



IMPACT OF SECONDARY SCHOOL STUDENTS' STUDY HABITS AS CORRELATES OF THEIR ACHIEVEMENT IN CHEMISTRY IN UDI LOCAL GOVERNMENT AREA OF ENUGU STATE

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Abstract: The purpose of this paper is to investigate secondary school students' study habits as its correlates of their achievement in chemistry. Two null hypotheses guided the study. The descriptive survey design was adopted. A sample of four hundred and fourteen (414) chemistry students were drawn using Kumar's manual sampling technique from one thousand, one hundred and twenty (1120) chemistry students in secondary school in UDI zone. The instrument for data collection was structured questionnaire that was face and content validated, the reliability of the instrument stood at 0.95. Multiple regression analysis was used in the analysis of data. The hypotheses were tested at 0.05 level of significance using multiple regression analysis. The following were discovered in the study. There is no significant relationship between the students' reading and note taking and their achievement in chemistry. There is no significant relationship between the students' level of concentration study habit and their achievement in chemistry. It is recommended among others that the curriculum designers should improve the course contents in chemistry, thereby making it simpler, and avoid using complex contents, produce enough chemistry text book for use in secondary school and invite resource personnel in areas different from those of the teachers participating in class discussions. The students of chemistry, should avoid conflicting interests and give more time to their studies rather than in films and other irrelevant activities that occupy their time.

KEY WORDS: Secondary School Students', Study Habits, Achievement In Chemistry

Introduction

The roles played by science and technology in Nigeria can be seen everywhere, this is as result of distraction from devices like television which play films up till midnight, Gsm, twitter, instagram, which are by product of science and technology this has informed the reason why student performance in senior secondary school certificate examination (SSCE) has been primary source of concern to parents, nation, science educators, general public and researches. As result of technological production, in West African Secondary Certificate Examination (WASSCE) 2017 and even 2018, there is massive failure of SSCE. The results were very poor and

has necessitate the need for the secondary school students study habits as its correlates to their achievement in chemistry.

According to merriam webster() secondary school intermediate between elementary school and college and usually offering general, technical vocation.

Achievement according to COBUILD advanced English dictionary is something which someone has succeeded in doing especially after a lot of effort. Chemistry (1828) is a science that deals with composition, structure and properties, structure and composition of substances and with transformation that they undergo; the composition



and chemical properties of a substance and a strong mutual attraction.

Ogbodo (2015) describe study habits as learning that show the achievement of learners objective through a conform method of fixed conduct .In the words of Jemide (2001) study habits are design adopted by the learner to gain ideas ,skills knowledge, and competencies. According to Mendezebal (2013) study habits are conducts chosen by students in the pursuit of their studies that function as the vehicle of learning. In the words of Hussians (2000) study habit connotes other sub concepts like competencies, skills, attitude is a mental and ready, organized through experience, apply a direct control on the person responses to all situation and objectives. Evans and Julius (2015) state that performance is how good or bad something is done, the usefulness standout because of the importance it holds to the society. Students performance show through academic achievement which is manifestation study habits of students The interrelationship cannot be ignored the study habit and academic achievement of the students yield into shaping destiny of an individual. The results show that students with good study habits excel than those that have poor study , Kelli (2009) opines that success of students in their studies in chemistry depend on their ability to acquire content, digest it, reflects and articulate the material in written or oral form

Study habits are identified as good study habits and bad study habit. In the word of Kately (2013) good study habits are productive, positive study habits , as the name shows ,those lovely study habits assist to improve the academic performance of the students and yield good results, the author stressed that good study stand out as a result of constant practice and knowing effective method for you as a students. The author classify some good study that can improve student academic performance. They are as follows regularly attend all classes, daily reviewing the note taking, have a conference with the teachers ,endeavor to read material before being covered

in the class study, conference with the teachers , learn and assimilate word list for the course, read material to enhance your background in the course, attend help session , short list possible questions , read old examination, ask questions in class, avoid cram session. In the same vein kabiru (2018) highlighted students good habits as

study periods , reading and note-taking, time allocation, level of concentration ,written work assessment, homework ,time allocation examination, and assignment. Adeninyi (2011) opines that good students study independently when acquire good study habits at home and plan for higher educational career, the author maintained that it serve as a basis for students performance in external examinations such as joint admissions and matriculation board(JAMB), national examinationcouncil (NECO) and West African Examination council, joint admissions and matriculation board(JAMB) , and national examination council (NECO)

