



Study Habits and English Language Performance among Public Secondary Schools in Oron Local Government Area of Akwa Ibom State.

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ABSTRACT

The research on Study Habits and Students Academic Performance in English Language among Public Secondary Schools in Oron Local Government Area of Akwa Ibom State was conducted in order to seek solution to the increasing nature of poor academic performance of students in English Language among Public Secondary Schools in Oron Local Government Area. Four variables were adopted to include participation in tutorial classes, attendance to classes, use of library and personal time table, which aimed at finding the relationship between each of those variables with academic performance of students. Four research questions and four research hypotheses were set. The related theories of learning used are connectionism, cognitive and psychological theories of learning. The population of study comprises all the 3 Public Secondary Schools in Oron Local Government Area. The instrument used for the study was Study Habit and Academic Performance Questionnaire (SHAPQ) which has a reliability coefficient of 0.99 using Pearson Product Moment Correlation (PPMC) at $P < .05$ level of significance. The sample size was 200 students and data collected from the respondents were analyzed using PPMC with the degree of freedom of 198 at 0.05 level of significance. The result of data collections were drawn that: students should participate in tutorial classes, attend classes, use the library and should have a personal time table to improve academically. In conclusion, students should develop good study habits to achieve better academically and otherwise.

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Introduction

A good study habit is a vehicle that improves the ability of students to recall information during test and examination. Attainment of academic excellence relies on the decision, determination and discipline a student inculcates to bring about a positive change in academic learning (Kumuyi, 2003). Onyejiaku (1987) on the other hand opines that, one major cause of academic failure in schools is rooted in inefficient or ineffective study technique. How a student takes his/her studies, greatly determines his/her level of academic achievement. Also, levels of preparation and learning strategies developed and employed consciously by students go a long way to influencing their level of academic performance.

Study habit is therefore a pattern of behaviour adopted by students in pursuit of their studies that serve as a vehicle for learning. This entails revising materials already learned in order to make sure one does not forget them; usually in preparation for an examination (Alex, 2011). There is a clear-marked difference between reading and studying: reading is when an individual goes through his book lightly, for fun or to pass a targeted examination, while studying takes more than just reading, it is researching for wide information, usually to know. To make this a habit therefore means to study on regular basis; repeatedly and automatically, usually without awareness. It is the degree to which the students engage in regular act of studying that are characterized by appropriate study routines, occurring in a conducive study environment.

Mark and Howard (2009) are of the opinion that, the most common challenges to the success of students in all ramifications are the lack of effective or positive study habit. They further maintained that, if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit. Hussain (2000) stresses that, the lack of effective, good, or positive study habits are critical study problem among students at all levels. Also, Grace (2013) is of the view 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 overtime. A habit is a settled or regular tendency or practice, especially one that is hard to give up. To Alex (2011), habit is described as something that is done on scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. Thus, habits formed can be improved upon by constant practice; and it is very hard to give up a habit once it is formed.

According to Alex (2011), to study entails buying out the time and dedicating oneself to the application and task of studying, and to become engrossed in the process of learning, practice, enlightenment and education of one's life. In other words, study habit is an act of buying out a dedicated schedule and uninterrupted time to apply oneself to the task of learning. Study habits; in a nutshell refer to the behaviours which express the likeness of reading, of individual types, and taste of reading'. (Sangkaeo, 1999) Cited in (Busayo, 2011).

Menzel (1982) opined that study habit is the tendency of the learner to learn in a systematic and efficient manner in achieving high score in examination. Shabbir and Rukhsana (2011), conducted a comparison of study habit and academic performance of students likewise (Migual and ksenia, 2015). The findings revealed that most high performing students were from low context and individualistic countries while most low-performing students were from high-context and collectivistic countries. Observation on high-performing students revealed that they attended all classes, were on time for classes, did all assignments, take notes in class, pay attention in class, visit library on regular basis, have study time table, attend tutorial classes, did not seem to cheat while the low-performers miss classes, submit assignment late, did not take notes in class, have poor time management, poor English language usage, unable to engage in class discussions, and lack of interest and motivation in their studies.

The concept of study habit according to Hussain (2000) is broad, as it combines nearly all other sub-concepts such as study attitude, study method and study skills. Study attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individual's response to all objects and situations with which is related to his study. Kelli (2009) posits that, for students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate or reproduce the information in written and/or oral form. He added that time management is very vital, as it is necessary for a student to know his/her study limit. Many students feel that the hours of study are the most important, and at such, they end up retaining little.

Adeniyi (2011) further maintains that, good study habits allow student to study independently at home and aspire for higher educational career. A student who inculcates good study habit when she was in the primary school will serve as a basis for an excellent performance in the first school leaving certificate examination, also applicable to his West African examination council (WAEC), National examination council (NECO) and Joint admission and matriculation examination (JAMB). Frederick and Walberg (1989) cited in Asukwo (2005), observed that the distinction between study habit and academic performance is crucial to the discussion of habit breaking. On the other hand, Petrasinski (1961) cited in Asukwo (2005), also maintained that although performance based on habit may disappear under various circumstances due to forgetfulness or deliberate habits braking, the issue of complex destruction of the underlying habit is still unresolved. They draw a case of regression in which a person under stress reverts to an earlier mode of behaviour explaining that old habits remain even after they have been replaced by new ones.

