STUDY HABITS AND ACADEMIC PROCRASTINATION AS CORRELATES OF ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN AWKA, ANAMBRA STATE.

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Abstract
This study investigated study habits and academic procrastination as correlates of the academic performance of secondary school students in Awka. The study adopted a correlational research design and was guided by two research questions and two null hypotheses tested at the 0.05 significance level. A sample size of 560 (300 females; 260 males) was drawn through simple random sampling from the population of 1571 senior secondary class 2 students in the 8 public secondary schools in Awka. Three researcher-developed instruments were used for the study titled: Study Habits Questionnaire (SHQ) and Academic Procrastination Questionnaire (APQ) and Academic Performance Scale (APS) were used for the study. The SHQ and APQ were face and content validated, and the instrument's reliability was determined using the test-retest method. The correlation coefficients obtained were 0.76 for study habits and 0.69 for academic procrastination. Pearson Product Moment Correlation was used to answer the research questions while Simple Regression Analysis was used to test the hypotheses. The study revealed that both study habits and academic procrastination have a positive relationship with the academic performance of secondary school students in Awka. It was recommended among others that students should be encouraged to develop good study habits and eschew procrastination for maximal success.

Keywords: Study habits; academic procrastination; academic performance; secondary school students.

Introduction

Academic performance is a measure of the extent of knowledge acquired by students. It reflects students' academic standing and their level of achievement in school. Academic performance has always been associated with the evaluation of test results, which corresponds to students' intelligence quotient (Martin, Rodrigo, Izquierdo and Ajenjo, 2017). Grading students by teachers or academic instructors through tests and examinations serves as necessary feedback to help students improve better, knowing the exact areas to work on. Sequentially, academic performance represents an individual's true position when being exposed to a particular or series of tests and examinations. Though, psychologists assert that examination is not a true test of knowledge. Nevertheless, students are usually encouraged and motivated by their improved and good academic performance as it increases their confidence, recognition level and chances to graduate in high grades. Academic performance of students is a product of both the efforts of the teachers and the students. Teachers put in efforts by exposing students to appropriate pedagogical experiences to ensure that they are motivated to obtain good grades (Anierobi and Unachukwu, 2020). Students should, therefore, be actively involved to compliment the efforts of teachers to perform maximally and achieve good grades. Good grades depict good academic performance which is the desire of every purpose-driven student. Good academic performance, therefore, benefits the students and promotes the image of the school that trains the student.

Even though good academic performance is the desire of purpose-driven students, some of them still perform poorly in their examinations and tests. For instance, some scholars reported a high repetition rate in public secondary schools in Anambra State which is an indicator of poor academic performance among students (Amaonye, Unachukwu and Anachuna, 2020). Many factors could account for poor academic performance among students and such factors include, spending much time on social media; students' self-efficacy and academic motivation (Anierobi, Nwogbo, Ogbe & Oyeyemi, 2022; Anierobi, Etodike, Okeke and Ezennaka, 2021). Moreso, students' family background, proximity of home to school, level of training/professionalism attained by teachers, as well as school structure are recognised as possible factors affecting students' academic performance (Okoye, Okoye, Okoh, Ezeji, Omankhanlen & Onor, 2021). Apart from these factors, the learning environment such as the physical, social, and psychological learning environments are crucial factors that could affect students' academic performance. This is given the fact that when the school environment is conducive, enriching and properly structured; a touch of motivation can spur students into developing good study strategies that could lead to their academic success. Success-oriented students should not be deterred in the face of a challenging learning environment but should put in personal efforts to perform maximally by developing their study habits.

Study habits are necessary for the academic success of every student. Study habits refer to regular academic activities that students engage in to fulfil their learning objectives, like reading, taking notes, and leading study groups. To advance in their studies and make progress in the classroom, students should practice time-based self-study. Thus, study habits are buying a dedicated and uninterrupted period to apply oneself to the world of learning, which has an impact on students' academic success (Rabia, Mubarak, Tallat & Nasir, 2017). Study habits tell a person how much he will learn and how far he wants to go, and how much he wants to earn. This is to say that students should not depend only on classroom teaching but should make out time for personal study whether done alone or with other study mates. In this light, Fouche (2017) construed that study habits depict routine commitment to focused learning. Study habits developed by students could be good or poor depending on the student involved.

Good study habits cover study strategies such as taking notes, underlining important points while studying, summarizing what is read, cooperative script, mapping, networking, outlining, generating questions, answering them as one engages in study, and making use of other study procedures. Good study habits are linked with good student behaviour such as academic engagement (Galal, Vyas, Ndung'u, Wu & Webber, 2023)**.** When students develop good study habits, they will be committed and actively engaged in overt and covert behaviours that will promote their academic performance. Little wonder. Sanjib, Sanjaya, and Suruchi (2022) linked study habits with academic performance of students. Explicitly, Sakirudeen and Sanni (2017) linked good study habits with academic performance, specifically showing that there is a significant relationship between notetaking, students' use of the library, time allocation for study and students' academic performance in mathematics. Deductively, students with poor study habits would be lacking in good study strategies and procedures developed by students that exhibit good study habits which may result from several challenges, including the reading culture, environmental variables, and poor time management. Fouche (2017) linked bad study habits, such as not doing homework, not participating in class, watching too much TV, often looking at a phone, jumping around between activities and procrastination to poor academic performance.

