

Study Habits as Correlate of Academic Achievement Among Secondary School Students In Anambra State.

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Abstract

The study investigated study habits as correlate of academic achievement among secondary school students in Anambra state. Two research questions and two null hypotheses guided the study. The study adopted a correlational research design. The population of the study consisted 19042 SSII students in the 263 public secondary schools in the six Education Zones in Anambra State. The sample of this study comprised 630 students randomly selected from the population. This study adopted stratified and simple random sampling techniques for the study. The instruments for data collection are two adapted questionnaires, titled Study Habits Questionnaire, and the Students' scores in computer science was used to determine academic achievement. The instruments were subjected to face and construct validation by three experts, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State. The Cronbach Alpha method was used to determine the reliability of the instruments and a value of 0.75 for Study habits Questionnaire, (SHQ), were obtained. The questionnaires were administered by the researcher with the help of six research assistants by direct method and collected on the spot. Pearson Product Moment Correlation was used to answer the research questions while test of significance of Pearson Product Moment Correlation was used to test the hypotheses 1-2 while hypothesis was tested at .05 level of significance. The following findings were made : that there exist a high positive and significant relationship between study habits and academic achievement , that there exist a high positive and significant relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science in Anambra State. Based on the above findings, it recommended among others that: School should provide a supportive learning environment to enable students improve on their study habits for better academic achievement. The implications of the study, limitations and suggestion for further studies were highlighted

Key words; Study Habits , Academic Achievement, Secondary Education

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I. INTRODUCTION

The goal of secondary education can be better achieved with the advantages of the digital era through digital markets, advanced scientific and social networks with computer studies. the Federal Republic of Nigeria in National Policy on Education (2014) including computer studies as one of the vocational, science, and technological subject in secondary schools to prepare the student for life-long learning, so as to become responsible citizens and also prepare the student for occupation in the place of work. These aims are in line with the United Nations Educational Science and Cultural Organization (UNESCO) in Okekeokosisis (2020), which recommended that all vocational and technical subjects in the 21st century should be geared toward life-long learning.

In Nigeria today, the computer is useful in many ways in solving both human and economic problems. Computer application as opined by Ameh (2018) is used in various diverse ways; for instance, it is a study that encompasses hardware and software design. It serves in both the study of theoretical algorithms and the practice problems that involve the implementation of accuracy in empirical and the statistical problems. Computer studies as a subject of study has many branches which include the study of artificial intelligence, software engineering, programming, computer graphics and internet. The need for computer studies as a discipline has grown as the use of computer device has becomes more integrated into our daily life activities. Technological advancement has continued to progress more in the development of information through the usefulness of computer development (Umezulike, 2020). The importance of computer studies in our society at large has been to solve complex problems such as predicting natural disaster, mapping viral outbreak pattern, improving our

health care system, improving student ability to search for information online and making care accessible (Annie, 2018).

In the educational parlance, student success are used interchangeably with academic performance. It encompasses academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance (York et al.2015). Academic performance is related to the acquisition of principles, generalization, capacity to perform efficiently and certain manipulations of objects, symbols and ideas. Academic performance is of great importance in the present socioeconomic and cultural context. Performance manifests through academic achievement. This study is concerned with academic achievement rather than academic performance. Academic achievement refers to a student's success in meeting short or long-term goals in education. Ganail and Ashral (2013) defined academic achievement as knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance. Goldfinch and Hughes (2013), opined that academic achievement is the number of subjects failed or passed at the end of the term. Okegbile in Nsini and Emeya (2015), stated that academic achievement is a terminology used while determining learner's success in formal education, which is measured through factors exerting influence essentially. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important (Odeh et al., 2015). The specified standard is usually called pass mark, and the pass mark is a score above average in which students are considered having passed and below which students are considered having failed. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr et al., 2014). It is the knowledge attained or skills developed in school. It is the extent to which a student, teacher or institution has achieved their educational goals. The field of academic achievement covers a wide variety of educational outcomes that depends on the indicators used to measure it. Steinmayr et al.(2014) stated that there are very general indicators of academic achievement such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. In almost all societies, either developed, or developmental, academic achievement plays a vital role in every person's life. In Anambra State, academic achievement for all educational systems is going through a general measure, that is, grades or performance (e.g. GPA) performed on several test or examinations. In this regard, academic achievement defines how one can take part and succeed in every education system. Academic achievement has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process

