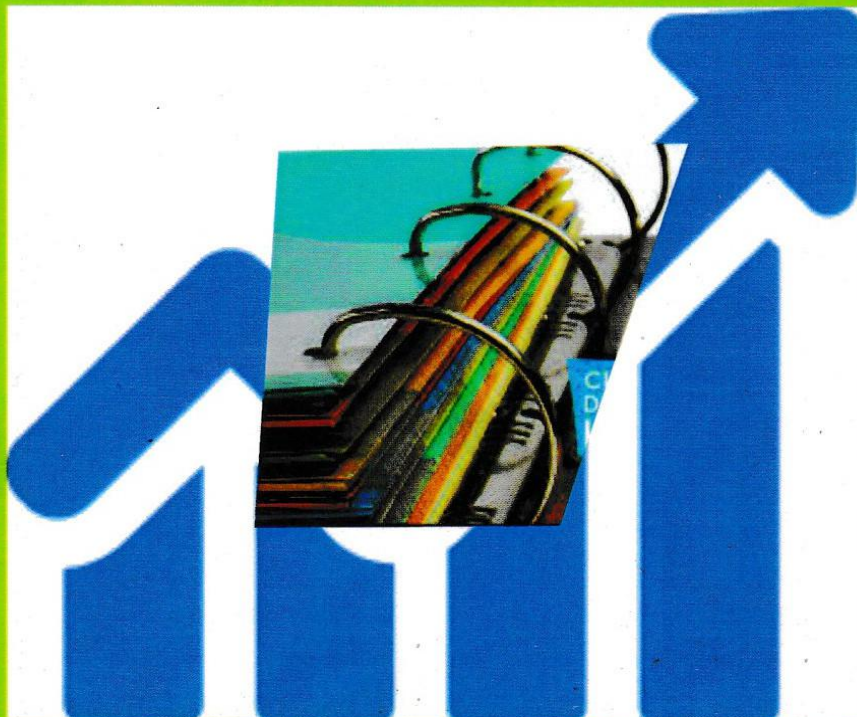


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STUDY HABIT INDICES AND ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN IKOT EKPENE SENATORIAL DISTRICT, AKWA IBOM STATE

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Abstract

The study determined the relationship between study habit indices and academic performance in English Language among senior secondary students in Ikot Ekpene Senatorial District, Akwa Ibom State. Two purposes of the study, two research questions and hypotheses were formulated to guide. Correlational research design was adopted for the study. The population of the study comprised all 21,920 senior secondary two (SS2) students in the 84 public secondary schools that make up the study area. A sample size of 579 students which represents 5% of the study population was selected for the study through a multi-stage sampling technique. A self-structured and validated questionnaire which has three parts was used for data collection. Data generated from the field was analyzed using Pearson's Product Moment Correlation (PPMC) statistics. In answering the research questions, the R-value was used to determine the weight of relationship between the variables while the significance of relationship was determined by comparing the R-value with the critical value. Results of the study showed that there exists a very high positive and significant relationship between regular class attendance, note taking habit and academic performance in English Language among senior Secondary school students in Ikot Ekpene Senatorial District. The study recommended among other things that, students should be encouraged by the teachers to always jot down points and review them consistently particularly before examination or tests, as this would enhance effective recall.

Keywords: *Study habits, Academic performance, Note taking habits, Habit of concentration*

Introduction

Education is an activity or process, which modifies the behaviour of a person from instinctive to human behaviour (Taneja, 2003). This definition reveals the innate truth that education aims at discovering aptitudes as well as to progressively prepare man for social activity. This means that education, through which the basic needs (food, shelter and clothing) are provided, is necessary for the survival of the society.

In the educational parlance, performance manifests through academic achievement, which is the manifestation of students study habit which in turn are formed and strengthened through education. The development of good study habits is equally relative and helpful not only in academic work but in career actualization.

Study habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations (Dadzie, 2008). Study habit determines the academic performance of students to a great extent. Both reading and academic performance are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of study habits. While some students have good study habits, others tend to exhibit the otherwise.

