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STUDY HABITS AND ATTITUDES OF SENIOR SECONDARY SCHOOL STUDENTS TOWARDS SCHOOLING IN ILORIN METROPOLIS

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Jekayinfa, O; Aburime, A; Saidu A. & Okafor, U.

Abstract

This study was carried out to find out the views of senior secondary school students in Ilorin metropolis about their study habits and attitudes towards schooling. The multistage sampling technique as well as simple random method were used to select six hundred respondents across the metropolis. A self designed questionnaire tagged "Study Habits and Attitudes of Senior Secondary School Students' Towards Schooling questionnaire (SHASSTSQ)" was used to gather the required information from the respondents. The instrument has three sections containing items that revealed personal information, study habits and attitudes towards schooling.

In the means and rank order of respondents' study habit reading section, I read section by section of my note book before going on ranked highest with a mean score of 3.176. Also, in the means and rank order of respondents attitudes towards schooling it was revealed that item 10 which states that I always have quick answer to the question in all subjects ranked highest, with a mean score of 3.178.

The results of the study revealed that problem connected with poor attitudes towards schooling is when student did not have access to school facilities like available classroom, well ventilated library, electricity laboratory equipment, well dedicated teachers etc. Conversely when all these are available, the students would develop positive attitudes towards schooling. also, study habits can be improve if student set aside a specific time to study , study everyday ;create his/her own study space, have a lot of

reading to do to prepare for a test or exams etc. Based on the findings of this study, it was recommended that government, parents should provide the necessary and adequate facilities like textbooks, infrastructural facilities, libraries so as to improve the study habits of students and inculcate in them the positive attitudes towards schooling.

Introduction

Education has been regarded as an instrument through which human beings socialize. It is through it that young ones are introduced into culture, spiritual belief and values of their society with the view of making them uphold, maintain and contribute their quota to the development of their society. It is not unwise to say that life without education is aimless. Education as described by Fafunwa (2000) as a valuable treasure and without it, it is like one is living in the world of darkness. Idowu (2005) described education as the pivot on which the wheel of national development revolves and a legacy that the nation can bequeath her citizens.

Education is expected to affect the behavior of an educated person or person being educated. Education is equated at times with achievement, certification or accomplishment (Salawu, 2000). Education is mainly acquired through studying. The ability of an individual to think and find new solutions to his/her problems and society at large is fundamental objective of education in Nigeria today. In order to meet the demands and challenges in our society, government students have to improve in their study habits and attitude as it affect their performance.

Obviously, learning is a life-long human endeavor. It is a cognitive engagement that goes throughout the life span of a student. Salam (2002) posited that the goal of many students while entering schools is academic success. However, this intent may be jeopardized by poor study habits and negative attitude to reading by students. When a student is deficient in his study habits and develops negative performance, academic success may not be achieved and thus, frustration may emerge. Covey (2002) stated that, many students have no systematic strategies of ensuring or developing good study habits. The preventive measures to this ill-favored experience are to prepare students on how to succeed in their studies by developing and appreciating the habits of highly effective study.

Study habit is a basic requirement for any individual's maintenance of a well-informed state of mind and for a student's success in any academic and development endeavor (Adegblaja, 2000). Study habits are also

patterns we employ in our study, they are considered as very crucial in the success or failure of students at different strata of the academic endeavor. Banjo (2000) stressed that, study habits and attitude in schooling is one of the factors determining student's academic performance. Good attitude to schooling must produce good results while poor attitude to schooling has to bring about poor academic performance.

Aminu (2001) opined that, study habits and performance in school are interrelated. The relationship could either be positive or negative depending on the factors that determines the achievement of an individual. Study habits and schooling have been identified as some of the psychological traits that may either inhibit or facilitate the academic success. Certain problems, which students encounter in the course of schooling is associated with their study habits. There are about ten (10) possible sources of such habit problems. These sources are:

- a. Time given to study;
- b. Concentration during study;
- c. Response to take home school assignments;
- d. Reading;
- e. Problems associated with consulting teachers;
- f. Note taking;
- g. Work in volume and in quality;
- h. Study preparations;
- i. Problems associated with verbal expression and
- j. Discussions

Kolade (2000) lamented that, one serious problem connected with students performance in school and study habits is poor management of time when studying. Poor management of time for private study of the subjects, when it is carried out at all, manifests in the way students completely neglect some subjects while concentrating too much on others. For instance, as a result of hatred or inability for mathematics, many students do not study it privately; it has been reported that some students leave the classroom when the mathematics teacher enters. It is even surprising or funny to hear some students say that they do not know how to study English language privately at home, the only thing they can do is to look up the meaning of some difficult words in the dictionary.