However, the academic achievement of secondary school (SSII) students in computer science in Senior Secondary School Certificate of Education (SSCE) examination in Anambra State in recent years has not been very encouraging. Information from West African Examination Council Chief Examiner's Report (2019) showed that the academic achievement of students in computer science in Nigeria has been very poor. Also, observed statistical records in the achievement of secondary school students in computer studies, which is one of the vocational subjects in external examination such as West African Secondary School Certificate Examination (WASSCE) and National Examination Council (NECO) is very discouraging. the evidence of this perception is based on the reports of Chief Examiners of West African Examination Council (WAEC) for computer studies from 2019-2021. The reports indicated that the students' persistent average performance and weakness in computer studies are as a result of having little understanding of computer-related content such as in acronyms, file structure, file arrangement and organization, registry and internet.

Academic achievement of senior secondary school students always remains a matter of great concern for the school and family. Parents and teachers are essential source in developing suitable learning attitude among students. Learning becomes more powerful and effective when students directly involve themselves in learning process. Student, school and family related factors play a crucial role in enhancing learner's autonomy, creativity, and sense of responsibility and engage them in their academic process. Poor academic achievement of students in the secondary education has been of concern to many parents, teachers, counsellors, and educational administrators. (Popoola et.al 2021), This has been attributed to lack of adequate teaching facilities, unqualified teachers, students' poor study habits, psychological adjustment problems such as anxiety, stress, and depression, and students' lack of financial support such as scholarships, bursary awards, and loans (Popoola et al., 2021). Erik et al., (2019), posited that academic achievement could be influenced by factors that come from within students and from outside. Factors from within include psychological factors and physiological factors, while factors from outside include environmental factors and instrumental factors. Erik, et.al (2019) opined that psychological factors that have a large influence on academic achievement are the study habits of secondary school students. Ghulam (2013), asserted that the academic achievement of education besides other factors depends upon study habits and study behaviour of students. The poor level of academic achievement among

secondary school students has led the researcher to come up with a lot of variables that could effectively assist students. Among these variables could be students' study habit and self-regulated learning strategies.

Students in high school who succeed especially well usually study alone and follow a study technique that has been worked out by them and that incorporates desirable procedures. Study habits generally refer to pupils' repeated actions to study from the beginning to the end of all educational programmes. It refers to students' habitual practices to complete their curriculum (i.e., the totality of experiences in the educational process). It typically denotes the degree to which the student engages in regular acts of studying characterized by appropriate studying routines (e.g., reviews of material) occurring in an environment conducive to studying (Crede & Kuncel, 2018). Study habits are students' way of studying, whether systematic, efficient, or inefficient; the adopted way and manner a student plans to attain mastery of the subject. Study habits are a multidimensional concept that involves setting up strategies, scheduling a study plan and time, definite place, and behaviour patterns by a student to form a structured approach to self-learning and doing accordingly in his or her academic life. It is influenced not only academic adjustment but also the personal and social adjustment for the students beyond school years (Awang & Sinnadurai, 2017). Study habits measure improve academic performance predictions (Awang & Sinnadurai, 2017). Good study habits produce positive academic performance, while inefficient study habits lead to academic failure (Mendezabal, 2013). Therefore, successful achievement in any form of academic activity is based upon study, interpretation and application. Everyone has different study habits. All often, students perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin. Good health, sufficient sleep, appropriate exercise and nutritious diet are essential to achievement of good study results. Study conditions that are unfavorable include inadequate lighting, extremes of temperatures, humidity, poor posture, subnormal physical conditions and emotional disturbance. Although habits differ from person to person, some general principles can be derived about studying efficiently. Here are some good study habits that lead to better academic achievement include; visiting library, note taking in class, reading book and attending classes.