In contrast John (2010) asserts that bad study habits are undesirable and non-productive ,destroy academic progress and performance of the users. Bad study habits range from, note taking selective if reading, procrastination, studying while watching television or what is generally regarded as distraction study, , truancy. Nikki(2013) states that several factors effect students study habits these includes distraction such as Television , video game, music and computer text messages, phones chat rooms decrease students ability to learn. But their ability to study and concentrate can be increased by finding a quiet place where they concentrate. Ashish (2013) assert that for students to be successful in their academic endeavor must employ good study habits. The author stress that, forming effective study strategiess give the difference between mere passing, worse and falling miserably. According to boling in Ebele and Olofu (2017) good study habits enhance students to prepare for task ahead



and achieve their academic goals, while poor study habits mar students success that is why students go for remedial classes, fell course work and drop out of school, establishing good study habits lowers risk of academic poor performance . Mendezebra l.(2013) observed in her course of study that students have not favorable study habits and attitude which led to very poor performance. Base on her study habits interacts with abilities to control students performance her conclusion is that a wide range factor contributes to this problem for instance teaching resources teaching methods ,lack of conducive learning environment ,students attitudes teacher's factor . In words of Marc (2011) students with impediments may have ineffective and inefficient study habits and skills, the author encourage students to be aware of their learning style and then identify why they become frustrated with common method . The author maintained that for one to have successful academic future good study habits are important to educational success.

Shee RA (2012) state that study habit can be marred by the following factors home environment, student determination and aspiration, friend and peer group, student 's parents educational background studying material ,family problems, teaches' teaching style procrastination and poor time management etc Ogbodo (2010) opines that students could be advised to study effectively and use appropriate study habits designed to show case how to study effectively. Attention is need in the following areas when addressing students study habits study period ,concentration , reading , homework and , time allocation ,assignment, ,note taking, written work and examination. According to kabiru (2018) concentration shows the habit a student has developed to avoid distraction while studying. So it is important that students should have a good study habit and environment otherwise her achievement becomes poor. The author opines that reading and note-taking show-cases students habits of note-taking, legible note written in a student's own words, use of the keywords and well labeled

diagram have been correlated with positive academic work, the author observed that for student to function effective in today's society must master how to read and take notes

Statement of the Problem

There is a massive failure of SSCE result in these years 2017 and 2018, in the view of above statement Akpoehive and billy (2018). The teachers ought to teach with understanding so that student will assimilate and have better performance in their examination .Poor parental background , lack of information, inadequate motivation on the part of students, together with teachers' nonchalant habit to work have often result into student poor academic performance and study habits. Moreover, science and technology products like television, instagram, twitter, gsm give distraction and as well do not allow them to have better study habits and achievement in chemistry

Purpose of the study :

Specifically find out the extent to which student study habit influence their academic achievement

1 to find out the relationships between students study habits and achievement as it correlate to their reading and note taking pattern .

2 1 to find out the relationships between students study habits and achievement as it correlate to their level of concentration

Research Questions: The following research questions guided the study

. 1 What is the relationships between students study habits and achievement as it correlate to their reading and note taking pattern ?

2 what is t the relationships between students study habits and achievement as it correlate to their level of concentration?