Another problem connected with poor attitude towards schooling and poor study habits of students is their refusal to carry out the assignments given to them by their subject teachers. This has negative

impact on their continuous assessment scores and grades. Similarly, many students do not care to go over their subject notes until the eleventh hour when examinations are at hand (Omolewa, 2000). All these contributed to low academic performance of students as a result of poor study habits and negative attitude towards schooling.

Good study habits are quite useful and have been highlighted by Akwaga (2000) as essential human skills. Student's study habit, according to him can make the difference between success and failure in school. Oyeleke (2000) pointed out that research has revealed that whenever a student adopts effective study habit, his/her learning skills, understanding of learning materials and his memory processing strategies as well as their general performance in both test and examinations are improve appreciably. He further said, study habits will not only make one to understand better but also increase chances of improving level and rate of understanding and consequently a better performance.

However, it is noticed that, nowadays students are generally plagued by indiscipline such as indolence at general work, academic exercise, lateness to the school and lessons, sneaking out of the class/school compound, hard and dangerous plays, truancy, stealing, lying, and insubordination to the school authority and interaction with bad peer groups. In an environment characterized by these vices, academic performance of students may be negatively affected. It is commonly observed that instead of reading their academic books, male students in an average secondary school engage in soccer at odd times, while the females one are busy watching video drama nearby the school environment. Many male students are even found sneaking out of the school compound to go and watch European soccer tournaments outside, when they are supposed to be in the school busy studying (Abubakar, 2000).

Moreover, poor attitude towards schooling and poor study habits have manifested in the way some students who claim to be studying get a copy of pornographic reading material or photo/pictures and get themselves busy reading or looking at it. In some cases, such materials are accompanied by rude pictures. As a result of poor attitude to schooling and poor study habits of the students, the government (Ilorin metropolis) has formed and implemented the policy of 'arresting' wandering students on the streets at the time any school sessions are going on in classrooms. In addition to this 'arresting policy', the government also mounts members of the civil defense corps to secondary school and colleges to enforce adherence to school rules and regulations by the students (Sanusi, 2006).

No wonder the Ilorin metropolis ministry of education science and technology under the leadership of the Commissioner for Education has been working tirelessly in order to ensure that standards of education in the state, especially the secondary school level become something to be proud of. The Commissioner has been putting up various types of reforms to redeem the secondary education from its former state of decay, and such reforms have been paying off very well. Example are punctuality of students at school; making sure that any students found roaming the streets after 8:00 am are picked up; giving standard tests (examinations) to students in order to ensure the actual class they should belong to; transfer of teacher who have stayed too long in one school; regular seminars and workshops for teachers; giving textbooks to schools to distribute to their students; putting jingles on the media on the importance of caring for children education by the parents and guardians (Sanusi, 2006).

All the steps were taken so that the standards of education especially at the secondary level in Ilorin metropolis are good. The steps taken by the commission have created that desired awareness on the part of every stakeholder in education (parents, students, teachers, government and school heads) to play their own role well so as to achieve educational objectives. In specific terms, the commission is working assiduously towards ensuring positive attitude schooling and good study habits by the students. It is generally believed that the school tone has a great impact on the academic achievement of students. However, it is observed that students nowadays develop negative attitude to schooling as a result of poor motivation either from parents, teachers, government administrators or students themselves and this contribute to poor study habit and attitude to schooling which later result mass failure in public examinations. Odeyi (2009) lamented that the rate of students' performance in the nation's public examination is a source of concern to all stakeholders in educational sector. Olaseni (2000) identified factors such as poor attitude to schooling external locus of control, low socio-economic status, and poor study habit as those responsible for the poor academic performance among Nigerian secondary students in public examinations. Aremu (1997) also identified negative attitude, low self concept, poor study habit and external locus of control as some of the predisposing factors responsible for poor academic performance among students of our various secondary schools in Nigeria.

