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Relationship among Students' Study Skills, School Type and Academic Achievement in Economics among High Schools in Osun State, Nigeria.

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Abstract: *The study's objective was to examine the relationship among students' study skills, school type and academic achievement in Economics among high schools of Irewole Local Government Area of Osun State, Nigeria. Descriptive research design was adopted, purposive sampling technique was used to select two private and public high schools within the studied area. However, simple random sampling technique was used to select one-hundred and twenty (120) respondents in which seventy (70) were sampled from public school while the remaining fifty (50) were selected from private school. Two main instruments tagged-Economics Achievement Test (EAT) and Study Skills Assessment Questionnaire (SSAQ) were used and tested with the aid of Kuder Richardson (KR- 21) technique and split-half method respective. Inferential statistics comprised t-test and multiple regression analysis were used to analysis the generated data. The empirical outcomes revealed that there was no significant difference in the students' study habits on the basis of the school type attended by the students and the associated gender qualities. It was also indicated that the students' study habit vis-à-vis management, concentration, note-taking, test strategies and motivation working together predicted around twenty four per cent (24%) variation in students' Economics academic achievement at high schools. Moreover, inverse nexus existed among academic achievement and management and note-taking segments of the study skills variables while positive relationship was discovered among achievement and test strategies, concentration as well as motivation. The study concluded that the gender qualities possessed by the students and the type of school attended by them had nothing to do with the study skills developed and exhibited by them. And that the study habits variables jointly had statistical significant effect on high school students' academic achievement in Economics. Recommendations comprised judicious time management towards academic oriented exercises, provision of conducive environment for existing and potential learners, provision of external motivational mechanisms among others were suggested for the concerned stakeholders of education.*

Keyword: Relationship, Study Habit, School Type, Academic Achievement, Economics

Introduction

The educational objectives comprised some fundamental variables like acquisition of prerequisite knowledge, the development of intellectual abilities, the development of conceptual, intellectual and subject-specific skills, the development of generic or transferable skills, and the development of values, motivation or attitudes which can be quantified and evaluated in terms of academic achievement. This could be useful in determining the extent to which educational stakeholders have attained the stated educational goals most especially with respect to records from standardised test. The evidence from West African Examinations Council results statistics reflected that a total number of one point fifty seven million (1.57 million) candidates sat for the internal segment in Nigeria public schools in 2018 as against one point fifty six million (1.56 million) candidates in 2017. On the basis of gender, eight hundred and twenty-two thousand nine hundred and forty-one (822,941) of the candidates were male while the remaining seven hundred and forty eight thousand five hundred and ninety five (748,595) were female.

In the same vein, a total of one hundred and nine thousand seven hundred and ninety eight (109,798) candidates sat for this examination in private schools in 2018 as against one hundred and thirty three thousand two hundred and fifty eight (133,258) candidates in 2017. Out of the number of candidates who registered and sat for this examination in private schools in 2018, fifty four thousand, four hundred and seventeen (54,417) of the candidates were male while the remaining fifty five thousand five hundred and sixty one (55,561) were female. This evidenced that the number of male candidates sat for the examination was slightly greater that their female counterparts in public schools. But, in private schools, reverse was the case. In terms of the number of candidates who had five credit and above including Mathematics and English language, seven hundred and fifty six thousand seven hundred and twenty six (756,726) of the candidates which stood at 48.15% of the entire candidates enrolled in public schools in 2018. Also, thirty seven thousand one-hundred and eighty four (37,184) of the candidates which was put at 33.81% of the total candidates enrolled at private schools in 2018 had five credit including English Language and Mathematics (National Bureau of Statistics Report, 2019).

The breakdown in the trend of the number of candidates enrolled and percentage of them with five (5) credit and above Mathematics and English Language inclusive in each of the thirty six states in Nigeria and Federal Capital Territory between 2016 and 2018 is shown in the table below;

