

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## Study Habits, Academic Performance and Quality Education among Degree Students of Umar Suleiman College of Education Gashua Yobe State, Nigeria

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### **Abstract:**

*The study examined the relationship among study habits, academic performance and quality education among 400 level degree students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study aimed to achieve three stated objectives. To examine the level of study habits among 400 level degree students. To examine whether there is significant relationship between study habits and academic performance among 400 level degree students. To examine whether there is significant relationship between study habits and quality education among 400 level degree students. Three research questions were asked and two hypotheses were formulated to guide the study. The study used descriptive correlational designs with quantitative approach. The population of the study was 768 400 level degree students. Kragcie and Morgan table for determining sample size was used to select the minimum sample. The drawn sample size was 263. Purposive and simple random sampling techniques were employed to select the specific respondents for the study. Data was collected using close ended adapted and modified - questionnaire with 23 items based on five likert scale. The data was analyzed in SPSS version 22.0 using frequency tables and percentage to analyse the profile of the respondents and Pearson's linear correlation coefficient was used to analyse the data collected on the study objectives. The study revealed that there is significant relationship among study habits, academic performance and quality education among 400 level degree students of Umar Suleiman College of education Gashua Yobe State Nigeria. The study recommended that school counselors, teachers and authorities should motivate and encourage students to study very hard and enforce reading culture to the students in order to have good study habits and quality education among others.*

**Keywords:** Study habits academic performance students

### **1. Introduction**

Education is one of the major important factors for the development and well-being of the society in all dimensions; economically, socially and politically as well as technologically. It is for this reason that much importance is attached to its acquisition at all times and at different levels. Thus, a person's education is closely linked to his/her life chances, income and well-being (Gishiwa & Muktar 2018). Sound economic, social, political and technological advancement of any country in this world highly depend upon her educational development. This is because education has always been concerned with a wider sense of human development and the quality of life (Nasreen & Bano 2016). Therefore, to achieve sound, effective and quality education, good study habits among school children and adolescents need to be improved.

Study habits is regarded as the ways and manners student plan his or her private reading outside lectures hours in order to master a particular subject or topic (Azikiwe 1998 cited in Muktar 2018). Study habits constitutes those behaviors' and activities associated with planning and organizations of time for reading, remembering strategies, notes taking, and preparation of assignments and projects as well as use of library (Carew 2004). A good study habit encompasses many different skills such as: learning style, time management, self-discipline, concentration, memorization, organization and efforts among others to understand the learning concepts. Good study habits help students in critical reflection of knowledge, skills, and learning out comes.

Academic performance according to the Cambridge University is the results of examination performance. Academic performance is characterized by the overall performance of students in each year which culminates in a Cumulative Grade Point Average (CGPA). Ali, Haider, Munir, Khan, and Ahmed (2013) explained academic performance to mean the extent to which students achieve learning outcomes. Students' academic performance can be determined at the end of a test, terminal or semester examination or at the end of school program. Goldfinch and Hughes (2013) maintained that academic performance is explained in terms of success or failure of course units, or number of courses failed or passed at a given point in time.

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 the information in written and/or oral form. What is fundamental is the ability of students to acquire effective study habits. The more appropriate question is how students can study more effectively. Developing goodtime management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to just be alone (for rest). Students should also have vision, mission and passion in their studies. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Marc (2011) in Muktar (2018) observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades and good grades lead to admissions to better universities and other institutions of learning, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in his programs.

Fajonyomi (2012) observed that, study skills or good study habits uplift student's academic performance. Ashish (2013) opines that students must ditch out bad study habits and establish good ones for academic successes. She further maintains that no matter what age or academic level. Good study habits allow students to study independently at home and aspire for higher educational career. The formation of Good study habits in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB). Nneji (2002) added that study habits are learning tendencies that enable students work independently. On the other hand, learning styles differ from student to student and the difference seem to show variations on how they become competent and how serious they are in learning.

