



THE RELATIONSHIP BETWEEN PERCEIVED ATTITUDE TOWARD STUDY HABIT AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS' IN YOBE STATE UNIVERSITY DAMATURU, NIGERIA

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Abstract

This study examined the relationship between Perceived Attitude toward Study Habit and Academic Performance of Undergraduate Students in Yobe State University, Nigeria. The study employed a descriptive survey research designed and the population of the study consist of all undergraduate students of Yobe State University Damaturu with the total population of Nine thousand six hundred and ten (9,610) students for 2020/2021 academic session out of which a sample size of three hundred and sixty-four (364) students were drawn through multi-stage sampling technique. The research instruments used for data collection were adapted questionnaire titled Study Habit Questionnaire with internal consistency coefficient of 0.91 and reliability index of 0.78 and a Proforma. Data were analyzed using inferential statistics of Pearson Product Moment Correlation (PPMC) and ANOVA to test the hypotheses. From the analysis of the data, it was found out that there is significant relationship between perceived attitude of students toward study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria ($r=.448$, $p=.000$, $p<.05$); there is significant difference in the perceived attitude of students study habit and academic performance based on gender ($F=28.672$, $p=.000$, $p<.05$) and there is no significant difference in the perceived attitude of students study habit and academic performance according age ($F=.611$, $p=.435$, $p>.05$). It was concluded that achievements can be attributed to the students' attitude towards the study habit. Therefore, it was recommended that school counsellors should give orientation to newly admitted student on effective study habit to improve their academic performance. Similarly, counsellors, parents, and significant others should show appreciation for student strong points and identify their weaker area, then initiate corrective practices such as improvement of organizing time for study, time management, visiting library, controlling of exam phobia as these would boost their morale.

Keyword: Attitude, Study Habit, Undergraduate and Academic Performance

INTRODUCTION

The goal of education in Nigeria as enshrined in the National Policy on Education 2013 is to encourage the government of the Federation to provide substantial resources to education for its populace. Despite this obligation and commitment by the government, the academic performance of students as evidenced by their academic performance in external examinations, is apparently awful. This state of affairs calls for immediate actions to remedy the situation so that the nations' scarce human and material resources used on education can be justified and not wasted (Ajai, Shiaki & Bulus, 2020). Part of the remediation as debated by psychologist and educationist is an investigation into the salient reasons for poor performance and taking appropriate actions to forestall the further occurrence.

Student habit towards study is a complex construct; it is the predisposition of a student to learn in a systematic and efficient way when opportunity is given (Ebele & Olofu, 2017). Through these processes the learners' habitual ways of exercising and practicing their abilities for learning are considered as study habits. Study habits reveal students' personality. The learners' learning character is shown in their study habits and it plays a significant role in the life of students. Moreover, the success or failure of each student depends upon his study habits. Perhaps, studying is an art, and as such, it requires practice.

However, some students study more, but they fail to achieve more, others study less but achieve more. Therefore, the success of each student depends upon his/her ability as Kumud and Rajesh (2016) states that many students fail not because they lack ability, but because they do not have adequate study skills. Similarly, Bala (2015) sees study habit as it combines nearly all other sub-topics such as study attitude, study method, and study skill. Study attitude has to do with a mental and natural state of readiness, organized through experience which has directs influence upon a learners' response to situations of learning with which it is related (Ogazie, 2019). The study method refers to the process by which study tasks (assignment, homework, personally written notes, and texts) are completed. It has to do with either a student chooses to work alone or in the company of his/her

classmates. Study skill deals with discernment in knowing when to study and when not to study, hours to put in for a useful study, and, consequently, an excellent academic performance.

Academic performance on the other hand is the total level of success of student over a period of time which could be at the end of the lesson, day, week month, term, session, or level of education in various school subjects (Graba & Abdullahi, 2019). The academic performance of students in examination is seemingly abysmal as evidenced in final examinations at different level. However, poor academic performance can be traced to several factors. Several researchers and educationists tend to blame students' poor academic performance on the teachers' teaching methodology, poor moral support, overcrowded classroom, lack of sense of duty and commitment on the part of the teachers and inadequate funding by the government at various level to provide quality textbooks and other facilities (Ajai, Shiaki & Bulus, 2020).