Visiting library is an aspect of study habit which might help students' academic achievement in secondary school students especially in Anambra state. Adewusi (2013), defined library as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students. Library is considered as an important input needed to implement school programmes (Yusuf et al., 2018). The library is considered as an integral component of any educational system. An effective educational system depends substantially on the accessibility and utilization of library resources and services (Jamil et al., 2013). In this regard, a school library provides information resources and services for teaching, learning and research. A school library is supporting and encouraging adopting new methods of teaching and learning, for instance, collaborative studies, group projects, group study, inquiry-based learning and team work. The presence of library in school helps to accelerate the implementation of educational programmes so that the aims and objectives of education could be achieved (Owate & Iroha, 2013). The visiting of libraries by the students may relate to an improved academic achievement of secondary school students, hence, the need for the present study.

Note taking is the practice of recording information from different sources and platforms. Note taking is considered one of the pillars of formal classroom learning where it can improve recall and memorization when participants are engaged in understanding from the teacher (William et al., 2020). At the secondary level of education, note taking allow students to gather information from books, teachers, or any other situation that they will later have to memorize in order to successfully complete their academic programmes. Note takers take notes to fulfil two major functions: to record information and/or to aid reflection.

Another study habit which may relate to students' academic achievement is reading of books. Reading is the identification of the symbols and the association of appropriate meaning with them. Reading requires identification and comprehension. Comprehension skills help the students to understand the meaning of words in isolation and in context (Micheal, 2014). Reading habit is the ability to understand words contained in a document and make use of the knowledge for personal growth and development, it implies making meaning out of recorded information printed or non-printed in the life of an individual (Kamar, 2020). Reading habits is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skill in reading strategies (Kamar, 2020).

Another area of study habit which is related to students' academic achievement is class attendance. Class attendance is a measure of the amount of time students are present in the class. Class attendance represents the total number of children who attended the class on total working days in an academic year, out of the total children enrolled in a class or school in the respective academic session.

Furthermore, to promote active engagement in learning among students, positive educational outcomes and desirable characteristics need to be linked with the importance of self-regulated learning. Another important factor associated with the academic achievement of students is their self-regulation. Self-regulation (or self-regulated learning) refers to learning that results from students' self-generated thoughts and behaviors that are systematically oriented in order to attain their learning goals. Self-regulated learning involves goal-directed

activities that students instigate, modify, and sustain. Self-regulated learning modes are self-directed procedures, thoughts and actions to achieve educational goals and objectives. Self-regulated students are self-directed in their learning activities, decision making, and are high in their academic success (Yan, 2020). These actions embrace goal setting, time management, self-monitoring, self-regulation in academic tasks and self-imposed contingencies in order to achieve personal academic goals. Self-regulated learners have clear objectives and purposes for their academic affairs and try their best to achieve maximum success (Xiao, et al., 2019). Self-regulation is a process that provides greater opportunities for students to get them involved in meta-cognitive process, make them intrinsically motivated and regulate their learning behaviors and attitudes. Self-regulated learners have ability to formulate learning goals for themselves, and thus they try hard to accomplish these goals under the guidance of their teachers, parents and more educated peers (Lim et al., 2020).

Statement of the Problem

The evidence based on literature showed that most students have poor academic achievement in computer science in public secondary schools in Anambra State. Those that indicated interest by registering for it in SSCE hardly perform well. Some of them that secured clerical jobs have not been able to adjust to the practical working of resource creation and management. At length, some of those that gained admission for further studies have not been able to cope due to their poor foundation in the subject. This ugly development has attracted the attention of researchers, teachers and other stakeholders to find solution to this challenge. However, despite these efforts by teachers and scholars in improving the academic achievement of students in external examinations, the trend seems to have persisted.

This poor academic achievement of students in computer science could be linked to students' study habits and self-regulation. Furthermore, in Anambra State, there seem to be dearth of empirical studies investigated on the poor academic achievement of secondary schools (SSII) students in computer science in relation to students' study habits . Hence, the researcher deems it necessary to fill the gap by examining study habits as correlates of academic achievement among secondary school (SSII) students in computer science in Anambra State. The problem of this study is stated thus. What is the relationship between students' study habits and academic achievement among secondary school (SSII) students in computer science in Anambra State?