Kagu and Pindar (1999) cited in Sadia (2005) conducted a study on "The effects of group-study-habits counseling on academic performance and discovered that, those students that do not involve in group-study habits counseling have poor academic performance and achievement. Khadija (2014) conducted a study on "The Assessment of study habits and academic performance among students." the studies revealed that 75% of those that perform higher are those who have good study habits. Similarly, Fajonyomi (2012) conducted a study on anxiety and academic performance among students and found that study skills and good study habits are effective in improving academic performance in anxiety ridden students. Therefore, for the purpose of this study attending class, note taking and concentration to learning is our area of interest.

The term Quality education is the conglomeration of two distinct words "Quality and Education." Quality in Oxford dictionary means "degree of excellence" quality is a value, it also means an attribute or characteristic that differentiates things, person or system from others. While education is explained as the acquisition of skills, knowledge, values, beliefs and attitudes which enable man to function in his society. Education is seen as a process through which an individual is admitted into society by being taught what is worthwhile in order that the individual might play his part well in the society (National Teacher Institutes 2000 cited in Gishiwa 2013). Education in a nutshell refers to an institution of social transformation and social conservation. Education is used to transform human societies and also conserve valuable cultural, heritage and pass them across generations (Gishiwa 2013).

Thus, quality education refers to the level of excellence to which educational objectives are achieved or the degree of excellence an educational system reached in transforming human and societies.

According to United Nation International Children's Education Fund (2019) quality education is defined by five elements: the learners outside experience, learning environment, content of education, learning processes, and education outcomes. Meaning learners must be healthy, well-nourished and supported by their families and communities. The learning environment should be safe, healthy, stimulating and conducive for learning. Appropriate educational content is very vital and relevant to learners and presented in a well-managed classroom. Learning outcomes should meet to promote active and positive contribution and participation in the society. Quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihood, contribute to peaceful and democratic societies and enhance individual well-being. Quality education is one that pedagogically and developmentally sounds strategies are well planned to educate the students in becoming an active and productive member of a society. Quality education provides the outcomes needed for individual, communities, and societies to develop.

Therefore, in line of the above, to achieve and have quality education in our contemporary educational system, good study habits formation among students is vital and essential in preparing our students to learn effectively and efficiently in primary, secondary and higher institutions of learning. Muktar (2018) explained that, a study was conducted in Kenya and it was discovered that study habits greatly influenced academic performance and achievement as well as quality educational outcomes. (Bulus, 2001 cited in Abid 2006) studied the "factors affecting academic performance in some selected secondary schools in Lagos, the findings show that both good and bad study habits affect academic performance positively and negatively. Likewise, Sadia (2004) explained that good study habits improve academic achievement and quality education in all respects. Mujittafa (2008) in Muktar (2018) discovered that, good study habits are the backbone of every academic excellence. Yahaya (2003) explained that interest and motivation constitute study habits, and study habits yield good academic performance and quality education.

### *1.1. Statement of the Problem*

Various studies around the world emphasized that Poor study habits is a matter of great concern in the mind of teachers and stakeholders in education. As it was shown by academic records office of Umar Suleiman College of Education

Gashua (2019) and currently observed, there are still persistent poor study habits among students at different levels, which if left unchecked, the consequences of this phenomenon can lead to examination malpractice, worsen the poor academic achievement, discouragement, low esteem among the students and above all school dropout, which subsequently deteriorates the academic standard and productivity of the institution.

In view of the above the study aimed to achieve two stated Objectives as follows:

To examine the level of study habits among 400 level degree students of Umar Suleiman College of education Gashua. To examine whether there is a significant relationship between study habits and academic performance among 400 level degree students of Umar Suleiman College of education Gashua. To examine whether there is a significant relationship between study habits and quality education among 400 level degree students of Umar Suleiman College of education Gashua

### 1.2. Research Questions

What is the level of study habits among 400 level degree students of Umar Suleiman College of education Gashua? What is the relationship between study habits and academic performance among 400 level degree students of Umar Suleiman College of education Gashua Yobe State Nigeria? What is the relationship between study habits and quality education among 400 level degree students of Umar Suleiman College of education Gashua Yobe State Nigeria?

### 1.3. Hypothesis

There is no significant relationship between study habits and academic performance among 400 level degree students of Umar Suleiman College of education Gashua Yobe State Nigeria.