States	Total Number Sat in Private Schools			Total Number Sat in Public Schools		
	2016	2017	2018	2016	2017	2018
ABIA	585 60 (10.3%)	610 195 (32.0%)	599 308 (51.42%)	51,727 36,790 (71.1%)	49,672 38,012 (76.53%)	47,468 39,056 (82.28%)
ADAMAWA	220 13 (5.9%)	313 2 (0.6%)	147 5 (3.40%)	24,165 10,307 (42.7%)	25,955 10,913 (42.05%)	22,037 7,611 (34.54%)
AKWA IBOM	2,024 238 (11.8%)	1,192 93 (7.8%)	714 91 (12.75%)	59,979 29,894 (49.8%)	55,152 33,583 (60.89%)	54,897 29,583 (53.89%)
ANAMBRA	1,669 282 (16.9%)	1,126 87 7.7%	947 117 (12.35%)	40,545 28,514 (70.3%)	42,661 30,515 (71.53%)	44,550 22,897 (51.40%)
BAUCHI	178 14 (7.9%)	113 6 (5.3%)	61 8 (13.11%)	29,514 9,609 (32.6%)	36,419 8,511 (23.37%)	42,187 8,537 (20.24%)
BAYELSA	237 65 (27.4%)	330 82 (24.8%)	311 8 (2.5%)	19,373 13,988 (72.2%)	17,888 14,326 (80.09%)	20,428 11,895 (58.23%)
BENUE	835 26 (3.1%)	594 19 (3.2%)	370 12 (3.24%)	43,116 22,207 (51.5%)	45,194 26,349 (58.30%)	44,379 20,869 (47.02%)
BORNO	68 4 (5.9%)	217 10 (4.6%)	91 2 (2.20%)	14,514 7,679 (52.9%)	28,006 12,271 (43.82%)	34,386 7,097 (20.64%)
CROSS RIVER	1,014 72 (7.1%)	862 21 (2.4%)	623 29 (4.65%)	39,506 23,052 (58.3%)	39,228 21,521 (54.86%)	36,401 19,573 (53.77%)
DELTA	3,515 743 (21.1%)	2,371 276 (11.6%)	2,544 427 (16.78%)	51,216 31,866 (62.3%)	49,445 32,071 (64.86%)	53,546 27,754 (51.83%)
EBONYI	295 26 (8.8%)	199 20 (10.1%)	173 9 (5.20%)	24,146 10,346 (42.8%)	23,389 15,910 (68.02%)	24,970 15,500 (62.07%)
EDO	1,659 308 (18.6%)	1,395 149 (10.7%)	1,296 80 (6.17%)	61,685 45,574 (73.9%)	64,062 48,770 (76.13%)	59,831 37,334 (62.40%)
EKITI	659 96 (14.6%)	538 65 (12.1%)	475 33 (6.95%)	18,563 10,082 (54.3%)	19,889 14,287 (71.83%)	19,057 10,827 (56.81%)
ENUGU	4,689 1,305 (27.8%)	2,787 269 (9.7%)	1,712 165 (9.64%)	42,774 25,686 (60.1%)	42,538 30,871 (72.57%)	41,328 25,483 (61.66%)
GOMBE	68 2 (2.9%)	58 __ __	46 1 (2.17%)	17,745 3,047 (17.2%)	16,388 4,077 (24.88%)	16,328 2,747 (16.82%)
IMO	1,198 194 (16.2%)	836 62 (7.4%)	533 100 (18.76%)	43,852 31,744 (72.4%)	45,623 35,600 (78.03%)	45,549 34,047 (74.75%)
JIGAWA	207 21 (10.1%)	104 __ __	20 3 (15%)	23,028 4,128 (17.9%)	17,218 1,662 (9.65%)	22,424 2,113 (9.42%)