A creative and pragmatic education involves the habit of personal investigation. The act of personal investigation requires a self-study. Self-study, otherwise referred to as reading at one's own accord, requires a habit, which is known as study habit (Green, 2001). Effective study habit makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. Study habit is best formed at a young impressionable age in school, but once formed it can last one's life time (Green, 2001).

Study habits and academic performance are essential for research workers and educationists to know that every child is gifted, average, normal or backward etc, should be educated in his or her own way but if he or she possesses good study habit, he or she can perform well in academics and in every situation. It is the study habit which helps the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life (Bashir and Mattoo, 2012). According to Palani (2012), study habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the mass media had continued to influence students' interest in reading books, magazines and journals, among others.

Some researchers have done works on study habits especially how it affects the academic performance of students. One of such study was conducted by Ogbodo (2010), on effective study habit in educational sector: counselling implications. The author found that proper study habits among students' have significant effect on academic performance of students in school subjects. It is against this backdrop that it has become necessary to examine study habit and performance in English Language among senior secondary school students in Uyo Local Government Area, Akwa Ibom State.

Theoretical and Conceptual Discourse

Jerome Bruner Theory of Instruction (1966)

Jerome S. Bruner was born in 1915 in New York, USA. He is a cognitive psychologist who is primarily interested in the development of mental abilities. He is most associated with what is called discovery learning.

Bruner believes that learning is different from instruction. Therefore emphasis should also be placed on how to make instruction scientific. According to him, the

learner is not only active in learning but his cognitive structures should also be an important consideration in any instructional procedures. Bruner says knowing is a process, not a product. Instructing someone is not a matter of getting student to commit results to mind. Rather, it is that of teaching him to participate in the process that makes the establishment of knowledge possible. He claims that learning is a matter of getting students to commit results to mind. Rather, it is that of teaching him to participate in the process that makes the establishment of knowledge possible. He claims that learning is a matter of rearranging or transforming evidence. He also added that instruction involves making the structure of the body of knowledge compatible with the cognitive structure of the learner, such that learning occurs with understanding results. When this happens, the learner is able to process the information presented to him and discovery occurs.

The relevance of this theory to this work is that, it explained explicitly how students' can develop their mental structures through the development of effective reading habit. Also, learners with effective reading habit should be made to develop appropriate mental structures which enable them to go beyond the information given to gain insight or generalization. The teacher does not tell the learner the principle, generalization or rule they are supposed to learn. Rather, he or she involves them in the reading process to discover new knowledge.

The Concept of Study Habits

Study habits can best be explained as a learned practice of seeking knowledge, information or entertainment through the written word. Such practice can be acquired by reading books, journals, magazines, newspaper, etc. Having a study habits has become imperative in the 21st Century for everybody, especially our children and the future of the nation. To participate effectively in our children's reading is a task that we must take very seriously. This should be the primary goal of institutional heads, teachers, parents, and our communities at large. The declining interest in reading exhibited by our children today is a cause for alarm and a challenge to all (Onwubiko, 2010).

Study habit, according to Osundare (2000), is the use of reading as a regular activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Study habit is identified as the most important determinant of a student's success in education in our modern complex society (Nssien, 2007). Study habit is the process of building up positive reading attitude among students and children over a period of time. When an individual habitually and regularly reads books and other information materials, he is said to have a study habit (Gbadamosi, 2007). Study habit in essence therefore is the kind of culture that imbibes reading and studying as the basis of growth and development. It is the type that sees continuous and dedicated reading of information resources by pupils, children, students and adults for knowledge acquisition, which will be applied practically for development (Nssien, 2007). Reading sharpens the mind, makes one reason rationally and objectively as well as projects one for greatness in life.

Study habit is the cultivation of attitude and ability to read regularly in order to acquire knowledge and develop the self. Sangkaeo (2000) described study habit as the

behaviour which expresses the likeness of reading by an individual. It is a process of imbibing a positive attitude and regular skill in reading of information resources. Obada (2011) asserts that study habit is the cultivation of an attitude and the possession of skills that makes reading pleasurable, regular and a consistent activity. Therefore, schools should equip students with the skills of learning to read and reading to learn to improve their overall capacity for life-long learning and whole-person development. This brought to the fore the need to promote study habit both inside and outside the four walls of the classroom (Langit-Dursin, 2009). Developing study habit is a necessity in the life of every young mind which will enable them progress in the course of life. Children who fail to develop the skills of reading and gain the habit of reading predominantly in primary school tend to have difficulty to gain this habit in adulthood (Metete, 2012). Hence, the study habit indices for this study include regular attendance to class and note-taking habits.