However, these might not be the only reasons why the students perform poorly during examinations since some of the students under this same condition have good academic performance. It seems that newly admitted students perform poorly in the examination at Yobe State University Damaturu. This is probably because of the notion they have that the subjects been taught are not just so difficult and should not be given adequate time to studied. Therefore, they tend to laze around in studying, which might be the reason they end up with poor grades and performance. On similar note; numerous studies have reported a positive correlation between attitudes toward study and academic performance (Oluwatimilehin & Owoyele, 2012; Ajayi, Kassim, Adewale & Abayomi, 2016; Sarwar, Bashir & Alam, 2017).

In addition, Musa and Garba (2019) conducted a study on attitude to mathematics, study habit and academic performance of selected secondary schools, the research used survey research design and census sampling technique was utilized to determine the sample size of the study. The study reveals that student attitude has a significant effect on their academic performance. It was recommended among others that school administrators, teachers and parents should work collaboratively hand in hand to maximize students' performance by helping to improve their study habit and attitude toward school. Moreover, Oladeni and Binbo (2017) conducted a study

on student study habit and academic performance of Secondary school student in mathematics. A case study of selected secondary schools in Uyo Local education council. Their result revealed that there is significance relationship between note taking, student's use of library, time allocation for study and students' academic performance in mathematics. The study recommended that group guidance should be organized in schools by professional counselors in order to create awareness on how student can develop effective study habit which could lead to good academic performance in mathematics and a functional school library should be mounted in all the secondary school.

Ketelyn (2013) identified fourteen positive or good study habits which students can employ in order to improve their academic performance. Ashish (2013) opined that if students must ensure academic success throughout the entire year, it is important to ditch bad study habit and establish good ones and further maintains that no matter what age or academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse and failing miserably. Moreover, Ashish (2013) admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intention.

Gender is a social connotation built on assumptions based on the biological nature of the sexes (Nnachi, 2008). Gender plays an important role in human development and behaviors; just as effective study habit skills promote academic progress. One can also say that the way a human being view himself/herself has significance in developing effective study skills. Finding on gender difference in study habits have been very interesting and illuminating though findings have differed from one study to another for example, Aluya and Blanch (2004) found that female scored higher on study habit measure. Malgwi (2006) reported from empirical evidence that study habits promote effective learning and subsequent high academic performance. The important point of the study habit is centered on planning and programming of study, how to use library, taking note and lectures, how to learn about remembering and how to prepare for examinations. Koki and Abdullahi (2014) conducted a study on gender differences in study habit skills of undergraduate student of Yobe State University, Yobe State, Nigeria. The study proceeded to determine in addition whether the students study habit skills varied from faculty to

faculty. The undergraduate students were found to have significant gender differences in study habit skills.

Similarly, age of the individual, as it increases usually affects the various development changes and it affects every area of human performance (Ukneze, 2007). In addition, it is often been said that, older students being more highly motivated and being more experienced in many realms of life and should obtain higher grade point average (Sturman, 2003). Similarly, Morris (1995) reported that younger students obtain higher grade than older students, because of their relative freedom from cares. Naderi, Abdullahi & Kumar (2009) also observed that age of the students while he/she attended college might be of some important about his academic success in college. Nga and Feldman (2008) found a moderate positive relationship between age and performance while Sturman (2003) found that, the age and performance relationship took an inverted u shape.

Powell (2011) investigated the relationship between age and deep level study habits in vocation nursing program at Angela College. The result indicates that there are differences between and older vocational nursing students in the vocational nursing programme at age 23 and older tend to use deep and strategic approaches to learning more frequently than students age 18 – 22. In addition, the result indicates that younger students utilize superficial approaches to learning more often than the older students learn.