Purpose of the Study

The purpose of this study was to examine the study habit and self-regulation as correlates of academic achievement among senior secondary school students in Anambra State. Specifically, the study sought to:

1. Examine the relationship between study habits and academic achievement among senior secondary school (SSII) students in computer science
2. Find out the relationship between study habits academic achievement of male and female senior secondary school (SSII) students in computer science

Research Questions

The following research questions guided the study:

1. What is the relationship between study habits and academic achievement among senior secondary school (SSII) students in computer science?
2. What is the relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science?

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance:

1. There is no significant relationship between study habits and academic achievement among senior secondary school (SSII) students in computer science
2. There is no significant relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science

II. RESEARCH METHOD

The procedure used in conducting this research was discussed under the following subheadings: - Research design, area of the study, population for the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

The researcher adopted a correlational research design for this study. The area of the study is Anambra State. Anambra State is made up of six education zones namely: Awka, Nnewi, Onitsha, Aguata, Otuocha, Ogidi, Anambra Central, and Anambra South. The population for the study consisted of 19,042 SS II students in the 2020/2021 session from the 263 public secondary schools in Anambra State. The population comprised 8,444

male students and 10,598 female students drawn from the six education zone in Anambra state esix education zone The sample for the study consisted of 630 (males=315 females=315) 630 (males and females) senior secondary 11 the students. The sample size was drawn from the population of 19,042 SS II students in the 2022/2021 academic session. The stratified and simple random sampling techniques were used to draw the sample. Firstly, the researcher stratified the population according to gender in schools in the six education zones in Anambra State. Secondly, simple random techniques was used to draw 15 males and 15 females students from each of the two selected school

Two instruments were used for data collection. The first instrument is titled “Study Habits Questionnaire (SHQ)” adapted from University of Puget Sound Learning Center. It has two sections, section A&B. Section A consisted of the bio-data of the respondents viz: Name of school, gender. Section B measured students study habit, it contains 20 items structured along four response options viz:

Very High (VH)	4points
High (H)	3 point
Low (L)	2 points

However, the student scores on test assessment were used to determine the academic achievement of the senior secondary school (SSII) students in computer science.

The instrument was face and construct validated by one expert in the Department of Educational Foundations and two others from Department of Psychology in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State.

On the other hand, to ensure the extent to which the instruments measured the constructs it was designed to measure, construct validation was conducted by the use of exploratory factor analysis through Principal Component Analysis. The measures of sampling adequacy was obtained as .0.81; which is high to conduct the Principal Component Analysis. (Bartlett’s Test of Sphericity $\chi^2=195.599, P<.000$) The internal consistencies of the instruments were ascertained by the researcher’s conduct of trial testing using 20 SS II students in Enugu State. Enugu State SS II students were chosen because it has similar characteristics with Anambra State in terms of structure, teaching, environment, curriculum and governance. The data collected were analysed using Cronbach alpha statistical method. The computation yielded 0.75 for study habit and which indicated that the instrument were reliable and, therefore, considered appropriate for use

Direct method was used to administer the instrument to the respondents with the help of six research assistants. One research assistant covered one education zone in order to complete the process at the appropriate time. These research assistants were briefed by the researcher in a one-day consultative meeting during which the researcher acquainted them with the purpose of the study and how to exhibit good human relation during the data collection process. A total of 630 questionnaires’ were administered while 600 were retrieved representing 95% return rate and 5% return loss. The 600 retrieved questionnaires were used for data analysis in this study. The Pearson’s Product Moment Correlation Coefficient was employed in answering the research questions and testing the hypotheses at 0.05 level of significance. In answering the research questions, the coefficient (r) and the nature of the relationship was interpreted using the interpretation of correlation coefficient by Downie and Heath in Nworgu (2015) as shown: ± 0.80 and above for high, above ± 0.30 below ± 0.80 for moderate and ± 0.30 and below for low respectively. The null hypotheses were tested at .05 level of significance and the decision rule is that null hypothesis would be rejected wherever P value is less than or equals .05 ($P \leq .05$) and accepted wherever P value was greater than .05 ($P > .05$). SPSS Version 23 was used for the analysis of data.