Regular Class Attendance and Students' Academic Performance

A school is set up for the main purpose of bringing students from different families together under one roof, the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners – students. In order to check students' commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis, that is, the attendance register.

Dedicated teachers, take students attendance before teaching their subjects to ascertain the number of students who received their lesson. Hence, attendance is an important administrative records used by parents and school authority to monitor, control, supervise students activities in schools. A student that is not regular in school, face learning problems, resulting from late-coming to school, truancy, inability to read and not consulting with the teacher (Onomuodek, 2005).

The challenge of attendance of students of secondary schools in the country, especially at the rural areas has been a persistent issue. According to Fagbenle and Elegbeleye (2014), many of these students come late to schools in the morning. While many of them participate in collective worship at assembly, they leave schools before closing hours for other unauthorized activities and in some cases too, a handful number of these students will not even bother to come to school (Fagbenle, 2008). Though this absenteeism being exhibited by the secondary school students may be with genuine reasons, Fagbenle (2008) stated that it may result in poor academic performance in school subjects.

According to Iyamu and Obiunu (2006), the effects of attendance dilemma/absenteeism in our schools have been identified. They include: academic underachievement which increases costs wastage; difficulty in making friends which could lead to boredom, loss of confidence and engagement in premature sexual activities which could lead to pregnancy resulting in dropout and stress among young careers. The society suffers as the children of school age hand around on the streets intimidating other people and stealing properties of those who are in school or other place of work. Attendance dilemma could also result into poor academic achievements, loss of friends and partners, disruption in class when absentees return to

school, difficulty in keeping accurate records, reduced ability to meet instructional targets and damaged school reputations (Oghuvbu, 2006). Also, Oghuvbu (2006) studied the attendance and academic performance of secondary school students in Delta State, Nigeria and concluded that there is a fair positive correlation between attendance and academic performance. It was also revealed that academic performance is influenced by students' class attendance in secondary schools in the study area. Iyamu and Obiunu (2006) reflected on the dilemma of secondary school attendance in Nigeria and summed up that education in Africa/Nigeria is encumbered by the poverty level of individuals in this region.

Note-taking Habits and Students' Academic Performance

Note-taking is one of the activities that are believed to aid learning, remembering and consequently academic success. Note-taking, according to Osu-Edoh and Alutu (2012) involves not only reading and writing, listening to lecturers and jotting down points, but also requires concentration and reading out for necessary facts.

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 (2008) suggested certain aids for effective note-taking in the form of short abbreviations; for example, "b/w" for between etc. these abbreviations would be helpful most especially to the slow writers. Care needs 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 been suggested by Derville (2008) for proper note-taking:

- Read through the text carefully
- 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.
- Make note on pieces of paper under each key point.

According to the author, 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.

Researches on note taking indicate that taking notes in class and reviewing those notes (either in class or afterward) have a positive impact on student learning. The preponderance of studies confirms that students recall more lecture material if they record it in their notes. One of such research was conducted by Kiewra, Benton and Lewis (2007), and the result showed that students who take notes score higher in both immediate and delayed tests of recall and synthesis than students who do not take notes. In addition to the above, Johnstone and Su (2004) found that the more students record, the more they remember and the better they perform in examinations. In summary, note taking facilitates both recall of factual material and the synthesis and application of new knowledge, particularly when notes are reviewed prior to examinations. Many studies on note taking found that review of notes (one's own,

borrowed notes, or notes provided by the instructor) significantly improve recall of lecture materials. Kiewra, Benton, Kim, Risch, and Christensen (2007) found that students who take notes but do not review, earn lower examination scores, than student who review notes prior to the examination.