Under normal circumstances, new habits are stronger but stress may cause a regression to the earlier habits. However, it largely remains an individual issue as to whether habit breaking procedures destroy old habits or merely supports them. Asukwo (2005) based on his findings, concludes that study habits have significant relationship with the academic performance of students. In the view of Agba (2013), unserious students do study anyhow; without specific techniques, and he submits that such students are likely to perform below average. Monday (2008), writing on bad study habits maintain that, developing good study habits in school will help students succeed in class and achieve educational goals.

Bolling (2000) suggests that, students can be considered to have good study habits by being actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete.

Different students have unique study habit. What may be considered well to a particular student may be a bad one indeed to another; therefore, it is difficult to pin point that this is good and that is bad. Katelyn (2013) agrees that, there is no doubt that different people study in different ways and it is a near certainty that what works for one person may not work for another. John (2010), on the other hand opines that, not all students are alike. It is mandated for students who intend to be studious to avoid distractions, such as, computer, noise, etc. instead of procrastinating, work on a long term assignment daily. Instead of studying the night before, study a little each night. Review what you learned in class everyday when you get home, before other homeworks.

Katelyn (2013) therefore identifies fourteen positive or good study habits which students can employ in order to improve their academic performance. They are: attending all classes, reviewing your notes daily, reading materials prior to it being covered in class, study daily, have at least one conference with the professors, develop and learn a word list for the course, read materials to improve your background in the course (other than text), attend help sessions, develop a list of possible questions, ask questions in class, study an old exam (when available), avoid a last-minute cram session, and sleep at least 8 hours the night before examination commence. In the same vein, (Harper and Row, 2009), highlight good study habit as thus:

- i. Studying everyday
- ii. Creating a quiet place at home or anywhere to study
- iii. Turning off the phone, TV and other devices that may disturb you when studying
- iv. Listening to soft music or white noise
- v. Studying in a way that suit your learning style
- vi. Taking regular breaks
- vii. Studying early (do not wait for last minute)
- viii. Studying the hardest thing first and spending more time on topics you find difficult
- ix. Asking for help if one is struggling with his studies, taking note as one study, as well as organizing notes in a notebook or folder.

of all the above listed study habits, our concentration is on participation in tutorial classes, attendance to classes, use of the library and personal time table. These would be expatiated below.

Participation of students in tutorial classes or help sessions generally provide services that guide and aid students in their learning. It is a period of teaching which involves discussion between an individual student or a small group of students and a tutor. It creates an environment for rapport between the student and tutor with a better explanation of concepts, because of the benefit of tutorials, students can now meet and even exceed academic expectations (Roughly, 2013).

Class attendance by students entails being regular to class lessons. It is not a process but an act of being present, punctual and taking part in class activities. Inability to meet up with classes shows lack of seriousness on the part of the student as no one would be able to explain a lesson to him/her than a teacher. Students who regularly stay away from classes tend to exhibit poorly as regarding their academic performance (Foster, 2017).

Nwezeh (2011) opined that the use of library by students goes a long way in improving poor academic performance of students at all levels, as students are exposed to varieties of materials necessary for their academic improvements. However, the library provides a conducive environment for retention of knowledge, and the ability of students to visit and use these learning materials judiciously is what contributes to a good study habit.

Time table is one of the variables that help to coordinate and organize students in order to prioritize whatever they do. Students who have time table seems to be well behaved, care for important things first and lessen procrastinations Crede (2011) further explains that when it comes to academic success of students in both high schools and college, learning to manage one's time is a must. For most students, studying is a difficult endeavour that is plagued by procrastination, interruptions, and a general lack of time. These can negatively affects grades and a source of unnecessary stress and anxiety. Creating a time schedule is a time management method that can reduce a student's level of stress by teaching them how to set aside the necessary amount of time for studying, and also how to use that time wisely.

Bad study habits on the other hand, are negative or non-productive study habits which are undesirable and counter-productive to student's academic performance. To John (2010), it ranges from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study. Nikki (2013), identifies bad studying habits to include studying with friends, listening to loud music, studying in uncomfortable conditions, and cramming.

However, SheeRa (2012), observed study habits could be affected by factors such as: age of a student, home environment, studying material, television and computer games, social network (Facebook, Twitter, 2go, Watsapp, etc.), student's determination and aspiration, financial and economic status of parents, the surrounding (such as entertainment center, game center, etc.), the rules of the school, the teaching styles of teachers, the leisure of the students, some activities in schools, availability of library, the nature of friends and peer group, assignment and homework restriction, educational background of the parents which result in their nonchalant attitude i.e. not being interested and supportive in helping their children study, household chores, family problems, procrastination and poor time management, student's comfort level, the noise level, the lighting level and the availability of items that might be necessary to study or enhance concentration.

