	Measure of Students' academic performance
Measure of study environment	Pearson Correlation	1	.438**
	Sig. (2-tailed)		.000
	N	99	99
Measure of Students' academic performance	Pearson Correlation	.438**	1
	Sig. (2-tailed)	.000	
	N	99	99

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

Interpretation:

Table 4.4.2 shows the correlation between study environment and students' academic performance. This yields a positive correlation coefficient ($r = 0.438$) showing that there exist a fairly strong positive relationship between this two variables and a returned p-value of 0.000 ($0.000 < 0.05$) indicating this relationship is significant since p-value is lesser than 0.05 (level of significance). Hence, we reject H_0 and Accept H_A . This implies that there is a significant relationship between study environment and students' academic performance.

Conclusion: There is significant relationship between study environment and students' academic performance.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

The objective of the study was to know if the relationship between study habit, environment and academic performance as perceived by senior secondary schools students in Bosso local government area of Niger state. Findings from the study reveals that majority of the respondents are of the opinion that good study habit will impact on the academic performance of students in Nigeria.

Another finding from the study reveals that, students will become more focused in class with good study habit and environment. (See table 4)

5.1 Conclusion

Since the study habits has a significant effect on academic achievements and according to the importance of study habits on academic performance and educational progress that finally effect on academic and career future, so it is essential to consider and planning to improve methods and study habits of students. According to researchers, the people's study habits are teachable and learnable and several steps can be taken in this field. It is also recommended that the courses of correct study habits to be held for the students in the entrance to the university to gain the knowledge in this field.

5.2 Recommendation

The following recommendations are made from this study. Nigerian government should adopt the carve-out system so as to suit the economic system of the country, also, more awareness on the importance of implementing a global accounting standard should be made known to all to increase the level of acceptance of IFRS in Nigeria.