Moreover, the findings of Olaniyi and Rasaq (2009) showed that, academic achievement of Nigerian secondary school students continues to be on the decline as a result of poor study habits and negative

performance to schooling. Every year these students register for the same examinations without much success.

Omolewa (2006) explained that, problems connected with poor attitude towards schooling and poor study habits of secondary school senior students is the refusal to carry out their assignment given to them by subject teachers. This has negative impact on the continuous assessment scores and grades. Similarly, many government students do not care to go over their notes until when examinations are close. Also, poor management of time when studying or hatred of one subject or the other is a resultant of poor academic achievement of government students. It should be noted that, these problems and many others still persist and this can be justify by considering the performance of student at national level by subject in National Examination Council (NECO) result 2005 to 2008 respectively.

Table 1: Numbers of candidate that failed in Government between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	838,132	897,791	961,455	1,092,215
No. of candidate that failed in government	215,079 (25.66%)	188,360 (20.98%)	201,753 (20.98%)	90,204 (8.26%)

Source: National Examination council, quality assurance department Minna, 2010.

Table 2: Numbers of candidate that passed in Government between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	838,132	897,791	961,455	1,092,215
No. of candidate that passed in government	228,710 (27.29%)	434,807 (48.43%)	524,325 (54.53%)	776,745 (71.12%)

Source: National Examination council, quality assurance department Minna, 2010.

Table 3: Numbers of candidate that failed in English Language between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	876,859	939,927	1,015,419	1,166,164
No. of candidate that failed in English language	281,665 (33.53%)	222,369 (24.68%)	137,141 (13.86%)	96,248 (8.68%)

Source: National Examination council, quality assurance department Minna, 2010.

Table 4: Numbers of candidate that passed in English Language between 2005 and 2008 with NECO result.

Results	2005	2006	2007	2008
No. of candidate that sat for examination	876,859	939,927	1,015,419	1,166,164
No. of candidate that failed in English	179,354 (21.35%)	442,333 (49.09%)	514,893 (52.02%)	837,541 (75.53%)

Source: National Examination council, quality assurance department Minna, 2010.

Generally, the results within these years (2005 - 2008) in the June/July revealed that 414,765 of the candidates obtained credit and above. The reasons for this may be due to the fact that majority of these students have negative performance to schooling and they do have poor habits as this could be posited to the statement of Adepoju (2005) that the current poor academic achievement of secondary school government students may be connected with poor study habits and poor attitude to schooling. Nonetheless, the thrust of this research is study habits and performance of senior secondary government students towards schooling. Uche (2004) focused on the relationship between students study habits and academic performance. Oniye (2003) worked on study habits, motivation and academic performance. Oyeleke (2000) based his work on study habits tagged 'survival skills'.

Adegbija (2007) was on effective study habits among students. All these studies based their works on how to maintain effective study habits and its relationship between academic performances.

Purpose of the Study

The objective of this study is to investigate the study habits and attitude of senior secondary school students in Ilorin Metropolis towards schooling. In specific, the study is designed to find out students study habits and their attitude to schooling. The present study involved variable such as gender.

Research Questions

Based on the statement of the problem, the following research questions have been raised to guide the conduct of this study:

1. What is the attitude of secondary school students in Ilorin Metropolis towards schooling?
2. What is the nature of the study habits of senior secondary school students in Ilorin Metropolis?
3. Is there any difference in attitude of male and female students' towards schooling in Ilorin Metropolis?

Methodology

The research design used was a descriptive survey method. The descriptive survey is the research method that enables a researcher to obtain the opinions or representative sample of a target population so as to infer the attitude of the entire population (Oniye, 2007).