Poor academic performance is any performance that falls below a desired standard. Poor academic standard of students in promotion examination or terminal examination in any core subject, specifically English language would hinder the students from being promoted to the next class or securing admission to higher institution of learning. Poor academic performance can make students become frustrated; it can lead to students' drop out especially if the poor academic performance persists for long.

Sharma (2005) posits that, academic performance is a necessary evil because one kind of ability is rewarded economically and socially more than others. This necessitates concerns over factors that are commonly linked with academic achievement. There is a tremendous pressure on students to earn good grades because academic achievements are assumed to possess predictive value and used to bar the gate or to open between primary and secondary and

university, and also between university and certain social professions (Sharma, 2005). The desire of parents for their children to climb the ladder of performance to the highest level as much as possible puts a lot of pressure on students, teachers, school and the entire educational system. This importance of academic achievement has raised several queries among educational researchers, such as why do some students perform better than others.

In search of an answer to these queries, a number of attempts have been made by researchers to identify factors which influence academic achievement. In the investigation made by (Badhiri, 1991) at Government High schools in Chenglapattu educational district, Tamal Nadu, poor study habit was discovered to be one of the factors. (Bashir and Matto, 2012) defined academic performance as the measure of how much knowledge the individual has acquired from school or instruction.

Marc (2011) explains that, students with learning problems however, still have generally inefficient and ineffective study habits and skills, and a good study habit tends to be less stressed. Ashish (2013) opines that, if students must ensure academic success throughout the entire year, it is important to ditch bad study habit and establish good ones. She admits that many of today's common study habits or methods can lead to utter disappointment despite best efforts and intentions.

Statement of the Problem

There seems to be an increasing nature of poor academic performance of secondary school students especially in external examinations like West African School Certificate Examination (WASCE), National Examination Council (NECO) and Joint Admission Matriculation Board (JAM). Many educationists also tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks. However, these also seem not to be the main reason students perform poorly in examination.

The information from daily post.ng has it that there is a relatively decline rate in WAEC in the May/June result. The Council's Head of national office, Mr. Olu Adenipekun who announced the result in Lagos at the WAEC Training and Testing Centre (WTTC) said that a total of 786,016 candidates out of the 1,572,396 who wrote the 2018 May/June examination had five credit and above, including English language and Mathematics. He said the recorded a 49.98% pass rate in the number of candidate who obtained credit and above in minimum of five subjects and above, including English language and Mathematics. It is pertinent that the performance in WAEC decline from 59.22% in 2017 to 49.98% in 2018.

Academia.edu also carried out an appraisal of continuous decline in students' performance in English language in NECO examination and saw it as an indisputable fact. It is on this note that Bamidele Ademola Olateju (2014) wrote on premium times about *The Way Out To Nigeria And Its Declining Education*. She recorded a yearly pass percentage from 2015-2013 to be 27.53% in 2005, 15.56% in 2006, 25.54% in 2007, 13.76% in 2008, 25.99% in 2009, 24.94% in 2010, 30.99% in 2011, 38.81% in 2012 and 44.66% in 2013. She noted that the progressive increase in pass rate of 2011, 2012 and 2013 comes with widespread cases of malpractice to debunk the improvement. Prof. Dibu Ojerinde himself admitted the fact in 2011. The NECO Registrar Prof. Promise Okpala said "of the 256,840 registered candidates, 256,827

sat for the examination and no fewer than 51, 781 of 235,933 candidates (20.16%) passed English Language.

Over 70% of candidates who wrote the Unified Tertiary Matriculation Examination (UTME) in 2015-2018 scored below 200 despite the desire of a majority of them to study highly competitive courses that require more than that. A look at the performance of the candidates who wrote UTME shows that merely 25.09% scored 200 and above in 2018. In 2017, 27% had a similar score range. 35.76% was recorded in 2016 but 10.40% in 2015. That means that 2015 was the least while 2016 had the most scoring up to 200 and above. There is also a 2.09% decline in the percentage between 2017 and 2018 (educeleb.com).

Our observations as education practitioners seem to reveal that most students in secondary schools had poor study habits, when traced back to their foundation i.e. primary school. They transfer this poor attitude of study to their secondary schools which seem to lead to poor academic performance. Class observations further show that there seem to be a common habit between the high-performing students and the low-performing students. Research has also proved that study habit such as participation in tutorial classes, attendance to classes, use of library and private time table are significant variables which determine the academic performance of students.

Purpose of the Study

The purpose of this study, is to investigate study habits and students' academic performance in English language among selected secondary schools in Oron Local Government Area of Akwa Ibom state. Specifically, the study is aimed at the following objectives:

- i. To examine the relationship between participation in tutorial classes and the academic performance of students in English language among selected secondary schools in Oron Local Government Area.
- ii. To examine the relationship between attendance to classes and academic performance selected secondary school students in Oron Local Government Area.
- iii. To assess the relationship between the use of library and academic performance of students in Oron Local Government Area.
- iv. To ascertain the relationship between personal time table and the academic performance of students in Oron Local Government Area.

