JOURNAL OF GUIDANCE AND COUNSELLING STUDIES

STUDY HABITS AND LEARNING STYLES AS PREDICTORS OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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Abstract

This study investigated study habits and learning styles as predictors of academic achievement of secondary school students in Anambra state. The study adopted the correlation survey design of the predictive nature. Three research questions guided the study, while three hypotheses were tested at 0.05 alpha level. The population for this study comprises 18,787 Senior Secondary School two SS II students from 261 secondary schools situated in the six education zones in Anambra state. Multi-stage sampling procedure was used to select a sample size of 825 SS II students from the six education zones in Anambra state. The instruments adopted for data collection were standardized Study Habit Scale (SHS) developed by Bakare (1977) and the Learning Style Inventory developed by Daid Kolb (1971). These instruments were administered using direct delivery approach with the help of six classroom teachers in the sampled schools who doubled as research assistants. Research questions were answered using multiple regression analysis to determine the R, R-square and R^2 adjusted. The academic achievement scores collected for the undergraduates which comprise of scores and grades in English language indicating their achievements. The findings from the study revealed among others that a there is a low positive linear relationship between secondary school students' study habit and their academic achievement in English Language in Anambra State. A low positive linear relationship exists among secondary school students study habits and learning styles on their academic achievement in English language in Anambra state. Conclusions were made, and it was recommended that school teachers and principals should re-organize and integrate students in study groups and JET clubs so as to improve their study habit and learning styles. More so, the home

background and the peers they interact with also matters. This will help reshape their perception of their immediate environment.

Keywords: Study habit, Learning styles, Academic Achievement, Secondary Schools, Students

Introduction

The role of education in driving growth and development of an economy has been emphasized in neoclassical growth literature. This assertion is situated within the context of human capital theory that healthy and educated labour force will be more productive than unhealthy and uneducated labour force, and also that the ability of labour force to adopt and utilize modern technology depend largely on level of education. Now, since the secondary education level is one of the cardinal institutions that produces educated labour force, understanding what determines quality of academic achievement among secondary school students becomes extremely important. Academic achievement as identified by Ikechukwu (2017) is the display of knowledge attained or skills developed or performed in the school subject. It is the extent to which a student, teacher or institution have achieved their educational goals. Similarly, Ogudonkun and Adeyemo (2010) identified test scores or marks assigned by teachers as indicators of academic achievement. These marks or grades assigned by schools could either be high or low, which means that academic achievement, could either be good or bad.

According to Akunne and Anyamene (2021), the West African Examination Council (WAEC, 2021) reported the May/June WAEC examinations stating that 786,016 candidates representing 49.98 per cent obtained credits and above in a minimum of five subjects including English Language and Mathematics. This further revealed fluctuation and decline in the performance of students when compared with that of 2016 which was 52.97 per cent, and in 2017 which was 59.22 per cent. This has prevailed in many states of the federation including Anambra state. In secondary schools, every classroom plays host to different students with

different academic achievement rescored in their terminal examination as well as in external examinations. These decline in the achievement of students in core subjects like Mathematics and English language leads to loss of interest in learning and schooling among other behaviours students develop. However, many factors have been attributed to this unsatisfactory state of fluctuating achievement in academics. These factors include: students' negative attitude towards science subjects, students' lack of interest in science subject, gender inequality, learning styles and student study habits (Agbaje & Alake 2014).

Learning style is defined by Brown in Gabal and Hussien (2021) as the manner by which individuals understand and process information in learning circumstances. Similarly, McLaughlin in Ikechukwu (2017) defined learning style as adopting a habitual and distinct mode of acquiring knowledge. Fleming in Ikechukwu (2017) who authored the VARK Model in like manner defined it as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. In other words, it is the consistent pattern of behaviour and performance by which an individual approaches educational experience. It is the way an individual concentrate and his method in processing and obtaining information, knowledge, or experience.