There is no significant relationship between study habits and quality education among 400 level degree students of Umar Suleiman College of education Gashua Yobe State Nigeria.

## 2. Method

The study adopted descriptive correlational study design. The study preferred descriptive design because, it is best suited for explaining or exploring the existence of two or more variables at a given point in time. The study used correlation design because the study is interested in examining the significant relationship between two or more variables, (study habits and academic performance). The target population of this study was the students of Umar Suleiman College of education Gashua Yobe state Nigeria. Comprising seven hundred and sixty-eight (768) populations (Records and statistics 2019). The sample size of this study was determined using Krejcie and Morgan (1970) table for determining sample size from a given population.

N = is population size which is 768 and S = is sample size which is 263. The data collection instrument for this study was closed ended adapted questionnaires. Face validity of the instrument was performed by an expert from psychology department of Umar Suleiman College of Education Gashua. Content validity index was also used to test the validity of the instrument. Test-retest method was used to measure the reliability of the instrument, the instruments were administered to some group of students twice in two weeks interval, and the results obtained in the first and the second survey respectively were correlated using Pearson Linear Correlation coefficient (PLCC). The results obtained using Cronbach's alpha is ( $r=0.71$ ) which is acceptable reliability coefficients. This showed that there was consistency, hence reliable.

## 3. Results

The researchers distributed 263 questionnaires to the respondents, out of which 256 were retrieved, giving a response rate of 97%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final data analysis.

The demographic characteristics of respondents; questionnaires were distributed to capture these responses. Frequencies and percentage distribution were employed to summarize data on the demographic characteristics of respondents in terms of gender, age, and discipline. The results are presented in tables as follows:

Gender	Frequency count	Percent
Male	144	56.3
Female	112	43.8
Total	256	100.0

Table 1: Gender of Respondents

Source: field data, (2019)

The findings presented in Table1, revealed that majority (144) of the respondents (56.3%) were males, while 112 were females (41.8%). The results show that more than half of the respondents were males and it clearly showed that males were the dominant respondents in this study, though the females were also involved in the study. This also implies that more men were enrolled in higher institutions than their female counterparts which may be due to the socio-cultural nature of the environment, which favors males than females in education pursuit.

Age	Frequency Count	Percent
20-25	125	48.8
26-30	76	29.7
31-35	39	15.2
36-40	10	3.9
Others (above 40 yrs.)	6	2.3
Total	256	100.0

Table 2: Age of Respondents

Source: Field Data, (2019)

The results in Table 2: showed that majority 125(48.8%) of the respondents fall within the age bracket of 20-25 years. This is followed by those in the age bracket of 25-30 years with 76(29.7%). The age bracket of 30-35 had 39 respondents representing (15.2%) while age bracket of 35-40 got only 10 respondents with (3.9%). This indicated that majority of the students at Umar Suleiman College of Education Gashua, are between the ages of 20 - 30.

Discipline	Frequency count	Percent
Arts	104	40.6
Sciences	48	18.8
Languages	44	17.2
Vocational	60	23.4
Total	256	100.0

Table 3: Academic Discipline of Respondents

Source: Field Data (2019)

Tables 3 revealed that majority (104) of the respondents were arts students represented by (40.6%). Other 60 respondents were vocational students represented by (23.4%). Another 48 respondents were sciences students with (18.8%). The last group of 44 respondents were the students of languages representing by (17.2 %) respectively.

Answering research question and hypothesis

The mean and standard deviation showed the level of study habits among 400 level degree students of Umar Suleiman College of education Gashua. The result Mean (3.158) and Standard (1.891) revealed that is "high" this clearly shows that the level of study habits among students was high and this mean majority of the respondents have good study habits. Therefore, when students have good study habits is likely to have impact on their academic performance i.e. examination scores or semester results Cumulative Grade Point Average (CGPA).

The table below shows the relationship between study habits and academic performance among students 400 level degree students of Umar Suleiman College of education Gashua.