Research Questions

The following research questions guided the study:

- i. Does participation in tutorial classes significantly relate with academic performance of students in English language among selected secondary schools in Oron Local Government Area?
- ii. Does attendance to classes significantly relate with academic performance of students in English language among selected secondary schools in Oron Local Government Area?
- iii. Does the use of library significantly relate with academic performance of students in English language among selected secondary schools in Oron Local Government Area?
- iv. Does having a personal timetable by students significantly relate with their academic performance in English language among selected secondary schools in Oron Local Government Area.

Hypotheses

The following null hypotheses were used to guide the study:

- i. There is no significant relationship between participation in tutorial classes and academic performance of students in English language in Oron Local Government Area.
- ii. Attendance to classes does not relate with the academic performance of students in English language in Oron Local Government Area.
- iii. The use of library does not have significant relationship with the academic performance of students in English language in Oron Local Government Area.
- iv. There is no significant relationship between students who use personal time table and their academic performance in English language in Oron Local Government Area.

Theoretical Framework

The theories for this study include: Connectionism theory of learning, Cognitive theory of learning and Psycho-social theory of learning.

Connectionism theory of learning–Edward Lee Thorndike (1874-1949).

Connectionism theory of learning was propounded by an American, Edward Lee Thorndike, who lived between (1874-1949). Thorndike is a stimulus-response (S-R) theorist who is one of the greatest contributors to the learning theories. This theory views learning as connecting, it links sensory activities (events) to behaviour. It postulates that there exist formation of bonds or connection between stimulus and response. Stimulus in this context refers to the source of energy that is capable of activating sensory organs. Thorndike believed that stimulus and response are connected by natural bonds. He was of the view that learning occurs through trials and error. Hence, this constitutes the basic form of learning.

Thorndike (1874-1949) conducted an experiment using animals. In one of such experiments, Thorndike confined a hungry cat inside a puzzle box and food (fish) was placed outside the box. All the cat had to do was to pull a string to take exit from the puzzle box and satisfy its hunger. Thus, the animal made random movements restlessly attempting to escape from the confinement. It then plundered, jumped, scratched, dashed in different locations in anticipation to escape and satisfy its hunger. This random trial and elimination of possible responses continued until the animal hit upon the correct response.

From the result of the experiment Thorndike deduced the following laws: the law of effects (i.e. success and failure have different effects on the learners), the law of exercise (i.e. successful pattern of achievement is retained and repeatedly used when needed) and the law of readiness (i.e. the students must be ready to undertake a particular task before it can develop and exhibit creative and logical reasoning towards achieving it).

The relevance of this theory to the study is that, a habit formed goes through several trials and errors, since a habit cannot be formed out of vacuum. Study habit entails a continuous effort in studying therefore Students who want to improve on their study habits need to sacrifice their time and read, even though it seems they do not comprehend what they are reading at the initial time, they would certainly understand overtime. With connectionism theory, students can relate their past study habits experience with the present study habits and seek ways to improve upon their academic performance, eliminating the errors they had made in the previous experiences.

Cognitive Theory of Learning – Gestalt Theorist (1930'S)

Cognitive theory of learning is also known as field or Gestalt theory of learning. Gestalt is a German word, which means pattern, shape, form, wholeness, organization or

configuration. This theory was propounded by a German group of psychologists called cognitivists or Gestalt theorists who emerged at the time when traditional psychology was under fire in America and Germany. The main proponent is Jean Piaget (1896 – 1980)-theory of cognitive development.

Their focus was on the psychology of perception. According to cognitive field theorist, teaching is a process of developing insight or understanding in the learner. Learning is the organization of percepts and purpose by the learner. Classroom experiences are related to the individual goals of students. They are encouraged to discover relationships so that they might use it to create the consequences of their effort.

Cognitivist considered man's inner processes to be the proper subject for study, they vehemently criticized the behaviouristic view that everything we see or think is put together of tiny pieces like those of jigsaw puzzle; instead they advocated that we perceive and think of wholes. They further assumed that, our perception of the world is of meaningful wholes and that is different from and more than an accumulation of sensations, images or ideas. They rejected the simple stimulus-response (S-R) connections as the explanation of behaviour. They introduced the concept of organization between stimulus-response (S-R) approaches developed by behaviourists.

Cognitivists believe that we learn through insight. They were of the opinion that when a problem is presented, an individual would by conscious effort find its gestalt. This is achieved by first looking at the whole problem (not its broken part), finding the relationship among the parts of the problem, reason with an open and divergent mind, with one's experience, the cause of action to solve the problem may then be planned. The solution to the problem eventually appears too often suddenly and decisively.

Cognitive theory of learning explains why the brain is the most incredible network of information processing and interpretation in the body as we learn things. It revolves around many factors, including problem-solving skills, memory retention, thinking skill and perception of learned material. Cognitive learning theory implies that the different processes concerning learning can be explained by analyzing the mental processes first.

With effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual. Without developed cognitive skills, students seem to fall behind because they are not able to integrate new information. Real cognitive learning uses more than just the brain and intelligence. It uses emotion, intrigue, movement, surprise and specific brain based learning tools to get the most out of each student's cognitive development.

Jean Piaget (1896 – 1980), a Switzerland psychologist and scientist, also a gestalt theorist, found out that cognitive development of an individual follows the four stages namely: sensory motor, preoperational, concrete operational and formal operational. The sensory motor stage which spans from birth to about 2 years involves the development of the first schemes, through the impression made on or by the sense organs (the eyes, ears, tongue, nose and skin respectively), to see, hear, taste, smell and feel the real object. Preoperational stage which is the second stage of cognitive development, spans from about 2 years to 7 years, and it is characterized by gradual acquisition of ability to conserve and de-centre.

The preoperational stage of cognitive development is a period of great language development, where a child acquires vocabulary between 8,000 and 14,000 words, with which he names or identifies what he has or perceives. At this stage, a child develops symbolic preoperational and intuitive thought in which he extracts concepts and manipulates objects mentally. Such children are 'one tract thinkers' since they cannot think logically. The educational implication of this preoperational stage therefore is the fact that teachers should not teach topics that are too complex in the junior primary school. Parents and teachers should encourage wide reading of simple story books to facilitate acquisition of extensive vocabulary. Also, stimulating educational teaching aids should be provided and an ample opportunity for children to handle objects and do simple practical exercises.

Concrete operational stage of cognitive development spans about 7-11 years. A child at this age can generalize only from concrete operations, can handle reaction of composition and association, can do more hard work such as restructuring of ideas and can confidently solve experimental problems. Children of this stage base his judgment upon reason rather than perception.

Formal operational stage (11 years to adolescence to adulthood) is the most advanced stage of cognitive development. This stage is the crystallization and integration of all past intellectual operations. The individual can now think in the past, present and future, and can deal effectively with problems of hypothetical nature. Formal operational stage is characterized by a systematic approach to problem-solving by considering several variables simultaneously. The cognitivists believe that formal thinking is based on the following abilities; thinking about possibilities, hypothesis, thoughts ahead and beyond limits. These four stages discussed above reveal that cognitive development of children is chronological and sequential.

The relevance of this theory to the study is that, cognitive ability of students play a vital role in the way they study, which in turn influences their academic performance. It helps to restructure their previous experience by brainstorming on how to resolve confronting problems, (since it is the belief of the gestalts that, each successful failure provides a partial insight to the solution of problem situation). Also, it assist the students to develop a scientific attitude and to use scientific method of enquiry. This theory also exposes the learners to the problem-solving method of learning, which in relation to study habits, would help the students to organize their study questions and thereby form a good study habits.

Psychosocial theory of learning-Erik Erikson (1902-1994)

This theory infuses two related concepts of learning: the psychoanalysis theory of Sigmund Freud (1856-1939) and social learning theory of Albert Bandura(1925). Erik Erikson's psychosocial development, in collaboration with Joan Erikson, is a comprehensive psychoanalytic theory that identifies series of stages, in which a healthy developing individual should pass through from infancy to late adulthood.

The theory holds that the development of an individual is as a result of interaction with the social environment. According to Erikson, right from one's birth, the social development puts him under specific pressures or crisis by making specific demands at different developmental stages of one's life. The individual tries to meet these specific demands or resolve the crisis by reacting psychologically in his own way depending on the circumstances.

The complexity of the demands from the society keep on increasing as the child advances the ladder of growth and development. The child faces a new crisis and to resolve it, poses a major bearing on the development of one's personality and in turn reflect as positive or negative aspect of one's behaviour. Erikson noted that, successful completion of each stage result in healthy personality and successful interaction with others, as failure to successfully complete a stage can result in a reduced ability to complete other stages, therefore a more unhealthy personality and sense of self.

Erikson's approach is significant for its emphasis on normal rather than abnormal aspects of developmental changes. He was optimistic about human nature. His psychosocial theory allows for the possibility of later resolution of problems and tasks left unresolved at a particular stage of development. His theory acknowledges the impact of others who influence an individual's psychosocial change for better or worse throughout life. This theory is extensively used in the field of psychology and education as teaching device. It also helps learners to understand the course of human development from a socio-psychological perspective.

The relevance of psychosocial theory to the study habits of students is that, the ability of a child to discipline himself to study is as a result of his integration with the environment, (i.e. knowing the custom, tradition and social norms of the community) which has an effect on the sense of self of any individual. It also accounts for group study since the influence from others is taken into consideration.

Research Method and Ethical Considerations

Research Design

The study is a descriptive survey research that employs the Ex post facto research design which typically makes use of questionnaire and interview in order to determine opinions. Ex post facto design is a quasi-experimental study examining how an independent variable, present prior to the study in the participants, affects a dependent variable. A quasi-experimental study simple means participants are not randomly assigned.