Nevertheless, student attitude toward study habit serves as an index of how student think and feel about studying. If the learning experience is not pleasant, then the result of the studying would not be satisfactory. Moreover, several researchers have supported that successful learner adopt positive study attitudes. Therefore, in order to filled the gaps in the previous study and add more to the existing literature, this study investigated the relationship between perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

STATEMENT OF THE PROBLEM

There is public outcry on the standard of education system and poor academic performance of students. Academic performance is the end-product of all educational endeavors. The main concern of all educational efforts

is to see that the learner achieves better result and be productive. The distressing phenomena; scholastic underachievement and failure have caused serious concern to educationists, guidance counsellors and educational planners for several decades as this amount to colossal wastage of resources available for educational sector.

The differences in attitudes of male and female students towards study habit have been an issue for many decades. The researchers observed that students' academic performance in the end of semester examination result of undergraduate students in Yobe State University was not encouraging. Therefore, the weak performance of students called for concern by researchers, parents, school administrators and other stakeholders in the education sectors. The reason for low academic performance might be cause by some factors like teaching methodology adopted by the teachers and lack of quality textbooks, low cognitive ability, poor time management, medical problems, gender, age, and student factors more especially their attitude towards their studies. Therefore, poor study habit among students contribute to the massive failure. As such, the main concern of this study is to examine the relationship between perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

OBJECTIVES OF THE STUDY

The objectives of the study are to determine the:

1. Relationship between the perceived attitude toward study habits and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria
2. Gender difference in the perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria
3. Age difference in the perceived attitude towards study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant relationship between the perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria

H₀₂: There is no significant difference in the perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria according to gender

H₀₃: There is no significant difference in the perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria according to age

METHODOLOGY

The research employed a descriptive survey research designed. A research design is the plan, structure and strategy of investigating a research problem. According to Haruna (2010) descriptive survey design is a study in which a group of individuals are studied or studies through the collective and analysis of data using instrument or techniques such as questionnaire, interviews and observations or experiments, from a few people considered representation of the entire group. This design was used to measure students' beliefs, opinions, habit feelings, desires, characteristics and present or past attitudes.

The population of the study was all undergraduate students of Yobe State University Damaturu with the total population of Nine thousand six hundred and ten (9,610) students for 2020/2021 academic session. Multi-stage sampling technique was used in the study. The first stage used purposive sampling technique to select all newly admitted undergraduate students for 2020/2021 academic session with the total population of two thousand five hundred and thirty-two (2,532) students, this is because, the researchers attempt to select this sample because it appears as being the representative of the population defined by the research problem. The second stage witnessed the proportionate stratified sampling to select of three hundred and forty-six (346) using research advisor 2006 at 95% confidence level and 5.0% Margin of Error.

The instrument developed by Rezual and Sultana (2020) was adapted to collect data on perceived attitude of students toward study habit. The questionnaire was pilot tested an internal consistency coefficient of 0.91 and reliability index of 0.78 was obtained. End of first semester Grade Point (GP) was also collected for the selected

students as to determine the academic performance using a Proforma. The Questionnaire was divided into two sections “A” section contain demographic information of respondents such as gender, age and department. Section “B” contain five (5) items statement on use of library, five (5) items statement note taking, five (5) items statement learning and remembering, five (5) items statement use of time table. The questionnaire is based on four points Likert rating scale of strong agreed, agreed, disagreed, and strongly disagreed. Data collected were analyzed using Pearson Product Moment Correlation (PPMC) for research hypothesis one and Analysis of variance (ANOVA) for research hypotheses two and three at 95% level of confidence.

RESULT

Hypothesis 1: There is no significant relationship between perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu Nigeria

Table 1: Relationship between perceived attitude toward study habit and academic performance

Variables	N	Mean	SD	r	P-value	Decision
Perceived Attitude	346	29.5789	3.23351	.448**	.000	Significant
Academic Performance	346	26.7175	9.27529			

Based on the obtained result in table 1, correlation value ($r=.448$, $p=.000$, $p<.05$), a statistically significant relationship exists between perceived attitude of students’ and academic performance. Therefore, based on the obtained result, the null hypothesis is rejected. Meaning, there is significant relationship between perceived attitude of students toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

Hypothesis 2: There is no significant difference between attitude of student study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

Table 2: Result of one-way ANOVA on the significance difference of Attitude of Student Study Habit and Academic Performance according to Gender

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8619.001	1	8619.001	28.672	.000