Academic procrastination, also known as purposeful delaying behaviour about homework or school assignments, is a common occurrence in educational settings among students. It is a behavioural action in which a student delays his/her task to the extent of not meeting the deadlines given for the completion of the task which can result in unfavourable outcomes (Kuftyak, 2022). Calonia, Doller, Mesias, Palutao and Linas (2023) argued that procrastination happens when a task is unduly put off, and people become troubled when they begin to work on it. Academic procrastination could be triggered by distractions students face daily from media, students' lifestyles, having too many assignments, forgetfulness, and wanting to get tasks perfectly done. Many students these days would rather spend more time on social media than pay attention to schoolwork (Anierobi et al, 2021). Ipem & Okwara-Kalu, 2020 lamented that many students visit the internet for academic materials but end up chatting with friends to defeat

their purpose for visiting social media. Academic procrastination is worrisome due to its debilitating impact on students' academic pursuits.

Previous studies revealed that academic procrastination poses a severe threat to students since it can negatively affect students' academic behaviour and quality of life (Klingsieck, 2016). In their study, Balhara and Mittal (2022) showed that academic procrastination significantly predicted the academic achievement of secondary school students noting that the higher the academic procrastination, the lower the academic achievement. Kim and Seo (2015) equally observed a significant relationship between academic procrastination and the academic performance of students. On the other hand, some scholars (Güngör,2020) revealed no significant relationship between academic procrastination and the achievement of undergraduate students.

Previous studies have shown that study habits and academic procrastination can separately impact on students' academic behaviour. This study, therefore, focused on the impact of that study habits and academic procrastination would have on the academic performance of secondary school students in Awka. It is against this background that this study sought to determine the relationship that study habits and academic procrastination have with the academic performance of secondary school students in Awka. The following research questions and null hypotheses guided the study:

Research Questions

1. What is the relationship between study habits and the academic performance of secondary school students in Awka?
2. What is the relationship between academic procrastination and the academic performance of secondary school students in Awka?

Hypotheses

HO_1. There is no significant relationship between study habits and the academic performance of secondary school students in Awka.

HO_2. There is no significant relationship between academic procrastination and the academic performance of secondary school students in Awka.

Method

The design of the study is a correlational research design. The population for the study comprised 1,571 senior secondary class 2 students in the 8 public secondary schools in Awka. The sample size was 560 respondents drawn through a simple random sampling technique. This technique was adopted to provide equal participation opportunities for the participants. The researchers randomly selected 70 students by folding 70-tagged 'Yes' and others 'No' papers. Those who picked yes participated in the study with their consent. The data were collected with three sets of researchers' developed instruments validated by experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The first instrument titled the Study Habits Questionnaire (SHQ) is a 10-item questionnaire used to elicit information from the students on their study habits. The Academic Procrastination Questionnaire (APQ) is a 10-item questionnaire used to elicit information on students' level of procrastination and the Academic Performance Scale (APS), a 5-item questionnaire was used to extract information on students' performance in 5 core subjects.

The SHQ and APQ were constructed on a 4-point rating scale and weighted scores of Always (A) = 4, Sometimes (S) = 3, Rarely (R) = 2, and Never (N) = 1 while the APQ was also on a 4-point rating score of 70% and above = 4, 55 -69 = 3, 45-54 = 2, 44 and below = 1. The reliability of the SHQ and APQ was determined using the test-retest method. The instrument was administered to 20 students outside the study group. The instruments were administered again after an interval of two weeks. The Pearson Product Moment Correlation was used to ascertain the reliability of the developed instrument. The correlation coefficients obtained were 0.76 for study habits and 0.69 for academic procrastination. The

students' previous term examination scores were used for their academic performance. Data collected were analyzed in line with the research questions and hypotheses. The research questions were analyzed using Pearson Product Moment Correlation Coefficient while the research hypotheses were tested using Simple Linear Regression Analysis at the 0.05 level of significance to determine the association of the variables.

Results

Research Question 1: What is the relationship between study habits and academic performance of secondary school students in Awka?

Table 1. ***Pearson r on the Relationship between Study Habits and Academic Performance of Secondary School Students in Awka, Nigeria.***

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.416	.173	.171	1.46001

Data in Table 1 shows that the correlation coefficient between study habits and academic performance of secondary school students is r = 0.416. This reveals that there is a moderate and positive relationship between study habits and academic performance of secondary school students in Awka.

