

Survey of the Study Skill of Nigeria School Students (Case Study of Secondary Schools in Orumba South Local Government Area)

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Abstract

This study concentrated on the assessment the study habit of secondary school students in Orumba South Local Government Area, Anambra State. The research design adopted in this study was a descriptive survey research. The population of the study comprise of all the 5,210 students from the 13 Government owned secondary schools in Orumba South L.G.A. of Anambra. The sample for the study was 2340 students, sampled using the simple random sampling technique. An adapted study skills inventory developed by Bakare was used to collect data for this study. The SSI has been attested by experts to have face content and construct validities and a test re-test reliability of 80. Both inferential and descriptive statistical tool were employed in the study. The descriptive statistical tool of percentage was used to analysed the demographical data of respondents, mean and standard deviation were used to answer the research question and the inferential statistics of Chi-square was used to test the hypothesis at 0.05 significant level. findings of the study indicated among others that: The secondary school students were with low study habit, there was a significant difference in the study habit of male and female secondary school students. Specifically, both the male and female students recorded low study habit. It was recommended that, the school authorities should expose the students to the practice of effective study habit and the subject teachers should be encouraging the students to engage in regular study

Keywords: Assessment, Study Habit, Secondary School Students

Introduction

The achievement any society made is not the function of the building acquired but depends on the capacity of inhabitants who constitute such society. Every society needs a reasonable number of elites to make great

achievement. The capacity of the inhabitants is in turn reflected through academic success which is a function of study habits and attitude to study. Any fundamental change in the intellectual and social outlook of any society has to be preceded by effective study habits and positive attitude to studying by its inhabitants (Simon, 2015).

For students in formal educational institutions to attain successful achievement in their academic pursuit, they need to have good study habits. Each individual needs to understand the pattern of studies to adopt in order to excel in the course of schooling. Most students perform below average due to lack of good study habits (Abdullahi, 2008). Some students usually have problem getting started. They start studying very late. At this time, the work becomes so cumbersome with so much available materials to read and a lot of assignments to be done (Akafa, 2011).

Study habits typically denotes degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is conducive to studying. Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. Study habits are learning tendencies that enable students work privately. Azikiwe (1998) describes study habits as "the adopted way and manner a student plans his private reading, after classroom learning so as to attain mastery of the subject". According to her, "good study habits are good asset to learners because habits helps students to attain mastery in areas of specialization and ensuing excellent performance, while the opposite becomes constraint to learning and achievement leading to failure".

However, students can study for hours on end and retain very little. The more appropriate a question is, determines how students should study more effectively. Developing goodtime management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to just be alone. The critical issue is recognition that there must be an appropriate balance. Students should also have vision. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to students' success in school. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to

understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their degree programs.

The sooner a student starts practicing and developing good habits, the better chance he will have that he will continue with them. Procrastination can be overcome with proper study habits and improving one's study habits is the key to better studying. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find himself working more efficiently and experiencing lesser stress in the process. He adds that having effective study habits creates a more efficient academic environment. Planning your study schedule as a student in advance and faithfully sticking to it saves time. When students have good study habits, they tend to be less stressed. Students who are anxious on exam day are typically the procrastinators who come unprepared. Students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time (Marc, 2011).

Simon (2015) observed that most students are involved with so many activities aside their studies. They skip reading their note after lessons; they keep postponing their time of studies. All books are piled up to be read at once. Hence, it is pertinent to note that there is need to encourage good study habits among students so as to attain standard and qualitative education. Each individual needs to understand the suitable approaches to consider when studying. In most cases, students are often confused on how to start, what to do within a short limited time, the time required to study in order to comprehend. This shows clearly that there is urgent need to improve effective study habit of students if the purpose of learning is to enable the learner attain good performance and academic success.

It is important to note that there are students who are well focused in their studies and possessed good mental ability needed to attain good academic performance but may end up performing below expectation severally. In such instances, the issue confronting such persons is not low intelligent Quotients (I.Q) but failure to use the most effective methods of

studying (Abdullahi, 2008). Lack of acquiring effective study habit may constitute a stumbling block to someone's performance.