Kerlinger (1970) has defined ex post facto research more formally as that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a deponent variable or variables. The Ex post facto research design was considered appropriate for the study because it enabled the researcher to carry out a causal research of study habits: participant in tutorial classes, attendance to classes, use of library and personal time table on the causal-comparative which is the student's educational performance.

Area of the Study

The educational system in Oron is encouraging, as students from the sub Loca, government area in Oro nation transport themselves to Oron. There are 3 public secondary schools, these are: Community Secondary School, Eyoabasi which has the population of 2,476 students. Methodist Senior Science College with the population of 200 students and Mary Hanney Secondary School which is populated with 3,057 students. Oron therefore has population of 5,733 students in public secondary school.

Oron is bounded by Udung Uko Local Government Area by the south, Okobo Local Government Area by the North, Urue Offong Oruko Local Government Area by the west and by the north east is the river which separates Oron Local Government Area from Cross River State. Oron is blessed with natural resources like crude oil, water bodies

which produce fish, crayfish, periwinkle, crabs, oystercab, lobsters etc. These seafoods help to build up the brain, fishing and agricultural work are the main occupation among the Oronians. We have a rich culture with our sweet delicacies like ototo, ekpan and otong etc. The language spoken has a mutual intelligibility which makes it a dialect. The dialects therefore are: Oron dialect, Mbo dialect, Okon dialect, efiat dialect, efi and English as an official language.

Population for the Study

The population of this study comprised all students in public primary schools' from the three public secondary schools in Oron Local Government Area. The choice of the population was due to proximity of the researcher to the area of study and it also stemmed from the fact that they should be able to supply information needed based on their study habits.

Sample and Sampling Technique

Multi-stage sampling technique was adopted in order to divide the population into groups or clusters. Then, one cluster is chosen at random and everyone within the chosen cluster is sampled. Constructing the cluster is the first stage. Deciding what elements within the cluster is use in the second stage. In reference to this study, the public secondary schools are clustered into urban, which is 2:1. Being that Methodist Senior Science College and Mary Hanney secondary schools are in the urban region of Oron and community secondary school in the rural. This method ensured that only the selected clusters are studied in single and multi-stage to enable speed and convenience of finding the sample.

Instrumentation of Data Collection

A structured questionnaire instrument known as Study Habit and Academic Performance Questionnaire (SHAPQ) constructed by the researcher was used to gather data for the study. The SHAPQ instrument had three parts. Part A was at establishing the general profile or personal data of the respondents which sought information on the name of the school used in the study, sex, age, educational level, educational level, class, parental status, religion and ethnic groups. Part B on the other hand contains 20 items on knowledge of study habits: Participation in tutorial classes, attendance to classes, use of library and personal time table. And Part C ought to know how the knowledge of study habits affected their academic performance, these are 10 items with a four scale of strongly agree, agree, strongly disagree, and disagree to which the respondents were required to tick (✓) the option that best represented their options, the same with part B.

Validity of the Instrument

The study habit and performance questionnaire was face validated by the validates in the Department of Curriculum Studies, Educational Management and Planning of the University of Uyo, Uyo. Items in the questionnaire were scrutinized independently. The researcher adopted every correction relevant to the variables under measurement. Their comments and suggestions were incorporated into the final draft of the instrument.

Reliability of the Instrument

Crombach alpha is used in measuring internal consistency, i.e. how closely related a set of items are as a group. Institution for Digital Research and Education (2018), considered it to be a measure of scale reliability. Technically speaking, Crombach's alpha is not a statistical test, it is a coefficient of reliability. The formula for standardized Crombach alpha is:

$$\alpha = \frac{N \cdot \bar{C}}{\bar{V} + (N-1) \cdot \bar{C}}$$

Where N is the number of items

\bar{C} is the average inter-item covariance among the items

\bar{V} is the average variance

Cronbach's alpha for all four items yielded thus: participation in tutorial classes yielded 0.75, attendance to class yielded 0.69, use of library yielded 0.68 and personal time table yielded 0.87 with the students' academic performance at 0.96 which is found to be highly significant and reliable for the study.

Administration of the instrument

The SHAPQ instruments were administered by the researcher to secondary schools in Oron Local Government Area. The assistance of some reliable teachers in the three (3) public schools were solicited in the administration of the instrument.

Method of Data Analysis

Pearson Product moment correlation was used to answer the research questions and to test the null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question 1:

Does participation in tutorial classes significantly relates with academic performance of students in English language among public secondary schools in Oron Local Government Area?

Table1. Summary of the relationship between participation in tutorial classes and students' academic performance in English language.

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal	r-crit	Decision
Participation in tutorial class (X)	2.48	6.17	204631	1.0	0.139	Significant
Students' academic performance (Y)	9.98	15.04	26076			

Table 1 shows the co-efficient r-value of 1.0 using PPMC and r-critical = 0.139, df=198. The decision rule states that if the coefficient r is ± 0.00 - ± 0.40 , it is very low. If it is ± 0.40 - ± 0.60 , it is on the average, while ± 0.60 - ± 1.00 is very high and positive. From table1, the r-value is 1.0 which is high and positive. It means there is a high and positive relationship between participation in tutorial classes and students' academic performance in English.