KADUNA	1,535 208 (13.6%)	930 66 (7.1%)	856 123 (14.37%)	90,614 49,530 (54.7%)	92,596 49,298 (53.24%)	81,312 33,116 (40.73%)
KANO	2,760 506 (18.4%)	1,481 500 (33.8%)	1,196 629 (52.59%)	49,829 18,399 (36.9%)	38,766 17,875 (46.11%)	30,003 16,395 (54.64%)
KATSINA	364 17 (4.7%)	267 2 (0.7%)	211 9 (4.27%)	20,404 7,790 (38.2%)	21,717 11,612 (53.47%)	23,916 7,188 (30.06%)
KEBBI	399 149 (37.3%)	111 5 (4.5%)	59 13 (22.03%)	27,052 5,968 (22.1%)	27,134 11,850 (43.67%)	30,122 12,167 (40.39%)
KOGI	3,896 690 (17.7%)	1,849 122 (6.6%)	780 83 (10.64%)	34,020 16,139 (47.4%)	34,545 14,885 (43.09%)	30,379 10,270 (33.81%)
KWARA	3,084 837 (27.1%)	2,717 499 (18.4%)	1,855 291 (15.69%)	34,628 19,076 (55.1%)	34,832 21,605 (62.03%)	35,380 17,421 (49.24%)
LAGOS	78,905 34,951 (44.3%)	58,883 15,545 (26.4%)	48,651 21,614 (44.43%)	145,186 91,409 (63.0%)	154,430 101,150 (65.50%)	162,066 98,411 (60.72%)
NASARAWA	1,448 422 (29.1%)	1,118 223 (19.9%)	748 243 (32.49%)	48,331 25,541 (52.8%)	50,662 27,759 (54.79%)	47,373 21,131 (44.61%)
NIGER	1,989 464 (23.3%)	1,602 173 (10.8%)	1,230 152 (12.36%)	53,513 18,121 (33.9%)	48,146 18,074 (37.54%)	51,590 12,963 (25.13%)
OGUN	26,756 12,948 (48.4%)	24,065 9,634 (40.0%)	22,079 8,896 (40.29%)	84,886 44,848 (52.8%)	92,526 50,095 (54.14%)	91,754 47,432 (51.69%)
ONDO	1,239 174 (14.0%)	1,193 115 (9.6%)	1,066 109 (10.23%)	34,891 22,598 (64.8%)	40,592 17,970 (44.27%)	39,357 20,550 (52.21%)
OSUN	2,753 509 (18.5%)	2,426 338 (13.9%)	2,014 271 (13.46%)	36,685 16,681 (45.5%)	32,481 14,128 (43.50%)	36,171 14,776 (40.85%)
OYO	14,014 2,910 (20.8%)	11,302 1,773 (15.7%)	9,046 1,262 (13.95%)	71,040 25,607 (36.0%)	53,850 28,852 (53.58%)	65,340 24,742 (37.87%)
PLATEAU	1,104 260 (23.6%)	707 84 (11.9%)	704 88 (12.50%)	40,421 19,991 (49.5%)	43,255 18,767 (43.39%)	39,108 9,914 (25.35%)
RIVERS	9,968 4,348 (43.6%)	7,996 1,457 (18.2%)	6,187 1,828 (29.55%)	61,673 46,238 (75.0%)	61,656 50,741 (82.30%)	65,005 50,587 (77.82%)
SOKOTO	229 19 (8.3%)	149 4 (2.7%)	105 23 (21.90%)	25,774 7,605 (29.5%)	27,673 10,770 (38.92%)	26,084 8,877 (34.03%)
TARABA	156 3 (1.9%)	147 3 (2.0%)	75 3 (4.0%)	18,583 11,419 (61.4%)	21,754 11,195 (51.46%)	75 3 (4.0%)
YOBE	33 7 (21.2%)	27 1 (3.7%)	6 1 (16.67%)	13,378 1,856 (13.9%)	13,297 3,550 (26.70%)	16,898 2,674 (15.28%)
ZAMFARA	152 6 (3.9%)	48 1 (2.1%)	24 ___ ____	27,421 4,482 (16.3%)	28,196 8,283 (29.38%)	28,481 3,404 (11.95%)

FCT-ABUJA	2,917 179 (6.1%)	2,595 99 (3.8%)	2,424 148 (6.11%)	20,141 9,941 (49.4%)	21,514 13,302 (61.83%)	23,622 12,310 (52.11%)

(National Bureau of Statistics Report, 2019).

A critical examination of the information contained in the table above revealed that the number of candidates who had five credit including Mathematics and English Language in states like Adamawa, Bauchi, Gombe, Jigawa, Kebbi, Kogi, Niger, Osun, Plateau, Sokoto, Yobe and Zamfara were far below the average number of those who registered in each of the private and public schools during the period under consideration. The existing trends in Abia, Anambra, Bayelsa, Cross River, Delta, Edo, Ekiti, Enugu, Imo, Lagos, Ogun and Rivers states indicated that more than half of the candidates who sat in public schools had five credit and above including English Language and Mathematics as contrary to their counterparts in private schools.