It has been observed based on experience of the researchers in classroom teaching for years that a lot of students in secondary schools not only peculiar to those in Orumba South Local Government Area but also to the generality of the students in public secondary schools in Nigeria study ineffectively. This means they are lacking the effective study habit to achieve their academic success. The effect of this might result to malpractice during examination or failure. This has been an issue of concern to the educators: Counsellors, teachers, parents and government, therefore investigating their level of study habit is essential to proffer solution for improvement. Hence, it becomes imperative assess the study habit among secondary school students in Orumba South Local Government Area, Anambra State.

Statement of the Problem

There is increasingly high failure of students in both the internal and external examinations. Initially, the fault was placed on parents, school and government. It has been observed that even though these factors contribute to students' failure, students actually do not have effective study habits. Many of them look for easy way out, such as engaging in examination malpractices or bribe their way through rather than study hard.

Many researches on study habits of students abound. For instance, Crede and Kuncel (2008) worked on study habits, skills, and attitudes: These three pillars support collegiate academic performance. Similarly, Gettinger and Seibert (2002) worked on the contributions of study skills to academic competence. In spite of these researches, the study habits of students seem not to improve at all.

There is also no concrete empirical study that shows the depth and seriousness of reading activities, and their impacts on secondary school students. There are reports that reading/study habits has been relegated to the background in our secondary schools. The extent of the prevailing poor study habits among students has not been established yet more especially sampling the students from Orumba South, Local Government Area of Anambra State. This no doubt is a gap in research which is imperative to be covered. Therefore, it is imperative to assess the study habit among secondary school students in Orumba South Local Government Area, Anambra State.

Purpose of the Study

The purpose of this study was to assess the study habit of secondary school students in Orumba South Local Government Area, Anambra State.

- . This purpose would be realized by attainment of the following objectives:
- a. The level of study habit of secondary school students.
- b. The level of study habit between male and female secondary school students
- c. The level of study habit between secondary school students in the rural and urban schools
- d. The level of study habit between secondary school II and III students in the rural and urban schools

Significance of the Study

In spite of its avowed usefulness for effective learning, there is no corresponding research interest in the study habit of students. Consequently, there is little or no data on the study habit of secondary school students. This first phase of the proposed study is therefore expected to rekindle research interest in the area. It is also expected to provide data to enable educational administrators and planners, curriculum designers, teachers, parents and students themselves to take useful step towards improving learning outcomes. Thus the study may lead to decisions and actions that would result in increased learning and greater realization of the nation's educational goals.

Scope of the Study

This study focused on the Government owned Secondary Schools in Orumba South L.G.A of Anambra State.

Research Questions

1. What is the level of study habit among secondary school students?

Hypotheses

In this study, the following null hypotheses were formulated and treated at 0.5 significance level:

HO₁: There is no significant difference in the of male and female secondary school students' study habit.

HO₂: There is no significant difference in the study habit of secondary school students in the rural and urban schools

HO₃: There is no significant difference in the study habit of secondary school II and III students