Observations have shown that each student learn and process information in different ways. Nevertheless, extant researches have consistently established that an effective learning style adopted by students is one of the major strategies to ensure good academic achievement (Ghanney, Appiah & Esia-Donkoh, 2019). In the same vein, Ghanbari and Chermahini (2013) averred that learning style is generally used to explain an individual's natural or habitual pattern of acquiring and processing information in learning situations. Many students fail to realize this because they may have attended schools where teachers delivered instruction in one way and never encouraged students to learn and understand their unique styles (Ghanney, Appiah & Esia-Donkoh, 2019). They further stated that learning style is derived from cultural socialization and individual personality as well as form the broader influence of human development.Another factor that can affect the academic

achievement of students is their study habits. According to Badau (2018), study habit is students' ability to manage time and other resource to complete an academic task successfully. Study habit is the amount and kind of studying routines which the student is used during regular period of study that occurred in a conducive environment. Crede and Kuneel in Badau, (2018) defined study habits as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment. Study habits are commonly referred to as regular patterns in approaching study tasks.

Badau (2018) in his opinion suggested that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habit. Study habit is fast disappearing in Nigeria educational system, this is mostly attributed to distractions from a number of activities such as study groups, poor library attendance among others. On the contrary, students can develop good study habits and with good discipline, they are bound to perform remarkably well in their academic pursuit. Husain in Badau (2018) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behaviour over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time. The current situation reveals that secondary schools in Anambra state among other states experience steady fluctuation in the academic performance of its students in the school environment. This is such that the schools are gradually losing its reputation which could likely result in the rise of students' poor academic achievement in English language. This has remained unresolved and this state of affairs could lead secondary school students into being involved in all sort of societal crimes like drug abuse, dropping out of school, loss of interest in academic pursuit and some may turn out to become street urchins. Students with improved learning styles and good study habits towards subjects could likely perform well academically.

Despite the existing empirical studies conducted by different researchers on the issue of academic achievement among secondary school students in English language, which reveals vast information on other factors that could be affecting their academic achievement. No study known to the researcher seem to have been conducted with focus on the predictive values of study habit and learning styles on academic achievement. Hence, there is still much to bother on and an impounding unsatisfactory state of affairs in the body of knowledge relating to academic achievement. This informed the present study which examined study habits and learning styles as predictors of academic achievement of secondary school students in Anambra State.

Purpose of the Study

The main purpose of this study is to examine study habits as predictors of academic achievement of secondary school students in Anambra State. Specifically, the study determined, in specific terms, this study will examine;

1. The predictive value of secondary school students study habit on their academic achievement in English Language in Anambra State.
2. The predictive value of secondary school students learning style on their academic achievement in English Language in Anambra State.
3. The joint predictive values of secondary school students study habit, learning style on their academic achievement in English Language in Anambra State.

Research questions

1. What is the predictive value of secondary school students' study habit on their academic achievement in English Language in Anambra State?
2. What is the predictive value of secondary school students' learning style on their academic achievement in English Language in Anambra State?

3. What is the joint predictive value of secondary school students' study habit and learning style on their academic achievement in English Language in Anambra State?

Empirical Studies

Ita, Attah and Nchor (2017) examined study habits as predictor of students' academic performance in English in secondary schools in Calabar metropolis, Cross River State, Nigeria. One research question and one hypothesis guided the study. The study was a survey involving 660 students from 22 public secondary schools in Calabar Metropolis, Cross River state, Nigeria. Data was generated through a well-structured validated questionnaire titled students study habits Scale" (SSHRS) who's reliability was also established, and Students Achievement Test in English (SATE). The instrument was administered through a direct delivery approach with the help of three research assistants. Data obtained were analysed using independent t-test at 0.05 level of significance.The result of the analysis showed that study habits had a significant influence on students' academic achievement among senior secondary school students in Calabar metropolis, Cross River Nigeria. In relation with the present study which focuses on study habits as predictor of academic achievement of secondary school students. The reviewed study was conducted in a different geographical area from the present study (Cross river state) and also adopted a different statistical tool for data analysis. Based on these, the researcher will replicate the study in Anambra state. The present study adopted the correlation survey research design to investigate learning style and study habits as predictors of academic achievement among secondary school students.