For instances, in Adamawa state, out of the two-hundred and twenty (220), three hundred and thirteen (313) and one-hundred and forty seven (147) candidates who sat for this examination, thirteen (13), two (2) and five (5) which accounted for five point nine per cent (5.9%), zero point six per cent (0.6%) and three point forty per cent (3.40%) from private schools were qualified for matriculation in 2016, 2017 and 2018 respectively. At the public schools segment in this state, twenty four thousand one-hundred and sixty five (24,165), twenty five thousand nine hundred and fifty five (25,955) and twenty two thousand and thirty seven (22,037) candidates were sat for this examination, ten thousand three hundred and seven (10,307), ten thousand nine hundred and thirteen (10,913) and seven thousand six hundred and eleven (7,611) which represented forty-two point seven per cent (42.7%), forty two point zero five per cent (42.05%)) and thirty four point fifty four per cent (34.54%) were qualified for matriculation in 2016, 2017 and 2018 respectively. In another development, in Lagos state forty-four point three per cent (44.3%), twenty six point four per cent (26.4%), forty-four point forty three per cent (44.43%) of the entire candidates in private schools had five credits and above while sixty six point zero per cent (63.0%), sixty five point five zero per cent (65.50%) and sixty point seventy two percent (60.72%) had five credit and above including Mathematics and English Language in public schools in 2016, 2017 and 2018 respectively.

However, various factors could be adduced being responsible for the incessant fluctuations in students' academic achievement in school subjects at high school level in both standardised test as shown in the above figure and non-standardised test like teacher made test. These factors comprised age and gender traits of the students (John, Jackson and Simiyu, 2015; Eze, Ezenwafor, and Obi, 2015; Aransi, 2018a), availability and utilisation of audio-visual aids during teaching and learning interaction (Sanni, Aransi, and Adebayo, 2019), class stream and class size (Yusuf, Onifade and Bello 2016; Aransi, 2017), students' attitude and access to Information and Communication Technology gadgets/platforms (Sanni, Aransi, and Adewole, 2019), school attendance in terms of students' punctuality and regularity in school and classroom (Robert, 2015; Fadelelmoula, 2018; Aransi, 2019a), teachers' variables such as teaching experience, qualifications, gender etc. (Musau and Abere, 2015; Aransi, 2019b), school types-private and public (Olatoye and Olasehinde, 2014; Bukari1 and Abra, 2017; Aransi, 2018b), effectiveness of teaching strategies (Ganyaupfu, 2013; Magasu, Muleya and Mweemba 2020) students' study habits (Bernard and Nyikwagh, 2017; Kyauta and Dachia, 2018; Jafari, Aghaei, and Khaton, 2019) among others. This had made Siahi and Maiyo (2015) to reiterate that in order to forestall academic failure among learners and to embrace favourable academic achievement among students, it is imperative for the stakeholders of education to provide relevant values and conducive learning environments. And that they should at the same time desist from condemning learners for any reasons rather than encouraging and linking them with human and physical resources with whom they can create reflective intellectual companionship that would help them to improve and develop good study skills.

In the light of this, Kyauta and Dachia, (2018) acknowledged that there was a significant relationship between study habits and students' academic performance of Umar Suleiman college of education, Gashua, Yobe State, Nigeria. This implies that college students with good study habits would have tendencies of achieving favourable academic achievement and vice-versa. Bernard and Nyikwagh, (2017) reported a significant positive correlation between students' study habit vis-à-vis homework/assignment, time allocation, reading and note taking and academic performance, while insignificant positive relationship was observed between consultation and performance among physics students at University of Agriculture, Makurdi, Benue State, Nigeria. Oluwagbohunmi, (2019) was of the view that the secondary school students who involved in hawking exercises would exhibit weak study habit which could in turn result to unfavourable academic attainment. This is a pointer to the fact that most of the students who embark on street hawking may not have sufficient time to face their study and adequately prepared for test/examination, attend classes regularly and punctually, or do home assignment as expected and may find it so difficult to embark on private reading. This depicted that development of good attitudes towards assignment given by the teacher to the students, good time management skill for academic related exercises, adequate reading and note taking styles are not only necessary but also sufficient conditions for academic achievement. Similarly, Jafari, Aghaei, and Khaton, (2019) reported a direct and significant relationship between study habits and academic achievement of medical sciences students at Kermanshah University of Medical Sciences Iran.

It is clear to infer that the previous works majorly focused on tertiary institutions students' study habits at expense of those in high schools phase. However, some of the works that based on the high school students' study habits did not incorporate school type variables. For instance, Joseph, Esia-Donkoh and Robert (2018) submitted that study habits was significantly accounted for observed variance in students' academic performance among public junior high schools in Ekumfi District in the Central Region of Ghana. Such that reading and notetaking, as well as time management components of study habit were identified to had made unique significant contribution to academic performance while the contribution of homework and assignments coupled with concentration did not contribute significantly to students' performance academically. It is against this background that the study was designed to examine the relationship among students' study habits, school type and academic achievement in Economics among high schools in Irewole Local Government Area of Osun State, Nigeria.