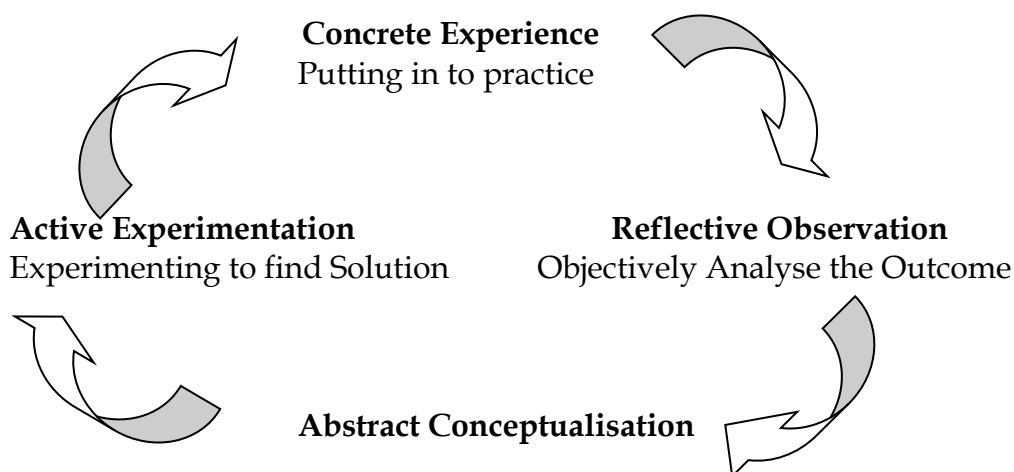
Theoretical Framework

Theories of learning related to education and classroom practice offers different occasion of how people learn. One of the root causes of this variation in theory is due to the fact that each theory presents its own definition of learning. However, what unites these theories is their aim to provide a guide to strong teaching practice that will lead to an improvement in the knowledge of learners (Sotto, 2007).

Each learner has individual needs and slightly different ways of learning and because of this individuality, there will come a time when learning theories fail to enhance any sort of learning (sotto, 2007). This suggests that for there to be an effective use made of theories of learning they should be used simultaneously drawing on the benefits and overcoming the limitations of each (sotto, 2007).

Experiential learning

This study was guided by experiential learning theory. The theory was propounded by Kolb in 2008. Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning. The process can begin at any of the stages and is continuous, that is there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes. This implies that any learner that do reflects on learning materials has the likelihood of developing one mode of learning more than another. The characteristics of this theory are through concrete experience, through observation and reflection, through abstract conceptualization and through active experimentation.



Source: (Kolb 2008), experiential learning style m

Review of Empirical Studies

Many researchers have been conducted by different scholars on the variable of study habit. For instance, Anshu (2019) explores the study habits of senior secondary school students. The simple random sampling technique was used to draw the sample of 200 students of Allahabad city. The researcher used the tool of study habits inventory by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal. The major findings of the study were: (i) there is no significant difference between students of working and non-working mothers on the measure of study habits. Students of non-working mothers are having higher study habits than students of working mothers. (ii) There is no significant difference between students belonging to urban and rural background on the measure of study habits. Students belonging to urban background are having higher study habits than students belonging to rural background. (iii) There is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.

Alabi (2003) studied the relationship between study habits and attitudes of Secondary School Students towards Examination Malpractice in Kwara State. The design he used for the study was ex-post factor and a sample of four hundred (400) students. He developed two instruments which he used for the study. Student study habits questionnaire (SSHQ) and students attitudes toward examination malpractice questionnaire (SATEMQ). The findings revealed that there was no significant relationship between students study habits and their attitudes towards examination malpractice.

This study of Hubert (2006) concentrated on the nature of senior secondary school students' study habits in some selected districts in the Central Region of Ghana. Five hypotheses were tested at $p < 0.05$, using the chi square. The descriptive sample survey design was used. Five hundred (500) students constituted the sample size. The findings indicated, among others, that (i) no significant differences existed between the study habits of male and female students; (ii) no significant differences existed between the study habits of SSS forms 1 and 3 students; (iii) no significant differences existed between the study habits of boarding and day students; and (iv) study habits of students from high socio-economic homes did not differ significantly from students from low socio-economic homes. The recommendations made include (i) the need to teach study skills to senior secondary school students so that they can all cultivate good and effective study habits; and (ii) equal opportunities for studying should be provided to all students irrespective of sex.

Area of the Study

The area of the study was in Orumba South Local Government Area of Anambra State. It is one of the twenty-one (21) local government areas in Anambra State. It is bounded by Orumba North, Umunneochi local government area of Abia State (west), Okigwe local government area of Imo state (south) and Aguata local government area (East). The inhabitants are predominantly farmers and traders. Other towns that make up the local government are Akpujiogu (Akpu), Umuomaku, Eziagu, Ezira, Ubaha, Ihite, Nkerehi, Nawfija, Ogboji, Ogbunka, Owerre-Ezukala, Agbudu, Onneh, Isulo, Alaohia, Obuluhu, Uhuala, Ubahaakwaosa, Akata, Enugwu-Umuonyia.

Methodology

The research design adopted in this study was a descriptive survey research. This chapter contains the tools to be used and steps to be taken to ensure that the study is scientific and findings as reliable and as useful as possible. The chapter contains information on the area of study, population, sample and sampling techniques, research instrument and methods of data analysis to be used in this project.