Therefore, all secondary school students in Ilorin Metropolis constitute the population. The total population of secondary school students in Ilorin Metropolis as at 2014 is 37,045 (Ministry of Education, 2014). However, based on the fact that not all these students could be involved in the study, a sample of 300 students was selected for the purpose of this study. Hence, multi-stage sampling procedure was used in selecting the respondents. Multi stage technique is the process by which many sampling techniques are used in carrying out a study.

The main instrument for this study is a researcher-designed questionnaire titled 'Study Habits and Attitudes of Senior Secondary School Students towards Schooling'. The reliability co-efficient was 0.68, this indicated that the instrument is consistent accurate and reliable. The data obtained was analyzed using frequency counts, percentages and mean rating

DATA ANALYSIS AND RESULTS

This section presents the results of data obtained from the study in frequency counts and percentages. The presentation below is the distribution of respondents by personal variable of gender. This was presented in tabular form to aid clearer understanding.

Table 4: Distribution of respondents by gender

GENDER	FREQUENCY	PERCENTAGE
MALE	150	50.00
FEMALE	150	50.00
TOTAL	300	100.00

Table 4 indicates the distribution of respondent by gender. The table shows that 150 (50%) are male while are female 150 (50%).

Research Question 1: *What is the nature of the study habits of senior secondary school students in Ilorin Metropolis?*

Table 5: Means and Rank order of Respondents' Study Habits
Item No.

Items No.	Items	Mean Score	Rank
7	I read sections by section of my note book and then study that section before going on.	3.176	1 st
10	I review for lessons regularly	3.160	2 nd
6	I look for the main ideas in what I read	3.096	3 rd
2	I set aside time each day for study	3.076	4 th
21	I revise my notes after examination	3.063	5 th
3	I concentrate in my study	3.031	6 th
22	I usually set out to understand thoroughly the meaning of what I an asked to read	3.028	7 th
25	I am usually prompt in starting work	3.001	8 th
30	I prepare for examination immediately the school resumes	2.996	9 th
18	I prepare for questions that I think would be asked	2.968	10 th

17	I distribute my time over several section	2.956	11 th
26	I generally put a lot of effort into trying to understand concepts which initially seem difficult	2.928	12 th
11	I organize materials to make my points easier to remember	2.913	13 th
5	I study assignments in details	2.843	14 th
14	Search for main ideas	2.843	14 th
1	I do keep up to date with assignment	2.836	16 th
24	When doing any piece of work I bear in mind exactly what that particular teacher seems to want	2.801	17 th
20	I find it easy to organize my study time effectively	2.771	18 th
9	I question myself on what I have just read	2.735	19 th
16	I attend class regularly	2.700	20 th
29	When taking an essay test, I think of answers to a question before answering	2.626	21 st
4	I look over the text as a whole before dealing with individual chapters	2.425	22 nd
19	I feel confidence and relax when taking test	2.405	23 rd
13	I refine study notes soon after class	2.320	24 th
12	I take note in the class	2.283	25 th
15	I ask questions in class	2.270	26 th
28	I am always ready to acquire new knowledge	2.266	27 th
8	I do make note in the margin	2.241	28 th
27	If condition are not right for me to study, I generally manage to do thing to change them	2.110	29 th
23	When reading I try to memorize important facts which may come in useful later	1.998	30 th

Table 5 revealed the means and rank order of respondents' expression on study habits. item 7 ranked 1st with a mean score of 3.176 and it states that 'I read section by section' and study that section before going on. Item 10 ranked 2nd with a mean score of 3.160 and state that 'I review lesson regularly'. Item 6 ranked 3rd with a mean score of 3.097 and state that "I look for the main ideas in what I read. Item 2 ranked 4th with a mean score of 3.077 and states that I set aside time each day for study.

Item 21 with a mean score of 3.063 was ranked 5th and it states that I revise my notes after examination.

However, item 8 was ranked 28th with a mean score of 2.241, it states that I do make note in the margin. Item 27 with a mean score of 2.110 was ranked 29th which states that if condition are not right for to study, I generally manage to do something to change them. Ranked last was the item 23 with a means score of 1.998, it states that when reading, I try to memorize the important facts which may come in useful later.