Statement of the problem

There is no gainsaying in the fact that the variables responsible for poor academic achievement among high school students are traceable to both internal and external stakeholders of education in varying degree. These stakeholders receive blame from one another such as parents, government, teachers and students. For instance, parents associated the blame to teachers' lack of commitment and dedication to teaching profession as well as inability of the government or owners of the private schools to provide sufficient learning resources within the school for the benefit of the learners. In another development, teachers attributed the blame to government in terms of irregular payment of wages and salaries; delay or non-implementation of the incentives packages; irregular promotion of teachers; irregular initiation of the on-the-job training for academic staff to mention a few. Government and teachers traced the blame to the parents for not doing good homework and the students were blamed for the lack of discipline and dedication to their studies. It could be acknowledged that the internal stakeholders of education-teachers and parents had no direct control on external one most especially government but they can guide the students/learners to develop and maintain good study skills habits at the school and home levels which is expected to be a prerequisite for favourable academic achievement regardless of the type of school and students' gender traits. It is against these controversies that the study was designed to evaluate the relationship among students' study habits, school type and academic achievement in Economics among high schools in Irewole Local Government Area of Osun State, Nigeria.

Objective of the Study

The broad objective of the study was to examine relationship among study habits, school type and academic achievement in Economics among high school students in Irewole Local Government Area of Osun State, Nigeria. The study's specific objectives are to;

i. evaluate the difference in the students' study habit among high school in Irewole Local Government Area of Osun State, Nigeria based on school type;

ii. evaluate the difference in the students' study habit among high school in Irewole Local Government Area of Osun State, Nigeria based on gender qualities ; and

iii. assess the impact of high school students' study habits on academic achievement in Economics in Irewole Local Government Area of Osun State, Nigeria.

Research Questions

The following research questions were raised to guide the study.

i. What is the difference in the students' study habits among high school in Irewole Local Government Area of Osun State, Nigeria based on school type?

ii. What is the difference in the students' study habits among high school in Irewole Local Government Area of Osun State, Nigeria based on gender qualities?

iii. What is the impact of the high school students' study habits on their academic achievement in Economics in Irewole Local Government Area of Osun State, Nigeria?

Methodology

Research Design

Descriptive survey research design was adopted. This design was considered appropriate and adequate for this research work due to its unique and in-built features such that the researcher can only report what has happened or what is happening without having substantive control over the variables of interest to the study. In this study, however, the researcher was not intended to control the school type a student is attending and study habits exhibited by him/her as well as the resulting academic

achievement in Economics. The researcher's intention was to ascertain the nature of relationship that existed among the variables of interest in the research work.

Target Population

All Grade 12 (That is Senior Secondary School Three) students who offering Economics in both private and public schools in Irewole Local Government Area of Osun State during 2019/2020 academic session formed the target population for the study.

Sample and Sampling Technique

Two private and public high schools were purposively sampled within Ikire metropolis. Besides, simple random sampling technique which was stratified in operation was adopted to select one-hundred and twenty (120) respondents altogether. Out of this figure, seventy (70) participants were sampled from public school while the remaining fifty (50) were chosen from private school.

Instrumentations

Two different research instruments were used to elicit relevant data. The first instrument was tagged 'Economics Achievement Test (EAT) which comprised fifty (50) objective questions each accompanied with four options. The second instrument was tagged 'Study Skills Assessment Questionnaire (SSAQ)' which consisted of forty (40) items and accompanied with five Likert rating scales ranges from VHE-Very High Extent, HE-High Extent, ME-Moderate Extent, LE-Low Extent to VLE-Very Low Extent. The items cuts across five study skills segments- time management, concentration, note taking, test strategies and motivation.

Validity and Reliability of the Instruments

The face and content validity of the instruments were attained by ensuring that items are worded in a simple and concise language for participants to understand without any reason for further conceptual clarifications. However, Economics Achievement Test (EAT) items were generated and developed from eleven (11) topics extracted from Economics Scheme of Work in which all Grade 12 (Senior Secondary School Three) students had been exposed to. Forty respondents in which twenty per school type were used to examine the reliability of the instruments. The Kuder Richardson (KR- 21) technique was employed to evaluate the reliability of the Economics Achievement Test (EAT) instrument which produced reliability coefficient of 0.70. While, split-half method was used to assess the internal consistency of the instrument tagged 'Study Skills Assessment Questionnaire (SSAQ)' which produced 0.75. This indicated that both instruments had internal consistent that are suitable and appropriate to be used for the research work.