PRESENTATION AND ANALYSIS OF DATA

The data obtained from the field by the researcher were presented and analyzed in relation to the research questions and hypotheses that guided the study

Research Question 1: What is the relationship between study habits and academic achievement among senior secondary school (SSII) students in computer science in Anambra State.

Table 1: Summary of Pearson Correlation Analysis on the Relationship between Study Habits and Academic Achievement among Senior Secondary School (SSII) students in Computer Science in Anambra State.

Source of variation		Study Habits	Academic Achievement	Remarks
Study Habits	Pearson Correlation	1	.811	
	Sig. (2-tailed)		.007	
	N	600	600	High

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Academic Achievement	Pearson Correlation	.811	1
	Sig. (2-tailed)	.007	
	N	600	600

****Significant at $p < .05$**

The data in Table 1 showed that there is a high positive relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science in Anambra State. This deduction comes as a result of the ‘r’ having a positive value, $r = 0.811$ and $n = 600$. Hence, the study concluded that there exist a high positive relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science in Anambra State.

Research Question 2: What is the extent of relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science in Anambra State?

Table 2: Summary of Pearson Correlation Analysis on the Relationship between Study Habits and Academic Achievement of Male and Female Senior Secondary School (SSII) Students in Computer Science in Anambra State

Source of variation		Study Habits	Academic achievement (Male)	Academic achievement (Female)	REMARK
Study Habits	Pearson Correlation	1	.805	.811	
	Sig. (2-tailed)		.005	.006	
	N	600	266	334	
Academic achievement (Male)	Pearson Correlation	.805	1	.555	High
	Sig. (2-tailed)	.005		.010	
	N	266	334	600	
Academic achievement (Female)	Pearson Correlation	.811	.555	1	
	Sig. (2-tailed)	.006	.010		
	N	334	600	266	

****Significant at $p < .05$**

Table 2 presented an analysis which showed that there exist, to a high extent, a positive relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science in Anambra State. This deduction comes as a result of the ‘r’ having a positive value, $r = 0.80$ and $r = 0.81$ for male and female respectively. $n = 600$. Hence, the study concluded that there exist a high positive relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science in Anambra State.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science in Anambra State.

Table 3: Test of Significance of Pearson’s Product Moment Correlation Coefficient on the relationship between study habits and academic achievement among senior secondary school (SSII) students in computer science in Anambra State

Source of variation		Study Habits	Academic Achievement	Remarks
Study Habits	Pearson Correlation	1	.811	
	Sig. (2-tailed)		.007	
	N	600	600	Significant
Academic Achievement	Pearson Correlation	.811	1	
	Sig. (2-tailed)	.007		
	N	600	600	

****Significant at $p < .05$**

The data in Table 3 above indicated the correlation coefficient (r) as 0.81 with a p-value = 0.007. Since the p-value is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus it is decided that there is a significant relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science in Anambra State.

Hypothesis 2: There is no significant relationship between study habit and academic achievement of male and female senior secondary school (SSII) students in computer science in Anambra State.

Table 4: Test of Significance of Pearson’s Product Moment Correlation Coefficient on the Relationship between Study Habits and Academic Achievement of Male And Female Senior Secondary School (SSII) Students in Computer Science in Anambra State.

Source of variation		Study Habits	Academic achievement (Male)	Academic achievement (Female)	REMARK
Study Habit	Pearson Correlation	1	.805	.811	Significant
	Sig. (2-tailed)		.005	.006	
	N	600	266	334	
Academic achievement (Male)	Pearson Correlation	.805	1	.555	
	Sig. (2-tailed)	.005		.010	
	N	266	334	600	
Academic achievement (Female)	Pearson Correlation	.811	.555	1	
	Sig. (2-tailed)	.006	.010		
	N	334	600	266	

***Significant at $p < .05$*

Table 4 indicated the correlation coefficient (r) of male and female secondary school students’ as 0.815 and 0.811 respectively with a p-value = 0.005 and .006 respectively. Since the p-value is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus is decided that there is a significant relationship between study habit and academic achievement of male and female senior secondary school (SSII) students in computer science in Anambra State.