Siahi and Maiyo (2015) conducted a study of the relationship between study habits and academic achievement of students: A case of spicer higher secondary school, India. The study adopted the descriptive correlation survey design. The researcher selected English medium school using non probability based purposive sampling method. The sample comprised of 85 students, selected by stratified random sampling technique from one institution: Spicer Higher Secondary School. All boys and girls of Indian origin, who were present on the days of data collection,

were included in the study. The researcher used standardized tools to increase validity and reliability of data collected, that is, Study Habits Inventory developed by Palsane M.N. For academic achievement and test scores for annual examination for the year 2008/9 while the students were in 8th standard was used. This 45 statements inventory was constructed and standardized by M.N. Palsane of Poona University, Department of Experimental Psychology. The reliability coefficient stood at 0.68, the validity was conducted as well. Data collected were analysed using frequency counts percentages and graphs, Pearson product moment correlation was also employed for data analysis.The results of the study implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits. This study is similar with the present study. The study examined the relationship between study habits and academic achievement of students. The study design adopted is the same with the present study, however the reviewed study was conducted outside the shores of Nigeria and may not contain what is obtainable in the Nigeria setting. In view of this, the present study examined learning style and study habits as predictors of academic achievement of secondary school students in Anambra state.

Olutola and Dosunmu (2016) assessed the impact of study habits and gender on science achievement of secondary school student's in Kastina state, Nigeria. Three hypotheses guided the study. The researchers adopted descriptive survey research design for the study. Two hundred and eighteen (218) senior secondary school students' in Katsina State were randomly selected for the study. A researcher designed questionnaire titled "Students' Science Achievement Test and Study Habits Questionnaire" (SSATASHQ) with Cronbach's Alpha show a reliability test coefficient of 0.81 was used to collect data for the study. Analysis of data was carried out using regression, t-test and Pearson correlation coefficient statistics at 0.05 alpha level.

Findings revealed that there is significant combine relative effect of study habits and gender on science achievement of secondary school students in Katsina

State; there is significant difference between gender and students' science achievement and there is significant relationship between students' study habits and science achievement. Based on these findings, it was recommended that teachers and parents should assist the students to cultivate effective study habits in other to improve their achievement in science subjects in Nigerian secondary schools. Also, Government should provide reinforcement to motivate the students to improve their study habits. This study is related to the present study as it examined the impact of study habits on academic achievement, both studies differ in terms of study design and location. This has created a gap in the generalization of the findings of this study, which the present study filled upon completion of the present study.

Methods

Correlational survey research design was adopted for this study. Anambra State is the area of study. Anambra State is located in the South East Geo-Political Zone of Nigeria. The population for this study comprises 18,787 Senior Secondary School two SS II students from 261 secondary schools situated in the six education zones in Anambra state. The sample for this study comprised of 825 SS II students. The multistage sampling procedure was employed in selecting the sample size. Instruments for data collection are: Bakare (1977) Study Habits Scale, Kolb Learning style inventory and Students Academic Achievement Scores in English Language. Study Habits Scale (SHS): The SHI was developed by Bakare in 1977. It is a self-report inventory which enables the individual student to describe the situations, habits and conditions which affect his use of study time and his subsequent performance on tests and examinations. It is a 45-item inventory in the form of direct questions to which students are required to provide answer on a five-point scale of how frequently they behave in that way. This inventory has been standardized. Learning Style Inventory (LSI): In 1971, David Kolb developed the learning style inventory (LSI) to assess individual learning styles while individuals tested on the learning style inventory show many different patterns of scores. Research on the instrument has identified four statistically prevalent learning styles; Diverging, Assimilating, Converging and Accommodating. The learning style

inventory is an 80-item instrument, The instruments adopted for the study are: Bakare developed Study Habits Scale (SHS) in 1977 and the Kolb Learning style developed in 1971 are standardized instruments. They have been previously adopted and validated by experts and used in conducting studies in Nigeria. Based on this affirmation, they were adopted as instrument for data collection in the present study. The instruments have all been subjected to internal consistency reliability test using Cronbach alpha statistics among other reliability statistics. The standardized instruments adopted have been used to conduct studies in Nigerian setting among secondary school students. The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of 6 regular teachers who serve as research assistants.The classroom teachers/research assistants from the secondary schools sampled were enlightened on how to assist in matching each student's questionnaire response with their corresponding academic achievement result in English language. Data relating to research questions 1-3 was answered using multiple regression analysis to determine the R, R-square and R2 adjusted. The scores of student's terminal examination results which comprises scores and grades of students in English language.

