Study Habits Skills Components as Predictors of Academic Performance among Teachers Trainee in Nigeria.

By

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Abstract

The main aim of this study was to determine which of the eight study habits skills components namely: Home work and Assignments, Time Allocation, Reading and Note taking, Study period Procedures, Concentration, Written work, Examinations and Teacher Consultation, Constituted the best Predictor of academic performance of teachers trainee in Nigerian higher institution. The study also sought to establish whether any significant sex differences existed in the predictive function of these study habits skills components for the academic performance of the students. A standardized instrument was used to collect data from 300 College of Education students. The data collected were analyzed by Means, Standard deviation T-test statistics and Pearson’s product moment co-efficient. The result indicated that Home work and Assignment was potent predictor of the academic performance of the students. The study also revealed that the best predictor variable of the academic performance of the second year students was study period procedures while it was Homework and Assignment for the third year students. It was also revealed from the result that there was significant sex differences in five, out of the eight study habit components skills, all in favour of females. Based on these findings, it was recommended, among others, that courses in Study habits be introduced in the institutions either in the department of Guidance and Counselling, or Educational Psychology or Foundations of Education.

Keyword: Study habit, Homework and assignment, Time allocation, Study period procedure, Teacher consultation and concentration

1. Introduction

Studying for an exam can be one of the most stressful events in a student’s life. For recent secondary school graduates attending higher institution, coping with the transition from secondary school to college or university is very difficult. For stale students, keeping up their grades until graduation is always the main focus. In both instances, studying for exams has been a challenge. Some students may “cram” in order to pass while others study in advance.

However, Salami and Aremu (2006) are of the opinion that through the internalization of good study habits, both failing and passing students will raise their grades. Ineffective study habits on the other hand erodes self-confidence among students which leads to poor academic performance as well as poor self esteem (Ekwe, 2005) and cheating in exam in order to pass.

We have all heard the saying ‘study long and study wrong’. While there may be some truth to the saying truly an absence of studying is an absolute wrong choice. Studying not only prepares a student to excel in a class but reinforces the lesson already taught. Studying reawakens the lectures and reading materials. Studying merely reviews and commits to memory new information. Now that we have established the purpose and importance of studying one question still remains. How does study habits affects my academic performance?

Grade is always an indicator of how well a learning material is learnt. If a learner earns high grades it is concluded that he/she may have learned a lot, while low grade indicates lesser learning. Consequently,
many studies found out that there are also several factors that would account for the grades. No single factor can be definitely pointed out as predicting grades. It has been interplay of some many factors-year level, learner’s socio-economic status, IQ, gender, age etc.

In fact, almost all of existing environmental and personal factors are a variable of academic performance. Though many student do not realize that some study habit components skills can influence their academic performance. As emphasized by educators, counselors and psychologists, these skills may become predictors of academic performance of students at any level of education. The study habit component skills by Bakare (1970: 1-10) form the basis of this study. They include, Homework and Assignment; time allocation to work; Reading and note-taking; Study period procedures; Concentration; Written work; Examination and Teacher consultation.

Homework and Assignment covers the habits that students have in studying outside the class hours. It assesses how the student organizes his/her academic schedule at home to facilitates learning. According to Okafor (1981: 39-40), the idea of giving students homework and assignments is because in the pursuit of their studies, instead of being on-lookers waiting for some authority (the teacher) to impose items of information on them, they become also initiators or active participants in learning.

Time Allocation to work is the dimension that assesses the habit of a student to avoid certain factors that might distract his/her focus from succeeding in the course of studying.

Reading and Note-taking is the dimension that assesses students’ habits of note-taking. Orderly, labeled, and legible note written in a student’s own words and the use of key words and some supporting detailed notes have been correlated with positive academic outcomes. Omoegun (2000), reported that students at all levels, to properly function in our society of today where information is rapidly increasing and knowledge becoming more complex must master how to read and take notes.

The study period procedures subscales assesses habits related to spreading-spacing studying, while Concentration assesses the habits a student has formed to avoid distraction while studying. Therefore, it is necessary that a student should have a good study environment. The library is about the best place to study in. Akinboye (1980) described it as the academic power house and a chief link between students and the wisdom of the ages.

Written work assesses a student’s habits in expressing his/her thoughts in an organized manner with attention to neatness and mistakes.

The Examination dimension works at the habits of a student in preparing for examinations and Teacher consultation evaluates a students’ habit of interacting with the teacher in studying effectively.

**Study Habit and Academic Performance**

Bakare (1975) claimed that poor study habits are non-consonant with efficient learning. He was of the view that students’ inadequate or poor time allocation for studies, delay or non-completion of homework and assignments, and defective examination strategies, defective note-taking, poor concentration, and lack of teacher consultation can distort the materials acquired, stored during learning and the reproduction of learned materials during examination. The net effect of this is poor academic performance (Kagu, 2000; Wilhite, 1990).