Correlations			
		Study habits	Academic performance
Study habits	Pearson Correlation	1	.990**
	Sig. (2-tailed)		.000
	N	256	256
Academic performance	Pearson Correlation	.990**	1
	Sig. (2-tailed)	.000	
	N	256	256

Table 4: Pearson Correlation Coefficient Showing the Relationship between Study Habits and Academic Performance among Students

\*\*. Correlation Is Significant at the 0.01 Level (2-Tailed)

Source: Field Data (2019)

The Pearson linier correlation coefficient results in Table 4 above revealed that study habits have significant relationship with academic performance among students of Umar Suleiman College of Education Gashua, Yobe State Nigeria. Since the P value is (.000) was far less than 0.05 ( $p.000 < 0.05$ ) which is the maximum level of significance required to declare a significant relationship. Therefore, this implies that there is a significant relationship between study habits and academic performances considering the responses obtained from their CGPA. This means when students have good study habits is likely to increase their academic performance i.e. to score high grade or marks in continues assessment (CA) or semester examinations. Basing on this result the stated null hypothesis which says there is no significant relationship between study habits and academic performance among 400 level degree students of Umar Suleiman College of education Gashua is rejected.

Correlations			
		Study habits	Quality education
Study habits	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	256	256
Quality education	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	256	256

Table 5: Pearson's Linear Correlation Coefficient Showing the Relationship between study Habits and Quality Education among 400 Level Degreestudents of Umar Suleiman College of Education Gashua

\*\* Correlation Is Significant at the 0.01 Level (2-Tailed)

Source: Field Survey, (2019)

The Pearson linear correlation coefficient results in Table 5 revealed that study habits have significant relationship with quality education among 400 level degree students of Umar Suleiman College of Education Gashua, Yobe State Nigeria. Since the P value (.000) was far less than 0.05 ( $p.000 < 0.05$ ) which is the maximum level of significance required to declare a significant relationship. Therefore, this implies that, there is significant relationship between study habits and quality education. This means when students have good study habits, they are likely to increase their academic performance and also to have quality education. Based on these results, the stated null hypothesis which says there is no significant relationship between study habits and quality education among 400 level degree students of Umar Suleiman College of Education Gashua was rejected.

Therefore, the findings of this study agreed with Muktar (2018) who explained that, in a study was conducted in Kenya, it was discovered that study habits greatly influenced academic performance and achievement as well as quality educational outcome. Also, the findings of this study correspond with (Bulus 2001 in Sadia 2005) studied the "factors affecting academic performance in some selected secondary schools in Lagos, the findings show that both good and bad study habits have effectson academic performance positively and negatively. Equally, the finding of this research unanimously agreed with Sadia (2005) who explained that good study habits improve academic achievement and quality education in all respects. And Mujittafa (2008) in (Muktar 2018) who discovered that good study habits are the backbone of every academic excellence. Finally, the findings of this study agreed with Yahaya (2003) who explained that interest and motivation constitute study habits, and study habits yield good academic performance and quality education.

#### 4. Discussions

The results found revealed that there is a significant relationship between study habits and academic performance. This means that, having good study habits among students is likely to improve on their academic performance and achievements (CGPA). In view of this, the study agrees with the points of Kelli (2009) who 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 the information in written and/or oral form. What is fundamental is the ability of students to acquire effective study habits. Equally the finding of this study agreed with Azikiwe (1998) cited in Muktar (2019), who stated that "good study habits are good assets to learners because it assists them to attain mastery in areas of specialization and consequently excellent academic performance, while in opposite, bad study habits, constitute constraints to learning and achievement leading to failure.

Similarly, the study agreed with Fajonyomi (2012) who observed that, study skills and good study habits uplift student's academic performance in anxiety ridden students. The findings of this study also agreed with Khadija (2014) who conducted studies on "The Assessment of study habits and academic performance among students." Her studies added that 75% of those that perform higher are those who received Guidance and Counseling services.

#### 5. Conclusion

The study found that there is significant relationship among study habits, academic performance and quality education among students of Umar Suleiman College of education Gashua. This means that those students who have good study habits are likely to have good academic performance.

#### 6. Recommendations

Based on the study findings it was recommended that school counselors, teachers and authorities should motivate, encourage or otherwise enforce reading culture or "prep time" into the curricular activities and 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 and quality education as well.

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