Additionally, students not present at the lecture but given notes to review (either the instructors' notes or notes taken by other students) did almost as well as the students who reviewed their own notes and significantly better than students who did not review. Given the importance of note taking and review to students' academic performance, it is obvious to say that note taking facilitates both recall of factual material and the synthesis and application of new knowledge, particularly when notes are reviewed prior to examinations. Material written on the chalkboard makes it into students' notes at a higher rate than material communicated verbally. Johnstone and Su (2004) stated that students record most of the chalkboard information but only about 10% of information delivered orally are recalled. However, students are selective about which lecture material to record, so that while overall recording may be below, recording of main ideas may be quite high

Statement of the Problem

Successful achievement in any form of academic activity is based on study, interpretation and application of what is studied. Thus, everyday reading activities in which students engage may considerably influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good habits of reading and the academic performance of students generally. Reading provides the key to all forms of information necessary for our day-to-day survival and growth.

Despite the importance of study habit development on individuals' growth, the researcher observed that the problem most students have that contributes to their poor performance in tests and examinations is lack of proper study habits. For an excellent performance, to take place, there is the need for the student to form good study habits. At present, due to the influence of the mass media, students do not show much interest in reading books; magazines and journals, among others. Even the cankerworm of examination malpractices may be traceable to the prevalent poor study habits among the wide spectrum of students. In addition, the by-products of scientific and technological inventions and innovations have also contributed greatly to the dwindling fortunes of the good practice of reading among majority of the students. That is why many students prefer to watch movies and other shows on the television, listening to audio-CDs, watching video-CDs, among others.

Many parents and teachers complain about students of our generation who have not developed good study habits among themselves. Also, officials of the West African Examinations Council and teachers of English Language complain of poor performance among students displayed by today's generation of students. For instance, the 2016 West African Examination Council Result released showed that 1,438,679 representing 93.11 percent of the candidates obtained credit and above in just two subjects, including English Language (Premium Times, 2017). Though teachers and school administrators in public secondary school have been encouraging

students to read regularly in order to improve their performance, incidence of poor performance in school subjects including economics is still occurring. Several studies have been conducted focusing mainly on parental and environmental variables on students academic performance, but study students' on their academic performance seems to remain untouched. The present study sought to determine the relationship between study habit variables and English language performance of senior secondary school students in Ikot Ekpene Senatorial District

Purpose of the Study

The major purpose of the study isto determine the relationship between study habit indices and English Language performance of senior secondary school students in Ikot Ekpene Senatorial District.

Specifically, the study seeks to determine:

- The relationship between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District.
- The relationship between note taking habits and English language performance of senior secondary school students in Ikot Ekpene Senatorial District.

Research Questions

The following research questions were formulated to guide the study:

- What relationship exists between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District?
- What is the relationship between note taking habit and English language performance of senior secondary school students in Ikot Ekpene Senatorial District?

Hypotheses

The following null hypotheses were formulated to guide the study:

- There is no significant relationship between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District
- There is no significant relationship between note taking habit and English language performance of senior secondary school students in Ikot Ekpene Senatorial District.

Delimitation of the Study

The study was delimited to determine study habit indices and English language performance of senior secondary school students in Ikot Ekpene Senatorial District. Specifically, the study was delimited to only public secondary schools in the study area; and only senior secondary two (SS2) students was selected because as observed by the researcher, this set of students' are well experienced and matured to respond to items in the questionnaire.

Research Method**Design of the study**

The Correlation Research Design was adopted for the study. This design is considered suitable because it will enable the researchers to measure the inter-relationship between the issues related to family values and students' conformity to school rules and regulations.

Population of the Study

The population of the study comprised all 21,920 Senior Secondary Two (SS2) students in the 84 public secondary schools in Ikot Ekpene Senatorial District in the 2015/2016 academic year (State Secondary Education Board, Uyo, 2017).

Sample and Sampling Technique

A sample size of 579 students which represents 5% of the study population were selected from the study population through a multi-stage sampling technique. The first stage involved selecting five local government areas from the ten local government areas in the study area through systematic random sampling procedure. This was done to enable the researchers conduct a credible study. The five local government areas of Essien Udim, Ikono, Ini, Oruk Anam and Ika with a total population of 11,631 senior secondary two students will be selected for the study. The second stage was the selection of 50% of the total number of secondary schools from each of the five selected local government areas, making up 24 schools in total. The third stage was the selection of 5% of the students from each of the local government areas. This was done to give every student in the sampled schools equal opportunity to participate in the study. The sample and sampling frame is represented at the appendix of this work.