The purpose if this study was to investigate study habits component skills as predictors of academic performance. In order to carry out the above objective, the following research questions were answered in this study.
Study Habits Skills Components as Predictors of Academic Performance among Teachers Trainee in Nigeria.

(1) Which of the study habit component skills, Reading and Note-taking; Concentration; Homework and Assignments; Study period procedures, Examination and teacher consultation is a better predictor of academic performance of teachers trainee?

(2) Do these predictor variables manifest any differentiation along levels of educational attainment?

(3) Are there any significant differences in these study habit component skills for male and female students?

2. Method

A descriptive survey research design was employed in this study to ascertain the extent to which each study skill component predicts academic performance.

Participants

The participants for this study were three hundred (300) second and third year National Certificate on Education (NCE) students from Adeyemi College of Education. Stratified random sampling was used to select 150 males and 150 females across all the Schools in the College. 300 questionnaires were distributed and all were collected. The age range of the students was from 17 to 26 years with a mean of 21.5 years.

Instruments

The instrument used for this study is a standardized scale named Study Habit Inventory (SHI) by Bakare (1970). The instrument has a high validity and reliability. The inventory has a test re-test reliability of 0.83.

Statistical Analysis

The students grade point Average were used to group the students into high performer and low performers. The statistical analysis of mean, standard deviation, Person product moment procedure and t-test were employed in the data analysis at 0.05 level of significance for the computed separated values.

3. Results

Research Question One

Which of the study habits component skills is the best predictor variable of academic performance of the participants.

Table 1: Coefficients of Correlation for the Study Habits Components Skill and Academic Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Study Habit Component Skill</th>
<th>SHI Vs GPA Coefficient Value</th>
<th>Number of Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Homework &amp; Assignment</td>
<td>.87</td>
<td>300</td>
</tr>
<tr>
<td>B</td>
<td>Time Allocation</td>
<td>.70</td>
<td>300</td>
</tr>
<tr>
<td>C</td>
<td>Reading and Note-taking</td>
<td>.60</td>
<td>300</td>
</tr>
<tr>
<td>D</td>
<td>Study Period Procedure</td>
<td>.80</td>
<td>300</td>
</tr>
<tr>
<td>E</td>
<td>Concentration</td>
<td>.56</td>
<td>300</td>
</tr>
<tr>
<td>F</td>
<td>Written work</td>
<td>.46</td>
<td>300</td>
</tr>
<tr>
<td>G</td>
<td>Examination</td>
<td>.50</td>
<td>300</td>
</tr>
<tr>
<td>H</td>
<td>Teacher Consultation</td>
<td>.49</td>
<td>300</td>
</tr>
</tbody>
</table>

Table 1, reveals that the co-efficient values of five study Habit component skills of the participants ranges from .56 to .87. Homework and Assignment has the highest coefficient value of .87, Study period Procedure .82, Time Allocation .70, Reading and Note-taking .60 while Concentration is .56.
Research Question Two
Do these predictor variables manifest any differentiation along levels of educational attainment?

Table 2: Coefficient of Correlation for the Study Habit Component Skills and Academic Performance among Second and Third Year Students

<table>
<thead>
<tr>
<th>Variables</th>
<th>Study Habit Component Skills</th>
<th>SHI vs GPA Coefficient value</th>
<th>Variables</th>
<th>Study Habit Component skills</th>
<th>SHI vs GPA Coefficient value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Home work and Assignment</td>
<td>.64</td>
<td>A</td>
<td>Home work and Assignment</td>
<td>.76</td>
</tr>
<tr>
<td>B</td>
<td>Assignment</td>
<td>.52</td>
<td>B</td>
<td>Time Allocation</td>
<td>.69</td>
</tr>
<tr>
<td>C</td>
<td>Time Allocation</td>
<td>.58</td>
<td>C</td>
<td>Reading and Note-taking</td>
<td>.56</td>
</tr>
<tr>
<td>D</td>
<td>Reading and Note-taking</td>
<td>.74</td>
<td>D</td>
<td>Study Period Procedure</td>
<td>.64</td>
</tr>
<tr>
<td>E</td>
<td>Study Period Procedure</td>
<td>.50</td>
<td>E</td>
<td>Concentration</td>
<td>.55</td>
</tr>
<tr>
<td>F</td>
<td>Concentration</td>
<td>.60</td>
<td>F</td>
<td>Written work</td>
<td>.52</td>
</tr>
<tr>
<td>G</td>
<td>Written work</td>
<td>.49</td>
<td>G</td>
<td>Examination</td>
<td>.63</td>
</tr>
<tr>
<td>H</td>
<td>Examination</td>
<td>.46</td>
<td>H</td>
<td>Teacher consultation</td>
<td>.49</td>
</tr>
</tbody>
</table>

Table 2 shows that the coefficient value of the Study Habit component skills of the second year students ranges from .46 to .74 while for third year students is .49 to .76. It is then observed from the table, that the best predictor variable of the academic performance for the second year students is Study Period Procedure while it is Home work and Assignment for third year students. This indicates that second year student perform well academically when the environment is suitable and conducive, and also learning materials well spread and spaced.