Population of the Study

The population of the study comprise of all the students in Government owned secondary schools in Orumba South L.G.A. of Anambra State. There are Thirteen (13 secondary schools in Orumba South L.G.A. with the total number of five thousand two hundred and ten (5,210) students.

Sampling Technique

The sample of this study will be two thousand three hundred and forty (2340) students. Simple random sampling technique will be used to select one hundred and eighty (180) students from each of the schools.

Instrument for Data Collection

The study skills inventory (SSI) will be used to collect data for this study. It is a 54 – item questionnaire modeled after Bakare’s study habit inventory. The SSI has been attested by experts to have face content and construct validities and a test re-test reliability of 80.

Method of Data Analysis

Both inferential and descriptive statistical tool were employed in the study. The descriptive statistical tool of percentage was used to analysed the demographical data of respondents, mean and standard deviation were used to answer the research question and the inferential statistics of Chi-square was used to test the hypothesis at 0.05 significant level.

Presentation of the Result

Table 1: Population Distribution of Respondents Based on Gender, Class Level, and school location

Variable	Frequency	Percentage
<i>Gender</i>		
Male Students	997	42. 6
Female Students	1343	57. 4
Total	2340	100
<i>School Location</i>		
Students in Rural Schools	798	34.
Students in Urban Schools	1542	66
Total	2340	100
<i>Class Level</i>		
SS II Students	1170	50
SS III Students	1170	50
Total	2340	100

Table 1 indicated that out of the 2340 secondary school students sampled for the study, 997(42.6 %) were male and 1343 (57. 4%) were female students. while the students from the secondary schools located in the rural areas were 798 (34%), the students from the secondary schools located in the urban areas were 1542 (66%). The total number of the SSII students was 1170 (50%), the number of the SSIII students was equally 170 (50%).

Answering the Research Question

- a. What is the level of study habit among secondary school students?

Table 2: Mean and Standard Deviation of the level habit among secondary school students

Students' Study Habit	N	$\bar{X}$	Standard Deviation
High	801	50.22	6.99
Low	1539	69.41	9.62

Table 2 shows that 801 secondary school students with mean 50.22 and standard deviation of 6.99 recorded high level of study habit, while 1539 secondary school students with the mean score of 69.41 and standard deviation of 9.62 recorded low level of study habit. In other words, the secondary school students were with low study habit.

Testing of Hypotheses

HO₁: There is no significant difference in the of male and female secondary school students' study habit.

Table 3: Chi-square (χ^2) analysis showing difference in the male and female secondary school students' study habit.

Gender	High	Low	Total	Df	Cal. (χ^2) value	Crit. (χ^2) value	Decision
Male	336	661	997				
Female	347	996	1343	1	81.320	61.656	sig
Total	683	1657	2340				

Table 3 shows that the calculated χ^2 value of 81.320 and the critical χ^2 value of 61.656 at 0.05 level of significance with 1 as the degree of freedom. Since the calculated χ^2 value is greater than the critical χ^2 value, the hypothesis one was rejected. Hence, there was a significant difference in the study

habit of' male and female secondary school students. Specifically, both the male and female students recorded low study habit.

HO₂: *There is no significant difference in the study habit of secondary school students in the rural and urban schools*

Table 4: Chi-square (χ^2) analysis showing the difference in the *study habit* of secondary school students in the rural and urban schools

School Location	High	Low	Total	Df	Cal. (χ^2) value	Crit. (χ^2) value	Decision
Rural	222	576	798				
Urban	697	845	1542	1	75.55	61.656	sig
Total	919	1421	2340				

Table 3 indicates that the calculated χ^2 value of 75.55 and the critical χ^2 value of 61.656 at 0.05 level of significance with 1 as the degree of freedom. Since the calculated χ^2 value is greater than the critical χ^2 value, the hypothesis one was rejected. Hence, there was a significant difference in the study habit of' secondary school students in the rural and urban schools. Specifically, both students from the schools located in the rural and urban secondary schools recorded low study habit.