Results

Research Question 1

What is the predictive value of secondary school students' study habit on their academic achievement in English Language in Anambra State?

Table 1:linear regression analysis on the predictive value of secondary school students' study habit on their academic achievement in English Language.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added
Secondary School Student's Study Habit	0.120	0.014	0.014	0.061	0.120	1.40

Table 1 shows that there is a low positive linear relationship between secondary school students' study habit and their academic achievement in English Language in Anambra State (r=0.120). Study habit has a R-squared change score of

0.014, which shows that secondary school students study habit has 1.40 percent predictive power on their academic achievement in English Language in Anambra State.

Research Question 2

What is the predictive value of secondary school students' learning style on their academic achievement in English Language in Anambra State?

Table 2:linear regression analysis on the predictive value of secondary school students' leaning styles on their academic achievement in English language.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added
Secondary School Student's learning style	0.386	0.148	0.148	-0.025	-0.046	14.8

Table 2 indicates that there is a low positive linear relationship between secondary school students' learning styles and their academic achievement in Mathematics in Anambra State (r=0.386). Learning style has a R-squared change score of 0.148, which shows that secondary school students learning styes has 14.8 percent predictive power on their academic achievement in English language in Anambra State.

Research Question 3

What is the joint predictive value of secondary school students' study habit and learning style on their academic achievement in English Language in Anambra State?

Table 3: Multiple regression analysis on the predictive value of secondary school students study habit and learning style jointly on their academic achievement in English language.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added
	0.127	0.016	0.016	61.325		1.60
Study habits				0.061	0.119	
Learning styles				-0.024	-0.044	

Results reported in Table 3 shows that a low positive linear relationship exists among secondary school students study habits and learning styles on their academic achievement in English language in Anambra state (0.127). It was also reported that secondary school students study habits and learning styles have a R squared value of 0.016, this implies 1.60 percent predictive power on their academic achievement in English language in Anambra state.

Discussion of Findings

There is a low positive linear relationship between secondary school students' study habit and their academic achievement in English Language in Anambra State. Secondary school students study habit has 1.40 percent predictive power on their academic achievement in English Language in Anambra State. This study aligned to the study of Siahi and Maiyo (2015) were they reported that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.Secondary school students learning styes has 14.8 percent predictive power on their academic achievement in English language in Anambra State. In the same vein, a low positive linear relationship exists among secondary school students study habits and learning styles on their academic achievement in English language in Anambra state (0.127). Secondary school students study habits and learning styles have a R squared value of 0.016, this implies 1.60 percent predictive power on their academic achievement in English language in Anambra state.This finding is in agreement with the result of Ita, Attah and Nchor (2017), which showed that study habits had a significant influence on students' academic achievement among senior secondary school students in Calabar metropolis, Cross River Nigeria.Similarly, this finding is in conformation with Secondary school students learning styes has 14.8 percent predictive power on their academic achievement in English language in Anambra State.Overtime, location have been reported to be a factor influencing secondary school students' academic

achievement. this study reveals a low positive relationship between study habit and academic achievement in Anambra state.

Conclusion

Based on the findings of this study summarized above, it was concluded that a low positive linear relationship exists among secondary school students study habits on their academic achievement in English language in Anambra state. It was also concluded that majority of the secondary school students have average study habit in Anambra state. The conclusion of this study creates an insight on the possible reasons for poor/improved academic achievement as it patterns to secondary school students study habits in Anambra state, and that justification have been provided for the expressed concern.

Recommendations

1. Since there is a low positive linear relationship between secondary school students' study habit and their academic achievement in both English Language in Anambra State, secondary school students should focus on improving their study habit and learning styles. This could be by taking cognizance of the occurrences in the learning environment in which they find themselves.

2. School teachers and principals should re-organize and integrate students in study groups and JET clubs so as to improve their study habit and learning styles. More so, the home background and the peers they interact with also matters. This will help reshape their perception of their immediate environment. The study recommends that secondary school students should be encouraged to adjust within their homes, society among other environments.

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