Instrumentation

A researchers-made instrument titled "Study Habit Variables and English Language Performance of Senior Secondary School Students (SHVELPSSSS)" with a four point likert scale options was used for data collection. The SHVELPSSSS instrument has three parts: A, B and C. Part (A) contained the bio data of the respondents. Part (B) contained 20 items on study habit variables with five items each on the regular class attendant and note taking habits respectively. Part (C) has 30 items achievement tests on English Language. The respondents were required to tick from a list of options as individuals.

Validity of the Instrument

The instrument was face validated by two experts in Measurement and Evaluation Unit in the Department of Educational Foundations, Guidance and Counselling; and one from Curriculum Studies, Educational Management and Planning all in the Faculty of Education, University of Uyo. These experts through non-experimental methods, examined the content, coverage and the language of the

instrument. Their inputs and corrections with that of my supervisor were codified into final copy for administration.

Reliability of the Instrument

The test re-test method was used in determining the reliability of the instrument. The instrument was administered on 50 neutral subjects outside the study sample but was part of the study area. Two weeks after, clean copies of the same instrument were given to the subjects to fill, and the two set of scores were correlated and analyzed using the Pearson’s Product Moment Correlation. The result yielded a correlation co-efficient of 0.803 for items in section B and 0.835 for items in section C.

Method of Data Collection

The research instruments were administered on the subjects in their respective schools, after obtaining permission from the respective principals to allow the subjects respond to the items on the instrument. In addition to instructions written on the questionnaire, the subjects were given verbal instructions and clarifications where necessary. Copies of the questionnaire were retrieved after completion. All the 579 questionnaires administered were filled according to instructions from the researchers.

Method of Data Analysis

Data generated from the field were analyzed using Pearson’s Product Moment Correlation (PPMC) to answer the research questions and in testing the null hypotheses at 0.05 level of significance and at 577 degree of freedom. In answering the research questions, the researchers followed the nature of relationship as suggested by Joshua (2005). These are as follows:

- +1.0 - Perfect positive relationship
- +1.0 +0.34 - Very weak positive relationship
- +0.35 - +0.49 - Weak positive relationship
- +0.50 - +0.59 - Moderate positive relationship
- +0.60 - +0.70 - High positive relationship
- +0.71- +0.99 - Very high relationship
- 0.10 - -0.34 - Very weak negative relationship
- 0.35 - -0.49 - Weak negative relationship
- 0.50 - -0.59 - Moderate weak relationship
- 0.60 - -0.70 - High negative relationship
- 0.71 - -0.99 - Very high negative relationship
- 1.00 - Perfect negative relationship

For the null hypotheses, the standard for decision will be to reject the null hypotheses when the calculated r-value is greater than or equals to the critical value, and retained when the calculated value will be less than the critical value.

Result and Findings

Research Question 1

What relationship exists between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District?

Table 1: Correlation analysis of responses on the relationship between regular class attendance and English language performance of senior secondary school students

Variables	N	$\sum x$	$\sum x^2$	$\sum xy$	r-value	Remark
		$\sum y$	$\sum y^2$			
Regular Class Attendance	579	263907	1349684			
English Language Performance				1328976	0.87	Very High Positive Relationship
	579	582696	4298392			

Result in Table 1 shows that a very high positive relationship between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District. This is shown on the correlation coefficient result of 0.87, which means that regular class attendance is associated with English Language performance of senior secondary school students in Ikot Ekpene Senatorial District. This result implies that senior secondary school students are most likely to perform very well in English Language if they are always found in the class each time the subject is taught by the teacher.

Research Question 2

What is the relationship between note taking habit and English language performance of senior secondary school students in Ikot Ekpene Senatorial District?