Hypotheses :

H0₁ there is no significant relationship between students reading and note taking pattern and their achievement in chemistry



Ho₂ there is no significant relationship between students' level of concentration and their achievement in chemistry

Empirical studies

Babalola (2011) investigated if there were statistically significant differences in the selected student performance linked their attitude towards use of technology in science teaching, internet in science and study habits as to determine the effect of three selected variable on students achievements in science, the sample of 300 4th form students part take in the study. Four instruments were used for data collection. It test and regression were used for data analysis. The finding of the results gave that there were significant differences in students science performance based on their attitude to use of technology in science teaching . Internet in science and study habit besides the combination of the three variable contributed to science achievement. Moreover all the variables except study habit contributed significantly to science achievement with attitude to use of technology in science teaching more eager in science and better study habits in order to improve in science achievement in schools

Oluwatimilehini and Owoyele (2012) in their study investigated the relationship between study habits and students academic achievement in core subjects at the junior secondary school level their objective was to find out relationship between various aspects of study habits including home work and assignments, time allocation, reading and note taking, study period procedure concentration , written work, examination and teacher consultation and students achievements In English language, mathematics, integrated science and art, in the study descriptive research design of an ex post factor approach was used simple random sampling technique was used to draw a sample of 300 jss2 students technical tools utilized Pearson products moment correlation, hypothesis was raised leading to the application of correlation and stepwise linear regression analysis.

Finding show that the study habits sub scales, teacher consultation was most influential while time allocation exercise. Concentration note taking reading and assignment were regarded as less integral to students academic performance the author recommended constant counseling service to train students on study skills strategies this enhance their study habit and academic.

Ebele and Olofu (2017) investigated the impact of study habits on secondary school students. The sample size was 1050 senior secondary school, the instrument for data collection was questionnaire while analysis was chi-square. The finding show that there is no significant relationship between study habits and students academic performance. The author recommend that teachers and school guidance counselors ought to guide the students to develop good study habits which enhance academic achievement. Sevans and Julius(2015), investigated the relationship between study habits and academic achievement A case of spices higher secondary school. India. A descriptive survey design was used . The target population was 104 students at spices higher secondary school .Stratified random sampling was used to select the respondents. The main instrument for data collection was study habits inventory by N.M. palsane and school examination on record, quantitative method was used to analyze field data collected, interpretation and recommendations of the finding was pearson producer moment co-efficient of correlation. The finding indicate positive relationship of 0.66 between study habits and academic achievement. The result revealed that for one to improve performance the study habit need important attention. The find recommend that the teachers and students should endeavour in developing good study habits.

Akporehwe and billy (2016) determine the study habits of secondary school students in relation to their achievement in sciences subjects. Two designs were used, survey and ex-post- factor. The population was one hundred and eighty(180) science students in senior secondary, two



drawn from six schools in bayelsa state. The population also constitutes the sample. Two instruments were use for data collection a study inventory and the test scores of students in the respective science subjects, mean and standard deviation were used for data analysis. The results show that even though student have good study habits but without a corresponding good achievement in the sciences. The study recommended that teachers should endeavour to use strategies that will promote meaningful learning of science by students

Methology:

The study is survey research design, it is a type of research design that involves the information from a sample of the population through the responses to questions. Ali 2006. It is an efficient method for systematically collecting data from broad spectrum Enugu State. The population of the study consisted of the chemistry students in public schools in udi educational zone. The target population for this study is one thousand one hundred and twenty of individual and education setting. This study covered twenty eight (28) public secondary schools in Udi Education Zone of (1120)

students. The sample drawn for the study consist of four hundred and fourteen (414) students in secondary schools in udi zone. Kumar's manual sampling technique was used moreover stratified random sampling in order to give each school equal chance of being selected. Based on this technique total number of (414) students was sampled for this study. The major instrument for the collection of data was a study habits secondary school students' achievement in chemistry (shsssa) . The instrument was further develop and validated by three experts, one from department of measurement and evaluation, two in department of science education. To ensure the validity of the instrument, it was pilot tested on 30 students in Enugu educational zone. Further the instrument was tested for reliability using cronbach alpha with consistent of 0.95 was used as overall instrument. Decision rule was that if the observed F ration is greater than the theoretical or expected F then we reject then null hypothesis and if the observed F is less than theoretical or expected F. We accepted the null hypothesis and reject the alternative hypothesis.