Research Question Three
Are there any significant difference in these study habits components skills based on gender.

Table 3: Means, Standard Deviation and t-test value of the participant gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Study Habit Component Skills</th>
<th>Maximum Score Per variable</th>
<th>Male Students</th>
<th>Female Students</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Home work and Assignment</td>
<td>36</td>
<td>26.32</td>
<td>28.30</td>
<td>.34</td>
</tr>
<tr>
<td>B</td>
<td>Time Allocation</td>
<td>35</td>
<td>24.79</td>
<td>26.75</td>
<td>.62</td>
</tr>
<tr>
<td>C</td>
<td>Reading and Note-taking</td>
<td>48</td>
<td>37.42</td>
<td>38.90</td>
<td>.75</td>
</tr>
<tr>
<td>D</td>
<td>Study Period Procedure</td>
<td>44</td>
<td>34.40</td>
<td>36.05</td>
<td>.45</td>
</tr>
<tr>
<td>E</td>
<td>Concentration</td>
<td>20</td>
<td>12.59</td>
<td>13.43</td>
<td>.08</td>
</tr>
<tr>
<td>F</td>
<td>Written work</td>
<td>25</td>
<td>16.53</td>
<td>18.21</td>
<td>.35</td>
</tr>
<tr>
<td>G</td>
<td>Examination</td>
<td>40</td>
<td>25.60</td>
<td>27.54</td>
<td>.20</td>
</tr>
<tr>
<td>H</td>
<td>Teacher consultation</td>
<td>15</td>
<td>6.90</td>
<td>8.75</td>
<td>.17</td>
</tr>
</tbody>
</table>

*P<.05 (significant)

Table 3, reveals that the female students had high mean scores in Study Period Procedure 36.05, Home work and Assignment 28.30, Reading and Note-taking 38.90, etc than their male counterparts. This indicates that there is significant sex difference between female and male students in study habits component skills.
4. Discussion

As revealed in this study, there is positive significant correlation between study habit skills and Academic performance. The correlation between the Study Habit Component skills and Academic performance ranges between .56 and .87. Home work and Assignment has the highest coefficient value of .87, Study Period Procedure .82; Time allocation .70; Reading and Note-taking .60, Concentration .56.

The present findings gets supports of Akinboye, (1980) and Nwobi, (1997). Home work and assignment study habit skill is the best predictor of academic performance because it incorporates every other skills. Home work and Assignment brings in readiness which incorporates high concentration on the part of the students.

On relationship between study habit skills and academic performance for different educational levels on table 1 shows that the best predictor variable of the academic performance of the 200 level students was Study Period Procedures while it was Home work and Assignment for the 300 level students. This finding is not alarming due to different inefficient study methods students have at different levels of educational attainment (Salami, 2002; Omoegun, 2000). Concentration is relatively high among the year three students than their counterparts who are trying to adjust in their sophomore year. This is because the third year students have acclimatized with the environment, understood what it means to go home with good grades.

Furthermore, in table 3, there was indication of significant sex difference in some study habits components skills in favor of females. The females had significant higher scores in Reading and Note-taking, Home work and Assignment, Study Period Procedure than their male counterparts. To corroborate this, the researcher has equally observed over the years that many male teachers trainee students hardly pay attention to their low academic performance. This may be linked to that they see teaching as a job or profession for women. In this case, they believe of just passing through the school for certificate purpose while they look for other lucrative businesses when they have graduated. This finding is in agreement with Ukwueze (2009), where he submitted that female students are amenable to the use of cognitive restructuring in improving their study behaviors in order to achieve excellent academic performance.

5. Conclusion and Recommendations

This study achieved its purpose of exploring the study habit components skills as to which best predicts good academic performance. The study revealed a significant positive correlation between the study habit skills and that Home work and assignment best predicts good academic performance. It also revealed Study Period Procedures as best predictor of academic performance of year two students while, Homework and Assignment for year three students. Finally, female students performed better than male students in the use of study habits components skills.

In the view of the above, this paper recommends that Home work and assignment should continue to constitute a major component of the final assessment of students in their academic career. In addition, school counselors should use cognitive restructuring in handling male students academic problems and above all, that courses in study habits be introduced in the teachers training colleges.
References