Table 2: Correlation analysis of responses on the relationship between note taking habit and English language performance of senior secondary school students

Variables	N	$\sum x$	$\sum x^2$	$\sum xy$	r-value	Remark
		$\sum y$	$\sum y^2$			
Note Taking Habit	579	2968592	142383			
English Language Performance				1349116	0.62	Very High Positive Relationship
	579	582696	4298392			

Result in Table 2 reveals that a very high positive relationship exists between note taking habit and English language performance of senior secondary school students in Ikot Ekpene Senatorial District. This is shown on the correlation coefficient of 0.62. The implication of this result is that the students' tend to recall what they record in their notes during examination/tests if they are always involved in regular taking of notes during classroom lessons.

Testing of Hypotheses

Hypothesis 1

There is no significant relationship between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District

Table 3: Pearson Product Moment Correlation analysis of responses on the relationship between regular class attendance and English language performance of senior secondary school students

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Regular Class Attendance	579	263907	1349684				
English Language Performance				1328976	0.87	0.096	S
	579	582696	4298392				

S = Significant; P < .05; df = 577; critical r = 0.096

Table 5 shows that the calculated r - value of 0.87 exceeded the critical value of 0.096 at the degree of freedom of 577 and at 0.05 significant levels; the null hypothesis is therefore rejected, while the alternate hypothesis is retained. This implies that the more students' attend classes regularly, the greater they are bound to perform better in English Language and vice versa.

Hypothesis 2

There is no significant relationship between note taking habit and English language performance of senior secondary school students in Ikot Ekpene Senatorial District.

Table 4: Pearson Product Moment Correlation analysis of responses on the relationship between note taking habit and English language performance of senior secondary school students

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Note Taking Habit	579	2968592	142383				
English Language Performance				1349116	0.62	0.096	S
	579	582696	4298392				

S = Significant; P < .05; df = 577 critical r = 0.096

Table 6 shows that the calculated r-value of 0.62 exceeds the critical value of 0.096 at the degree of freedom of 577 and at 0.05 significant levels; the null hypothesis is therefore rejected, while the alternate hypothesis is retained. This implies that taking notes in the class and reviewing those notes have a strong association with English Language performance of senior secondary school students. This also implies that the more students' take notes during classroom lessons, the

greater they would remember and perform better during the examination or tests and vice versa.

Discussion of Findings

The researchers made a combined discussion of findings from the research questions and hypotheses tested.

Result from research question one and hypothesis one revealed a very high positive and significant relationship between regular class attendance and English language performance of senior secondary school students in Ikot Ekpene Senatorial District. This finding is in line with the findings of the study conducted by Oghuvbu (2010), who found that students' academic performance in school subjects is influenced by poor class attendance in secondary schools. This finding is also in tandem with the initial finding of the study conducted by Fagbenle (2008), who found that poor academic performance of students' in school subjects is due to students' absenteeism from classroom lessons. From the finding gotten, the researchers wish to observe that students' positive performance in English Language is attributable to regular class attendance and vice versa.

Result from research question two and hypothesis two revealed a very high positive and significant relationship between note taking habit and English language performance of senior secondary school students in Ikot Ekpene Senatorial District. This finding is in conformity with the finding of the study conducted by Kiewra, Benton and Lewis (2007), and the result showed that students who take notes, score higher on both immediate and delayed tests of recall and synthesis than students who do not take notes. This finding is in consonance with that of Kiewra, Benton, Kim, Risch, and Christensen (2007), who found that students who take notes but do not review, earn lower examination scores than student who review notes prior to the examination. Based on this finding, the researchers wish to observe that English Language performance of senior secondary school students is associated with students' habit of notes taking during classroom discussion.

Conclusion

Study habit, in this study, is seen as essential for students' academic performance to be improved. Through the findings of this study, it is concluded that regular class attendance, notes taking habit, are determinant factors to English Language performance of senior secondary schools students'.

Recommendations

From the above findings, the following recommendations were made:-

- School administrators should encourage the students to be punctual to school and supervise adequately the keeping and utilization of attendance registers for effective control of students for higher academic performance.
- Students should be encouraged by the teachers to always jot down points and review them consistently particularly before examination or test, as this would enhance effective recall.
- School counsellors should devote their time in guiding the students on how to arrange, organize, schedule and budget their time effectively to

incorporate academic activities with other social activities, to enhance positive performance in school subjects.

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