Hypothesis Result of the study is presented in accordance with the guiding hypothesis

Hypothesis one (HQ₁) There is no significant relationship between the students reading and note- taking pattern and their achievement in chemistry

Variables	Reg	Standard Error	B	Beta	Df	T obs	Critical	Inference
Students involvement in reading and note taking pattern vs achievement in chemistry	0.226	3.011	-.0419	.0226	1.57	.171	2.02	Not Significant

The above table shows that the test observation of value of 0.171 is less than the test critical of 2.02 . The result in the table shows that the alternative hypothesis Is rejected, while we accept the null hypothesis which state that there

is no significant relationship between students reading and note taking pattern and their achievement in chemistry .



Hypothesis two (H_{Q2}) There is no significant relationship between students' level of concentration and their achievement in chemistry.

Variables	Reg	Standard error	B	Beta	Df	T obs	Critical	Inference
Students involvement in level of concentration vs achievement in chemistry	0.3186	2.886	-1057	-03186	1.57	-239	2.02	not significant

The above table shows that the test critical value 2.02 is greater than test observation of -239. We therefore accept the null hypothesis of no difference that there is no significant relationship between students' level of concentration study habits and their achievement in chemistry.

Discussion

The finding of the study revealed that there is no relationship between students reading and note-taking pattern and their achievement in chemistry. The evidence obtained from this, is that there is indeed a strong positive link between good study habits and students achievement in chemistry if the students can effectively inculcate good study habits of reading and note-taking. A good training in reading and note taking enable the students to perform better than students who have not formed the habits of reading and note-taking. Therefore, training in good study habits like reading and note-taking will lead to significant positive effect on students' achievement in chemistry, but not on students' attitude towards chemistry. This agree with Mendezebra l.(2013) observed in her course of study that students have not favorable study habits and attitude which led to very poor performance. Base on her study habits interacts with abilities to control students performance her conclusion is that a wide range factor

contributes to this problem such as attitudes of students ,lack of conducive learning environment, teaching methods.

The finding of the study in table 2 shows that there is no significant relationship

Between students level of concentration study habit and their achievement in chemistry. This statement was proved by the respondents who agreed that it is possible that merely acquiring one good study habit does not have significant impact on how a student perceives chemistry. This agree with Kabiru (2018) concentration shows the habit a student has developed to avoid distraction while studying. So it is important that students should have a good study habit and environment otherwise her achievement becomes poor. This also align with Ogbodo (2010) opines that students could be advised to study effective and use appropriate study habits designed to show case how to study effectively. The areas to pay much attention when addressing students study habits include concentration, reading and note taking and study period, these will help them do their assignments and homework , perform highly in academic achievements.

Implication of the study

One implication of this study is that the learning of chemistry , in terms of achievement , can be significantly



improved if students are able to use good study habits in studying chemistry. Although educators have long recognized that many students have poor study habits and that in consequence they perform poorly in school, yet schools have paid little or no attention to finding ways and means of improving students' study habits.

Another implication is that parents will continue to waste their resources on their children if they keep on repeating classes as a result of poor performance instead of graduating from school on time. The study has confirmed that the relationship between students' study habits and their achievement in chemistry is not a very close one, by implication the learning of chemistry in terms of achievement can be significantly improved if students are able to use good study habits in studying chemistry.

Recommendations.

Based on the findings of this study, the following recommendations were made:

- (1) Curriculum designers should improve the course contents in chemistry, thereby making it simpler, and avoid using complex contents,
- (2). Effort should be made to produce enough chemistry text books for use in secondary schools and invite resource personnel in areas different from those of the teachers participating in class discussions.
- (3) The students of chemistry, should avoid conflicting interests and give more time to their studies rather than in films and other irrelevant activities that occupy their time.

Conclusion

The findings show that great majority of students do not seem to like chemistry as a subject area. Lack of interest in chemistry and poor study habits was found to be the primary factors responsible for poor Students' performance in the subject.

To increase enthusiasm and student interest in chemistry with a view to enhancing performance in the subject, the use of good chemistry equipment for instruction in the classroom setting and extra curriculum activity structure

to incorporate peer-tutoring and inter-scholastic competition is proposed.

Students irrespective of sex, age and experience must try to expand and broaden their study habits to include as many options as they possibly can.

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