Administration of the Instrument

The researcher visited the principal of the sampled schools prior to the administration of the instruments to solicit for permission which was granted and the administration of the said instrument commenced the following day and took place two rounds per school. The administration of the Economics Achievement Test (EAT) instrument formed the first round while Study Skills Assessment Questionnaire (SSAQ) followed at the second round. However, identity to be written on the instruments was issued to each of the participants.

Data Analysis Technique

Inferential statistics which comprised independents t-test and multiple regression analysis were used to analysis the generated data. Research questions number one and two were answered with the aid of independent t-test while research question number three was answered through application of multiple regression analysis using Statistical Package for Social Sciences version 20 (SPSS). The multiple regression equation is specified as under:

Academic Achievement = F (Students' Study Habits) _____(1)

This means that high school students' academic achievement is a function of their study habits towards academic tasks. However, there are various segments to students' study habit used in this research work which was broken further as follows;

Study Habits = F (Time Management and Procrastinations; Concentration and Memory; Study Aids and Note-Taking; Test Strategies and Anxiety and Motivation and Attitude) _____(2)

By substituting equation (2) into equation (1), equation become;

Academic Achievement = F (Time Management and Procrastinations; Concentration and Memory; Study Aids and Note-Taking; Test Strategies and Test Anxiety; and Motivation and Attitude) _____ (3)

In short form

AA = F (TMP, CM, SANT, TSTA, MA) _____ (4)

It should be noted that there are some other variables aside from study habits which can explain the variance that take place in students' academic achievement. This has necessitated the inclusion of error term 'E' into the above model

$AA = a_1 + a_2 TMP + a_3CM + a_4SANT + a_5TSTA + a_6MA + E$ _____(5)

Results

Analysis Based on Research Questions

Research Question I: What is the difference in the students' study habits skills among high school in Irewole Local Government Area of Osun State, Nigeria based on school type?

Table 1: T-test outcomes on the difference in the students' study habits based on school type.

Study Habits Variables	School Type	No	Mean	S.D	T-cal	T-tab	DF	RMK
Time Management and Procrastinations	Private	50	33.45	5.43	0.834	1.980	118	Insig
	Public	70	34.26	4.98				
Concentration and Memory	Private	50	32.20	4.87	0.634	1.980	118	Insig
	Public	70	32.84	6.19				
Study Aids and Note-Taking	Private	50	34.16	4.96	1.014	1.980	118	Insig
	Public	70	33.24	4.81				
Test Strategies and Anxiety	Private	50	34.43	4.96	0.220	1.980	118	Insig
	Public	70	34.24	4.26				
Motivation and Attitude	Private	50	34.55	4.37	0.548	1.980	118	Insig
	Public	70	34.09	4.74				

Table 1 indicated that there was no significant difference in the developed study skills between the private and public schools students as the t-calculated values were less than the corresponding critical value at 5% level of significant. This was to say that exhibition and development of some of the study skills like good time management towards academic related exercises, minimisation or eradication of procrastination tendencies, level of concentration and memory capacity, application of relevant and adequate study aids and improvement in note-taking skills, good test strategies and emotional stability needed in maintaining anxiety towards test/examination and intrinsic motivation and good attitude towards academic exercise were insignificant to the type of school attended by the learners. However, the mean scores across the two types of school revealed that the students' in these school exhibited moderately high study habits, as having mean value above thirty marks out of the forty scores obtainable.

Research Question II: What is the difference in the students' study habits skills among high school in Irewole Local Government Area of Osun State, Nigeria based on gender qualities?

Table 2: T-test outcomes on the difference in the students' study habits skills based on gender qualities of the respondents.