Research Question 2: *What is the attitude of secondary school students in Ilorin Metropolis towards schooling?*

Table 6: Means and Rank Order of Respondents' Attitudes towards Schooling

Items no	Items	Mean scores	Rank
16	I always have quick answers to questions in all the subjects	3.178	1 st
28	I take part in sporting activities	3.163	2 nd
8	The subjects being taught in school are relevant to my career	3.160	3 rd
27	I am a good ambassador of my school	3.120	4 th
24	My mind is always focused on all the subjects being taught by my teachers	3.106	5 th
4	I enjoy every aspect of the subjects being taught in my school	3.098	6 th
5	I will make good grades in all my subjects	3.048	7 th
23	I always keep to all my schedules	3.031	8 th
9	I hope to pass all my subjects in flying colors	3.006	9 th
1	I am happy to attend a school	2.986	10 th
12	None of the subjects I offer is boring	2.975	11 th
20	I love school subjects more than other activities	2.966	12 th
19	I attend all my lessons punctually	2.935	13 th
15	All my subjects makes much meaning to me	2.856	14 th
3	School activities are interesting	2.834	15 th
30	My teachers influence my attitude towards schooling	2.838	16 th

22	I have a regular study schedule which I follow	2.820	17 th
7	I create additional study periods for myself for a better mastery	2.781	18 th
29	Teacher's method of teaching my subjects helps a lot in my performance in school	2.775	19 th
14	I am always happy when its time for my lesson	2.741	20 th
18	I always attend to my assignments regularly	2.696	21 st
10	Enjoy solving problems in all the subjects I offer	2.410	22 nd
6	I pay rapt	2.393	23 rd
13	Attention to my teachers when teaching in the class	2.376	24 th
2	I enjoy studying all registered subjects	2.365	25 th
26	I wake up early to prepare for school so as not to be late	2.363	26 th

Research Question 3:

Table 7: Means Standard Deviation and T-test Value of Respondents Attitude towards Schooling based on Gender

Gender	N	X	SD	DF	CAL. T-TEST	CRIT. T -TEST
Male	150	85.66	14.53	598	-.52	1.96
Female	150	86.32	16.97			

The result of the T-test in the table 7 indicates that the calculated t-value is -.52. since the calculated t-value of -.52 is less than the critical T-value of 1.96, the hypotheses is therefore accepted. Therefore, there is no significant difference between male and female views on their attitudes towards schooling.

Conclusion

The researchers found out that the responses generally on study habits showed that the cultivation of effective study habit is a basic requirement for any individual student's maintenance of a well informed state of mind and for a student's success in any academic Endeavour. Also indicated that stakeholders in education industry should provide the necessary

material like library facilities, laboratory facilities, subject workshop, sport equipment, well ventilated and lighted rooms for school and student in order to make them develop positive attitude towards schooling.

The finding of the study has a lot of implication for teachers and the prospective. The teacher should therefore help the student through their contact to develop positive attitude towards schooling and this would have a positive influence on the study patterns of an individual student. A student whose attitude to schooling is negative is likely to develop poor study habits and this kind of student would have low achievement in their academic endeavors. Also, teachers can positively influence the live of secondary school student through effective interpersonal relationship and application of behavior modification techniques like reinforcement. If student are properly guided on how to maintain study habit by reading their books at the right time before and after examinations, the desire to failure or cheat in examination will be greatly minimize.

Recommendations

Based on the finding of the study, the following recommendations are made that:

1. School and other stakeholders should organized regular workshop, seminar, orientation program on study habits related issues like phobia, examination anxiety, stress and tension etc. while active participation at such in service training program should be made mandatory for student, teacher, administration and not teaching staff who take part in the welfares of the student.
2. Government should provide adequate facilities in terms of books, desk, classroom, library, and conducive environment for the teaching and learning process and acquisition of skill so as to improve the study habit of students and in inculcates positive attitude towards schooling.
3. Parents also should adequate academic needs such as relevant textbooks, school uniforms and other necessary materials that will arouse students' positive attitudes towards schooling. Similarly, teachers are to improve on their methods of teaching and make good use of adequate teaching aids as to improve students' attitudes towards schooling.

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