Research Question 2:- What is the Relationship between Academic Procrastination and the Academic Performance of Secondary School Students in Awka?

Table 2. ***Pearson r on the Relationship between Academic Procrastination and Academic Performance of Secondary School Students in Awka, Nigeria.***

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	0.98	.010	.008	1.59764

Data in Table 2 shows that the correlation coefficient between academic procrastination and the academic performance of secondary school students is r = 0.98. This reveals that there is a low but positive relationship between academic procrastination and the academic performance of secondary school students in Awka.

Hypothesis 1: There is no significant relationship between study habits and academic performance of secondary school students in Awka.

Table 3. ***Regression Analysis of the Relationship between Study Habits and Academic Performance of Secondary School Students in Awka, Nigeria*****.**

Source	SS	Df	MS	F	β	t	Sig
Regression	248.690	1	248.690	116.666	.416	23.805	0.00
Residual	1189.453	558	2.123				
Total	1438.143	559					

Predictors(constant): study habits; Dependent variable: academic performance.

Data in Table 3 shows that an F-ratio of 116.666 with an associated probability value of 0.00 was obtained. This probability value of 0.00 was less than the 0.05 level of significance and therefore, was found not to be significant. Thus, the null hypothesis was not accepted. The inference drawn was, therefore, that there was a significant relationship between study habits and the academic performance of secondary school students in Awka.

Hypothesis 2:- There is no significant relationship between academic procrastination and the academic performance of secondary school students in Awka.

Table 4:- Regression Analysis of the Relationship between Academic Procrastination and Academic Performance of Secondary School Students in Awka, Nigeria.

Source	SS	Df	MS	F	β	t	Sig
Regression	13.873	1	13.873	5.435	.098	57.076	0.20
Residual	1424.270	558	2.552				
Total	1438.143	559					

Predictors (constant): Academic Procrastination; Dependent variable: Academic Performance.

Data in Table 4 shows that an F-ratio of 5.435 with an associated probability value of 0.020 was obtained. This probability value of 0.020 was less than the 0.05 level of significance and therefore, was found not to be significant. Thus, the null hypothesis was not accepted. The inference drawn was, therefore, that there was a significant relationship between academic procrastination and the academic performance of secondary school students in Awka.

Discussion

The study revealed that study habit has a positive relationship (β =0.416) with the academic performance of secondary school students in Awka, Nigeria. The statistical analysis, however, showed that the relationship between the variables is significant. The finding shows that as the study habits of students improve, their academic performance also improves. This implies that study habits are an essential factor that promotes academic performance among students. Study habit strategies adopted by students can lead to high academic performance of the students. This finding aligns with the existing literature. It agrees with Sanjib, Sanjaya, and Suruchi (2022) that linked good study habits with the academic performance of students. It further agrees with Sakirudeen and Sanni (2017) who observed that there is a significant relationship between notetaking, students' use of the library, time allocation for study and students' academic performance. This finding is equally supported by Galal, Vyas, Ndung'u, Wu and Webber (2023) that good study habit is linked with good student behaviour such as academic engagement given the fact that academic engagement promotes academic performance.

The findings of this study showed that the relationship between academic procrastination and academic performance is low and positive (β =0.098). When further subjected to testing, it revealed a significant relationship between the variables. This implies that as the students' academic procrastination is increasing, their academic performance is decreasing. It is obvious that putting off or delaying the completion of academic tasks before the deadline could negatively affect students' academic performance. This validates the findings by Balhara and Mittal (2022) that academic procrastination significantly predicted the academic achievement of secondary school students noting that the higher the academic procrastination, the lower the academic achievement. It also corroborates the findings of Kim and Seo (2015) that a significant relationship exists between academic procrastination and the academic performance of students. However, this finding disagrees with Güngör (2020) which revealed no significant relationship between academic procrastination and the achievement of undergraduate students. The reasons for the disparity in both findings could be a result of other factors such as examination dishonesty which is like a cankerworm destroying the fabric of the education system.

Conclusion

From the findings, the researchers conclude that good study habits enhance students' academic performance and should be encouraged while academic procrastination could hinder maximal performance of students and should be discouraged.

Recommendations

Based on the findings of this study, the researchers recommended as follows:

1. School authorities through their school psychologists should ensure training of students on proper study strategies which are necessary for maximal performance. Students should be encouraged to set specific goals and develop a study plan that includes time management and prioritization of tasks.

2. Students' academic performance can be achieved by reducing academic procrastination through teacher support; therefore, teachers should employ motivation strategies and appropriately reinforce students for active learning participation and timely submission of assignments.

3. Seminars and workshops should be provided to educate and enlighten students on appropriate study strategies they could readily adopt and the dangers of academic procrastination on their academic performance.

4. Preventive and intervention programs should be put in place by the school authorities to minimize students' academic procrastination and improve their academic performance.

Competing Interests

The authors have declared that no competing interests exist.

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