Research Question 2:

Does attendance to classless significantly relates with academic performance of students in English language among public secondary schools in Oron Local Government Area?

Table 2. Summary of the relationship between attendance to classes and students' academic performance in English language.

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal	r-crit	Decision
Attendance in class (X)	1.99	3.98	222444	0.99	0.139	significant
Students' academic performance (Y)	1.56	2.45	86544			

Table 2 shows the co-efficient r-value of .99 using PPMC, r-crit=0.139, df=198. The decision rule states that if

the coefficient r is ± 0.00 - ± 0.40 , it is very low. If it is ± 0.40 - ± 0.60 , it is on the average, while ± 0.60 - ± 1.00 is very high and positive. Table 2, r-value is .99 since the coefficient of r is 0.99, it means there is a high and positive relationship between attendance to classes and students' academic performance in English language among public secondary schools in Oron Local Government Area?

Research Question 3:

Does the use of library significantly relates with academic performance of students in English language among public secondary schools in Oron Local Government Area?

Table 3. Summary of the relationship between the use of library and students' academic performance in English language.

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal	r-crit	Decision
Use of library (X)	1.89	3.57	226284	0.99	0.139	Significant
Students' academic performance (Y)	1.58	2.48	85511			

Table 3 shows the co-efficient r-value of .99, r-crit = 0.139, df=198 using PPMC. The decision rule states that if the co-efficient small r is ± 0.00 - ± 0.40 , it is very low. If it is ± 0.40 - ± 0.60 it is on the average, while ± 0.60 - ± 1.00 is very high and positive. From the table, the r-value is 0.99. This implies that since the coefficient r is .99, there is a high and positive relationship between the use of library and students' academic performance in English language among public secondary schools in Oron Local Government Area.

Research Question 4:

Does personal time table significantly relates with their academic performance in English language among public secondary schools in Oron Local Government Area.

Table 4. Summary of the relationship between personal time table and students' academic performance in English language.

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal	r-crit	Decision
Personal time table (X)	1.39	1.9	243600	1.0	0.139	Significant
Students' academic performance (Y)	1.22	1.49	39600			

Table 4 shows the co-efficient-r-value of 1.0 using PPMC, r-crit = 0.139, df = 198. The decision rule states that if the coefficient small r is ± 0.00 - ± 0.40 , it is very low. If it is ± 0.40 - ± 0.60 , it is on the average, while ± 0.60 - ± 1.00 is very high and positive. From the table, the r-value is 1.0. This implies that since the coefficient r is 1.0, it means there is a high and positive relationship between personal time table and students' academic performance in English language among public secondary schools in Oron Local Government Area.

Hypotheses

Hypothesis One

There is no significant relationship between participation in tutorial classes and academic performance of students in English language in Oron Local Government Area.

Table 5. Pearson Product Moment Correlation Analysis of participation in tutorial classes and academic performance of students in English.

Variables	X	Y	$\frac{\Sigma X}{\Sigma Y}$	$\frac{\Sigma X^2}{\Sigma Y^2}$	ΣXY	r-cal	r-crit	Decision
Participation in tutorial class (X)	713	287	2.48	6.17	204631	1.0	0.139	Significant
Students' academic performance (Y)	318	82	9.98	15.04	26076			

Probability at 0.05 level of significance; Df = 198

$$\Sigma XY = 230707, \Sigma X = 1031, \Sigma Y = 639, \Sigma X^2 = 590738, \Sigma Y^2 = 107848.$$

The result in Table 5 shows that the calculated PPMC shows the coefficient (r) value of 1.0, the decision rule states that if the coefficient small r is ± 0.00 to ± 0.40 ; it is very low. If it is ± 0.40 to ± 0.60 , it is on an average while ± 0.60 to ± 1.00 it is very high and positive. This means that the null hypothesis is rejected. This therefore implies that there exists a significant relationship between participation in tutorial classes and students' academic performance in English language.

Hypothesis Two

Attendance to classes does not relate with the academic performance of students in English language in Oron Local government Area.

Table 6. Pearson Product Moment Correlation Analysis of attendance to class and academic participation of students in English Language.

Variables	X	Y	$\frac{\Sigma X}{\Sigma Y}$	$\frac{\Sigma X^2}{\Sigma Y^2}$	ΣXY	r-cal	r-crit	Decision
Attendance in class (X)	666	334	1.99	3.98	222444	0.99	0.139	Significant
Students' academic performance (Y)	366	234	1.56	2.45	86544			

Probability = 0.05 level of significance, Df= 198, r-crit=0.139, df=198

Table 6 shows the co-efficient value of 0.99 using PPMC. Since the co-efficient of r is 0.99, it means there is a high and positive relationship between attendance to classes and students' academic performance in English language in public secondary schools in Oron.

Hypothesis Three

The use of library does not have significant relationship with the academic performance of students in English language in Oron Local Government Area.

Table 7. Pearson Product Moment Correlation Analysis of the use of library and academic performance of students in public secondary schools in Oron.