Study Habits Variables	Gender Qualities	No	Mean	S.D	T-cal	T-tab	DF	RMK
Time Management and Procrastinations	Female	63	33.48	5.15	0.866	1.980	118	Insig
	Male	57	34.31	5.33				
Concentration and Memory	Female	63	32.14	5.49	0.880	1.980	118	Insig
	Male	57	33.04	5.69				
Study Aids and Note-Taking	Female	63	33.45	5.18	0.617	1.980	118	Insig
	Male	57	34.00	4.59				
Test Strategies and Anxiety	Female	63	34.00	4.91	0.871	1.980	118	Insig

	Male	57	34.73	4.26				
Motivation and Attitude	Female	63	33.68	4.83	1.724	1.980	118	Insig
	Male	57	35.09	4.13				

Table 2 indicated that there was no significant difference between the students' study habits skills on the basis of gender qualities of the students as the t-calculated values were less than the corresponding critical value at 5% level of significant. This was to say that gender qualities of the learners was insignificant to the improvement and maintenance of favourable study habits skills. This indicated both gender had similar orientation towards the benefits attributable to good study habits skills.

Research Question III: What is the impact of the high school students' study habits skills developed on tacademic achievement in Economics in Irewole Local Government Area of Osun State, Nigeria?

Table 3: Multiple Regression results exhibiting the impact of students' developed study habits skills on academic achievement.

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485[a]	.235	.187	4.979

a. Predictors: (Constant), Time Management, Concentration, Note Taking, Test Strategies and Motivation.

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	717.687	5	119.614	4.825	.000[b]
	Residual	2330.551	114	24.793		
	Total	3048.238	119			

a. Dependent Variable: Performance

b. Predictors: (Constant), Time Management, Concentration, Note Taking, Test Strategies and Motivation.

Table 3 offered the multiple regression outcomes which contained the coefficient of determination (r^2) that emanated from the regression model. The outcomes revealed that $r^2 = 0.235$ which indicated that 23.5% of the variance in students' academic achievement in Economics was explained by developed students' study habits. This indicated that high school students' ability to manage and reduce procrastinations, classroom concentration during teaching-learning interaction, good note-taking skills, favourable test strategies and intrinsic motivation accounted for twenty three point five per cent of the variation that took place in academic achievement. However, the ANOVA table depicted immediate after the regression table indicated that the variance of achievement being explained by students' developed study habits was statistically significant as the F-value of 4.825 was greater than the associated significant value.

Table 4: Multiple regression analysis showing the individual contribution of study habits variables developed by the students on academic achievement in Economics.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.819	4.196		3.770	0.000
Management	-0.116	0.138	-0.110	-0.842	0.002
Concentration	0.002	0.125	0.002	0.014	0.989
Note Taking	-0.035	0.148	-0.031	-0.232	0.817
Test Strategies	0.047	0.187	0.039	0.249	0.004
Motivation	0.098	0.169	0.081	0.580	0.003

a. Dependent Variable: Performance

$$AA = 15.819 - 0.116\,TMP + 0.002CM - 0.035SANT + 0.047TSTA + 0.098MA \quad \_\_\_\_\_(6)$$

Table 4 revealed the impact of individual developed study habits variables on academic achievement in Economics as modelled in the equation six above. The constant or intercept value of 15.819 suggested that students would have around sixteen marks (16) in Economics when the exhibited and developed study habits towards the said subject during examination was assumed to be non-existence. Going by the individual segments of the students' developed study habits, this indicated that for every unit increase in time management and procrastinations the model predicted a decline of -0.116 in academic achievement in Economics. Also, for every unit increase in the level of concentration during classroom interaction, there would be an increase in the score by .002 marks. Moreover, a unit change in note taking by the student if not revisited before the examination predicted a decline of -.035 marks. On the part of test strategies, a unit increase in the test strategies adopted by the high school learners would lead to 0.047 positive change in the academic achievement in Economics. Finally, a unit increase in intrinsic and extrinsic motivation and positive attitude towards academic related tasks the model predicted increase in achievement by 0.098 marks.

Discussion of Findings

The empirical findings indicated that there was no significant difference in the students' developed study habits on the basis of school type and gender qualities as the t-calculated values were less than the corresponding critical value at 5% level of significant. This was to say that exhibition of some study habits attitude like good time management towards academic related exercises, procrastination tendencies, level of concentration and memory capacity, study aids and note-taking skills, test strategies and test anxiety as well as motivation and good attitude were insignificant to the type of school the student is attending as well as associated gender qualities. However, the mean scores across the two types of school and gender traits revealed that the students' in both school types and gender traits had good study habits to a high extent as having mean value above thirty marks out of the forty marks obtainable from the instrument. Hamid, Reza and Lotfollah, (2010) corroborated this by submitting that there was an insignificant difference between the mean score of males' and females' attitudes towards note-taking strategies.