III. Summary of the Major Findings

1. The study showed that there exist a high positive and significant relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science
2. The study indicated that there exist a high positive and significant relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science

IV. Discussion of the Findings

The findings were discussed under the following headings as shown below:

1. Relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science.
2. Relationship between study habit and academic achievement of male and female senior secondary school (SSII) students in computer science

Relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science

Findings of the study on the relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science concluded that there exist a high positive and significant relationship between study habit and academic achievement among senior secondary school (SSII) students in computer science in Anambra State. This is as a result of students’ agreement to the fact that when student practice and develop good habits, the better chance they have to continue to improve in their academic achievement. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find himself working more efficiently and experiencing lesser stress in the process. Effective study habits create a more efficient academic environment. This is in agreement with the findings Evans and Maiyo (2015), whose results revealed a positive relationship of 0.66 between study habits and academic achievement. Also in consonance of Muraina et al., (2014), findings of the study which revealed that students’ academic performance is significantly correlated with: (1) Note taking ($r = .825$; $p < .05$) and (2) Study habit ($r = .819$; $p < .05$). The independent variables (note taking and study habit) when pulled together have significant effects on the students’ academic performance (R (adjusted) = .969 and R^2 (adjusted) = .938) and each of the independent variables made a significant contribution to the prediction of students’ academic performance. In the same view, this study agreed with Ebele and Olofu (2017) whose finding of the study revealed that there is significant relationship between study habits and students’ academic performance. Again the findings of Muktar et al., (2018) whose findings of the study showed that there is a significant relationship between study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria supported the present study. Jafariet al., (2019), whose findings showed a direct and significant relationship

between study habits and academic achievement agreed with the present study. Ajai et al., (2020), whose study also found a strong positive, high and significant correlation between study habits and academic performance of secondary school science students is in consonance the findings of the study.

Relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science.

Finding of the study on the relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science showed that there exist a high positive relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science This is as a result of students' agreement to the fact that when student practice and develop good habits, the better chance they have to continue to improve in their academic achievement. Being organized and having homework routines are the most important things in helping a child/student develop good study habits for life. Developing good study habits help spell success and a student will find himself working more efficiently and experiencing lesser stress in the process. effective study habits creates a more efficient academic environment. This is in disagreement with the findings of. Popoola et al., (2021) whose findings of the study revealed that there is no significant difference in the reading habit of male and female students. Also in contrary to the findings of present Okpa (2015), findings showed that there is no significant relationship between assimilation of content of study of students, gender and level of study of respondents with academic performance

Relationship between self-regulation and academic achievement of male and female senior secondary school (SSII) students in computer science

Findings of the study on relationship between self-regulation and academic achievement of male and female senior secondary school (SSII) students in computer science concluded that there exist a moderate positive and a significant relationship between self-regulation and academic achievement of male and female senior secondary school (SSII) students in computer science. Gender has showed not to be a criterion for self-regulation and academic achievement. This findings is in disagreement to that of Shing and Rameli (2020) and Fazriah et al., (2020), that showed no significant difference of self-regulation in learning English across gender during fore thought phase ($t = -.544, p = .587$). And a positive relationship between self-regulated learning with student chemistry learning outcomes and female students have a higher self-regulated learning relationship with chemistry learning outcomes than male students.

Conclusion

Based on the findings of the study, it was found that there exist a positive and significant relationship between study habits and academic achievement among senior secondary school (SSII) students in computer science, exist a high positive relationship between study habits and academic achievement of male and female senior secondary school (SSII) students in computer science. The study, therefore concluded that study habits is a positives and significant correlate of academic achievement among senior secondary school (SSII) students in computer science

Recommendations

- 1) Students of computer science should put in more efforts to take part in completing their homework and assignments; it can be a way of enhancing peer tutoring among them, they should also adopt the use of planned time tables for their study routine and develop the discipline to stick to it each day's plan.
- 2) Stake holders in education such as ministry of education should play a vital role of inculcation of good study habit in students' and also includes it as a course in curriculum of students in secondary schools for better academic achievement.
- 3) Teachers of computer science should not label students in any dimension as poor students but should work towards a balance and wholeness of knowledge acquisition by shaping attitudes and orientation of the students towards all round learning by training of students on study habit

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