Within Groups	108818.392	342	300.603
Total	117437.393	343	

Table 2 explain the difference or otherwise in relation to perceived attitude of students' study habit and academic performance based on their gender, and the table shows that the significant p-value stood at .000 which is less than .005, therefore, the null hypothesis is rejected saying that there is significant gender difference in the perceived students attitude study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

Hypothesis 3: There is no significant difference between attitude of student study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

Table 3: Result of one-way ANOVA on the significance difference of Attitude of Student Study Habit and Academic Performance according to Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	197.911	1	197.911	.611	.435
Within Groups	117239.481	342	323.866		
Total	117437.393	343			

Table 3 explain the difference or otherwise in relation to perceived attitude of students study habit and academic performance based on their age, and the table shows that the significant p-value stood at .435 which is above .005, therefore, the null hypothesis is accepted saying that there no is significant age difference in the perceived students attitude study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria.

DISCUSSION

The first research hypothesis stated that, there is no significant relationship between perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria. The finding revealed that there was there is significant relationship between perceived attitude toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria. The finding is in conformity with the finding of Musa and Garba (2019) that student attitude has a significant relation-

ship on students' academic performance. Similarly, findings has affirmed the earlier finding of Oladeni and Binbo (2017) that significant relationship occurs between note taking, students use of library, time allocation and students' academic performance. Moreover, Ketelyn (2013) have identified that positive or good study habit which students employ in order to improve their academic performance include studying every day, creating quiet place at home or anywhere to study taking regular break asking for help if one is struggling with his studies, taking note as one studies as well as organizing note in a notebook or folder. Henceforth, Ashish (2013) opined that if students must ensure academic success throughout the entire year, it is important to ditch a bad study habit and establish good ones.

The second research hypothesis stated that. there is no significant difference in perceived attitude of students toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria based to gender. The tested hypothesis reveals that there was significant difference in the perceived attitude of student study habit and academic performance based on gender. The finding is in line with the previous study of Aluya and Blanch (2004) that female scored higher on study habit measure. The finding was also in consonance with the previous finding of Koki and Abdullahi (2014) that undergraduate students were found to have significant gender differences in study habit skills.

The third research hypothesis stated that, there is no significant difference in the perceived attitude of students toward study habit and academic performance of undergraduate students in Yobe State University Damaturu, Nigeria according to age, the analysis of research hypothesis reveals that there was no significant difference in the perceived attitude of student study habit and academic performance according age. As such age of the individual, as it increases usually affects the various development changes and it affects every area of human performance (Ukneze, 2007). In addition, it is often been said that, older students being more highly motivated and being more experienced in many realms of life, should obtain higher grade point average (Sturman, 2003). Similarly, Morris (1995) reported that younger students obtain higher grade than older students, because of their relative freedom from cares. Naderi, Abdullahi and Kumar (2009) also observed that age of the students while

he/she attended college might be of some important about his academic success in college. Nga and Feldman (2008) also found a moderate positive relationship between age and academic performance. Sturman (2003) found that, the age and performance relationship took an inverted u shape. The finding was not in conformity with the previous.

CONCLUSION

Students generally have a favourable attitude towards study habit. Though Positive attitudes alone may not significantly predict good performance as shown by the students' grades, there are other mediating factors including student effort and commitment that connect attitude and performance without which attitude alone may not reflect performance. Student's attribute and their performance mostly to the school environments, abilities, future interest and personal effort. Hence, the students should be motivated through persuasion, use of library, note taking techniques, learning and remembering strategies, use of time table, examination preparation and taking examination The study finally concluded that the perceived attitude towards study habit contributed significantly to students' academic performance of undergraduate students in Yobe State University Damaturu, Yobe State, Nigeria.

RECOMMENDATIONS

Based on the findings of the study; it was recommended that:

1. School counsellors should give orientation to newly admitted student on effective study habit to improve their academic performance.
2. University management should equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance.
3. Counsellors, parents, and significant others should show appreciation for student strong points and identify their weaker areas, then initiate corrective practices such as improvement of organizing time for study, visiting library, study habits, controlling of exam phobia as these would boost their morale.

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