On the aggregate, the multiple regression outcomes revealed that 23.5% of the variance in students' academic achievement in Economics was explained by students' developed study habits variables which was statistically significant. This indicated that students' developed study habit vis-à-vis management, concentration, note-taking, test strategies and motivation working together predicted around twenty four per cent (24%) variation which took place in academic achievement at high schools, while the remaining seventy-six per cent was accounted for by other factors aside from developed study habits incorporated in the model. The outcome was in tandem with the research report submitted by Joseph, Esia-Donkoh, and Robert (2018) in which study habits variables among which are reading and note-taking, time management as well as homework and assignments to mention a few were collectively explained around forty-four per cent (44%) variation in students' academic performance in public junior high schools in the Ekumfi District of Ghana. Similarly, Rabia, Mubarak, Tallat and Nasir (2017) acknowledged that there was significant association between study habits and academic performance of the students in Government Colleges in Sialkot of Pakistan.

On the individual ground, time management and procrastinations as well as study aids and note taking components of the study habits variables had inverse relationship with students' academic achievement in Economics. This means that inability of the high school students to attend and stay in classes for lessons, set aside a regular time for studying every day, avoid activities which tend to interfere with their study schedule, start all school subjects' assignments well in advance, know what time of the day to do their best studying as well as inability to have definite time schedule and outline specific goals for attainment could

hinder their academic achievement in Economics. In another development, the incessant postponement of academics oriented activities that require immediate attention by the high school students could be responsible in bringing down their examination scores. Moreover, this was to say that study aids and note-taking skills were just only a necessary condition but not sufficient one for attainment favourable academic achievement among high school. This is because if the students of high schools update their subjects' notes without scheduling sufficient time to revise ahead of examination could in turn result to poor academic achievement in such a subject. While, the remaining three segments of the study habits variables-concentration and memory, test strategies and test anxiety as well as motivation and attitude had direct relationship with high school students' academic achievement. In terms of individual contribution, time management, test strategies and motivation are statistically and individually contributed significantly to academic achievement while note taking and concentration had no statistical significant contribution to academic achievement in Economics.

Conclusion

The study concluded that the gender qualities possessed by the students and the type of school attended by them were not significant to the developed and exhibited study habit towards academic embedded tasks. Besides, the developed study habits variables-management, concentration, note-taking, test strategies and motivation jointly had statistical significant influence on high school students' academic achievement in Economics.

Recommendations

Based on the findings of this research work, the following recommendations are put forward for the internal and external stakeholders of education.

i. With respect to time management and procrastinations, the high school students are advised to judiciously managed the available time during the school hour and avoid procrastination of any form. This is because due to prevailing economic condition some high school students embark on hawking activities after the school close hour which may hinder them to have enough time for their study at home.
ii. Parents/guidance should create a friendly and ambient environment for their children at home and monitor their wards. As this would make the students to develop good and favourable time management and shun procrastination of academic assignments.
iii. Teachers should desist from attending to the students' lesson behind the school timetable schedule and they should also be very careful about procrastinating their classroom attendance. As this would inculcate into the learners the habits of punctuality and regularity during classroom discussion.
iv. Students should endeavour not only to form note or write note either during normal classroom teaching by the subject teachers or personal reading on the part of the learners but also to embark on constant reviewing and updating of the note so as to include relevant information that are pertinent to the standardised examination questions.
v. Also, teacher should desist from asking high school students to write the note on the chalkboard for other classmate to copy except such a teacher is on the ground to identify and make corrections to likely error to be committed in the course of students' writing on the chalkboard on his/her behalf.
vi. Students should ensure that they prepare adequately well prior to test or examination time. As this would assist them to minimise if not eradicate anxiety to be developed during examination or test.
vii. Teacher are advised to prepare high school students to the standard mode of answering standardised tests like WAEC, NECO etc and even design the continuous assessment questions in accordance public examination standard.
viii. School management should try to incorporate reading time or library hour into the school or classroom timetable in order to help the high school students develop good reading culture.
ix. Subject teachers should on regular basis and as a matter of duty take time to inspect students' note and append their signature on it. As this will enhance the teacher to identify and apply appropriate disciplinary measures towards those students with incomplete note.
x. Stakeholder of education should provide a mechanism which aimed at compensating in terms reinforcement like scholarship, bursary, tuition fee free benefit for any students with outstanding study habits such as students having up-to-date note, good reading culture to mention a few.

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