HO₃: *There is no significant difference in the study habit of secondary school II and III students*

Table 4: Chi-square (χ^2) analysis showing the difference in the *study habit* of secondary school I and II students

Students'	High	Low	Total	Df	Cal. (χ^2) value	Crit. (χ^2) value	Decision
Class							
SS II	269	901	1170				
SS III	319	851	1170	1	69.55	61.656	sig
Total	588	1752	2340				

Table 4 indicates that the calculated χ^2 value of 69.55 and the critical χ^2 value of 61.656 at 0.05 level of significance with 1 as the degree of freedom. Since the calculated χ^2 value is greater than the critical χ^2 value, the hypothesis one was rejected. Hence, there was a significant difference in the study habit of secondary school II and III students. Pointedly, both classes recorded low study habit.

Summary of the Findings

1. The secondary school students were with low study habit.
2. There was a significant difference in the study habit of male and female secondary school students. Specifically, both the male and female students recorded low study habit.
3. There was a significant difference in the study habit of secondary school students in the rural and urban schools. Specifically, both students from the schools located in the rural and urban secondary schools recorded low study habit.
4. There was a significant difference in the study habit of secondary school II and III students. Pointedly, both classes recorded low study habit.

Discussion of Findings

The first finding of the study revealed that the secondary school students were with low study habit. This finding was justified with

observation of Simon (2015) which pointed that most students are involved with so many activities aside their studies. They skip reading their note after lessons; they keep postponing their time of studies. All books are piled up to be read at once. Hence, it is pertinent to note that there is need to encourage good study habits among students so as to attain standard and qualitative education. Each individual needs to understand the suitable approaches to consider when studying. In most cases, students are often confused on how to start, what to do within a short limited time, the time required to study in order to comprehend. This shows clearly that there is urgent need to improve effective study habit of students if the purpose of learning is to enable the learner attains good performance and academic success.

The second finding showed that, there was a significant difference in the study habit of male and female secondary school students. Specifically, both the male and female students recorded low study habit. This finding supported the the finding of Alabi (2003) which indicated that there was no significant relationship between students study habits and their attitudes towards examination malpractice. In other words ineffective study habit prompted the students to indulge in examination malpractice in order to pass the examination.

The third finding of the study pointed out there was a significant difference in the study habit of secondary school students in the rural and urban schools. Specifically, both students from the schools located in the rural and urban secondary schools recorded low study habit. This finding was not consistent with the finding of Anshu (2019) wich pointed out that (i) there is no significant difference between students of working and non-working mothers on the measure of study habits. Students of non-working mothers are having higher study habits than students of working mothers.(ii) There is no significant difference between students belonging to urban and rural background on the measure of study habits. Students belonging to urban background are having higher study habits than students belonging to rural background. (iii) There is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.

The fourth finding of the study suggested that, there was a significant difference in the study habit of secondary school II and III students. Pointedly, both classes recorded low study habit. This finding was consistent with the finding of Hubert (2006) which stated that, among others, that (i) no significant differences existed between the study habits of male and female students; (ii) no significant differences existed between the

study habits of SSS forms 1 and 3 students; (iii) no significant differences existed between the study habits of boarding and day students; and (iv) study habits of students from high socio-economic homes did not differ significantly from students from low socio-economic homes. The recommendations made include (i) the need to teach study skills to senior secondary school students so that they can all cultivate good and effective study habits; and (ii) equal opportunities for studying should be provided to all students irrespective of sex.

Conclusion

The role of effective study habit can never be underrated among the secondary school students because students sound study habit is instrumental to effective learning acquisition. The results of the finding of this study is discouraging as the students regardless of their gender, class level and school location recorded low level of study habit. This implies that, a serious effort should urgently be taken to improve the students study habit in the form of exposing them to training on effective study habits acquisition, counseling and monitoring on how they study both at home and in the school.

Recommendations

Based on the finding of the study, the following recommendations are hereby made:

1. The school authorities should expose the students to the practice of effective study habit
2. The subject teachers should be encouraging the students to engage regular study
3. The school authority should create a free study time for all the students to read and be monitored by the teachers while reading in the during that time
4. The school authority should guide the parents/guidance of the students on how to encourage and monitor the students at home to study effectively
5. The school authority should be strict during the test and examination periods to avert students indulging in examination malpractice
6. The studious students should be rewarded to serve as motivation for other students to study as well.

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