Variables	X	Y	$\frac{\Sigma X}{\Sigma Y}$	$\frac{\Sigma X^2}{\Sigma Y^2}$	ΣXY	r-cal	r-crit	Decision
Use of library (X)	654	346	1.89	3.57	226284	0.99	0.139	Significant
Students' academic performance (Y)	367	233	1.58	2.48	85511			

P= 0.05 level of significance; Df = 198, r-crit=0.139.

$$\Sigma X = 1021, \Sigma Y = 579, \Sigma XY = 311797, \Sigma X^2 = 562405, \Sigma Y^2 = 174005.$$

Table 7 shows the calculated r- value of 0.99 at 0.05 level of significance with 1598 degree of freedom. The calculated r- value of 0.99 is greater than the critical value of 0.1 at .05 level of significance. Therefore, the null hypothesis which states that there is no relationship between use of library and students' academic performance is rejected. The alternative hypothesis that there is significant relationship between use of library and academic performance in English language is upheld.

Hypothesis Four

There is no significant relationship between students who use personal time table and their academic performance in English language in Oron Local Government Area.

Table 8. Pearson Product Moment Correlation Analysis of personal time table and students' academic performance in English Language.

Variables	X	Y	$\frac{\Sigma X}{\Sigma Y}$	$\frac{\Sigma X^2}{\Sigma Y^2}$	ΣXY	r-cal	r-crit	Decision
Personal time table (X)	580	420	1.39	1.9	243600	1.0	0.139	Significant
Students' academic performance (Y)	220	180	1.22	1.49	39600			

The result in Table 8 shows the r- value of 1.0 at .05 level of significance with 198 degree of freedom, r-crit = 0.139. The calculated r- value of 1.0 is greater than the critical value of 0.1. Therefore, the null hypothesis which states that there is no significant relationship between students who use personal time table and their academic performance in English language in Oron Local Government is rejected.

Discussion of Findings

Participation in Tutorial Classes and Students' Academic Performance in English Language

The null hypothesis tested the significant relationship between participation in tutorial classes and students' academic performance in English language among public secondary schools in Oron Local Government Area. The statistical analysis was done using Pearson Product Moment Correlation. The result indicated that the calculated r- value of 1.0 is of a positive result, with the degree of freedom being 198 at .05 level of significance. The implication of this result

is that, there is significant relationship participation in tutorial classes and students' academic performance in English.

This findings therefore agrees with that of Suleman (2014) who researched on the "impact of help session on learners". The purpose was to determine whether or not that participation in tutorial classes affects the students' academic performance.

Attendance to Classes and Students' Academic Performance in English Language

The research hypothesis tested the significant relationship between attendance to classes and students'

academic performance in English language among public secondary schools in Oron Local Government Area. The statistical analysis was done using Pearson product moment correlation. The result indicated that the calculated r -value of 0.99 is of a positive result, with the degree of freedom being 198 at .05 level of significance. The implication of this result is that, there is significant relationship between to classes and students' academic performance in English.

The findings of this study is contrary to that of Macfarlane (2016) who posits that presenteeism in class does not influence the output or performance of students. The study therefore shows there is significant relationship between attendance to classes and students' academic performance in English.

Use of library and Students' Academic Performance in English Language

The null hypothesis tested the significant relationship between use of library and students' academic performance in English language among public secondary schools in Oron Local Government Area. The statistical analysis was done using Pearson product moment correlation. The result indicated that the calculated r -value of 0.99 is of a positive result, with the degree of freedom being 198 at .05 level of significance. The implication of this result is that, there is significant relationship between the use of library and students' academic performance in English. The result of the research corresponds with Nwezeh, (2011)'s research on library and students' academic performance in English.

Personal Time Table and Students' Academic Performance in English Language

The null hypothesis tested the significant relationship between use of personal time table and students' academic performance in English language among public secondary schools in Oron Local Government Area. The statistical analysis was done using Pearson product moment correlation. The result indicated that the calculated r -value of 1.0 is of a positive result, with the degree of freedom being 198 at .05 level of significance. The implication of this result is that, there is significant relationship between personal time table and students' academic performance in English. The result of the research supports with Crede (2008) who carried out the study on personal time table and its impact.

Conclusion

From the result of the study, it can be deduced that; participation in tutorial classes, attendance to classes, use of library and personal timetable are very vital to any student who wish to improve upon himself academically. Nothing comes easy, so, students should be able to study hard to show themselves approved as stated in 2 Timothy 2:15. It is only through this that a middleman would be able to survive in this present Nigeria and even across the globe.

Recommendations

Based on the findings from the study, the following recommendations were made:

- (1) Government should make available school libraries in all public secondary schools in Oron Local Government Area of Akwa Ibom State and Nigeria as a whole to encourage the students to study.
- (2) The government should provide enough learning materials in the library, and update them.
- (3) The teachers should take into consideration each individual students and cater for their individual differences.
- (4) Parents should encourage their children to attend tutorials, and should create time for them to study.

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