

**ASSESSMENT OF THE RELATIONSHIP BETWEEN STUDY HABIT AND
ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS IN
DEPARTMENT OF NURSING SCIENCES SOUTH EAST, NIGERIA**

BY

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PG/MSC/09/54148
M.SC DISSERTATION**

**DEPARTMENT OF NURSING SCIENCES
FACULTY OF HEALTH SCIENCES AND TECHNOLOGY
UNIVERSITY OF NIGERIA, ENUGU CAMPUS**

DECEMBER, 2015

TITLE PAGE

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FACULTY OF HEALTH SCIENCES AND TECHNOLOGY
UNIVERSITY OF NIGERIA, ENUGU CAMPUS**

**IN PARTIAL FULFILMENT FOR THE AWARD OF MASTERS OF
SCIENCE DEGREE IN NURSING (NURSING EDUCATION)**

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DECEMBER, 2015

APPROVAL

this dissertation has been approved for the award of Master of Science Degree in Nursing in the Department of Nursing Sciences, Faculty of Health Sciences and Technology, University of Nigeria, Enugu Campus.

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CERTIFICATION

This is to certify that this dissertation is the original work of Okpa, Stella E. Registration Number PG/MSC/09/54148 in the Department of Nursing Sciences, Faculty of Health Sciences and Technology, University of Nigeria, Enugu Campus.

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DEDICATION

This work is dedicated to all nursing students who are the future workforce for Nursing Profession.

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ABSTRACT

Several authorities and researchers have carried out studies around academic performance of students. The reviewed works showed that academic performance of students have been an issue of concern to all stakeholders in the field of education. It was noted from the reviewed works that there are several interacting factors to academic performance which study habit is one of them. The purpose of the study was to assess the relationship between study habit and the academic performance of University students in the Department of Nursing Sciences in the South East, Nigeria. Five objectives were set for the study which were to assess the relationship between study materials used by the students, planning of the study of students, assimilation of content of study, study environment and demographic statues of the respondents in relationship to their study habit and academic performance. Also six hypotheses were set for the study. Related literatures were reviewed and relevant theory to the study applied. Co-relational design was adopted for the study. The target population of the study was 1784 students from Departments of Nursing Sciences in five Government owned Universities in South East Nigeria and sample size of 348 respondents was determined using power analysis. Stratified simple random technique was used to select sample size from each university. Self structured questionnaire with reliability of 0.76 and students' result were instruments used for data collection. Data derived from the study were subjected to simple descriptive statistics. Hypotheses were tested with Pearson's Spearman Correlation at 0.05 level of significance. Findings show that there is generally poor study habit (60.4%), and fairly moderate academic performance (37.4%). Also there is poor use of study materials (mean=1.93), poor assimilation of content of study (mean=1.81) and poor study environment with mean of 1.91. The study also revealed that there is significant relationship between study materials used by the students ($p = 0.572$), study environment ($p = 0.250$) and planning of study ($p = 0.274$) of the respondents with their academic performance $p < 0.05$. The result also 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 $p > 0.05$. Based on the findings, it was recommended that training of students on study habit should be reinforced and also included as a course in curriculum of students in our institutions of higher learning for better academic performance.

CHAPTER ONE

INTRODUCTION

Background to the Study

Performance of students in our various schools of learning has been an issue of concern to Government as well as stakeholders in education. This Performance in education is said to have several factors that either negatively or positively affect one's total learning. Over the years, societies have existed and survived through the education of their members in various fields of endeavour. Education is defined by Ofi and Adejumo (2010) as the process of helping an individual to discover, develop and make use of his or her inner potentials, abilities and capabilities for successful living in the society. Hence education is necessary for successful and happy life. It provides an individual with behavioural knowledge and skills for critical thinking and effective problem solving.

To achieve educational goals, certain measures are used to evaluate the activities or tasks of the system. Such measures include the academic achievement and the performance of the individuals involved. An individual's performance can be assessed so that a clear statement could be made as to whether the achievement is normal, above normal, subnormal or abnormal.

Academic performance is defined as the knowledge or skill developed by students usually in the school which is measured by the test scores or by marks assigned by the teacher (Nonis and Hudson, 2009). It is knowledge acquired and skills developed in the school subject, generally indicated by marks obtained in test or in an annual examination. According to Stark (2008), academic performance is considered a key criterion to judge one's total potentials and capabilities in learning. The students

tested can be said to have made significant improvement, if their scores are average or above average (Nwodo, 2007). Academic performance is used to assess the degree of achievement of educational goal. Again, it can be said that the extent of student's learning in academics may be determined by the grade the student achieved for the period of learning. If the student earns a high grade, it is concluded that he/she has better academic performance than the student with a low grade. Academic performance can therefore be considered as the successful outcome of accomplished activities or tasks in education, measured in relation to the acceptable standard.

Academic performance of students in school is still the concern of school authorities, parents and society in general due to its benefits to the individual, families and community. It helps to promote intelligence, skills, emotional stability and creativity of the individual at all levels. Good academic performance improves self esteem which positively influences student relationship with themselves and others. This can make a profound difference in the student's long and short term general wellbeing (Neal & Schanzenbach, 2013). Good academic performance provides better creativity, job opportunity and helps to promote productivity and a stable society.

On the other hand, Lancour and Laura (2011) observed that poor academic performance has several consequences. According to them, it exposes an individual to emotional, mental spiritual and physical lack of power and resources. It results to frustration which may lead to disobedience, disregarding of school rules and regulations, refusal to do assignments and poorer performance in studies. In any case, academic performance of students has several factors that can influence it. Such factors include socioeconomic background, inadequate information, planning of study, use of study materials, attitude of students, study environment and study habit.

Crede and Kunciel (2005) stated that study habit is one of the significant variables that has direct link to academic performance.

According to Mace (2007), study habit is defined as a systematic acquisition of knowledge and understanding of facts and principles that call for retention and application. It is application of one's mental capacity to acquisition, understanding and organisation of knowledge. Nonis and Hudson (2009) further stated that study habits include such activities as paying attention in the class, being punctual, taking good notes, jotting down points during personal reading, group reading, completing home work in a timely manner and reading study materials before the lectures. Ndiok, Asuquo and Bassey (2010), moreover reported that problem of study habits include poor attitude to learning, lack of concentration, diverted attention etc. The problem of study habit could also result from the way the student uses available study materials, how they plan for study(eg reading alone, reading & jotting down points or group discussion), the environment in which they study and the way the assimilate the content of study. They concluded that the problems of study habit could eventually lead to poor academic performance.

Available evidence shows that parents/guardians want their children to avoid the problem of poor academic performance in their courses/profession (Rouch, 2012). That is why most parents/guardians go the extra mile to provide their children with all the requirements they need for their academic pursuit. It is expected that these requirements would help to improve study habits which will in turn, improve academic performance. It is also expected that if the student's academic performance is improved, it will go a long way in equipping them with the requirements needed to be productive in all spheres of life. Crede & Kunciel (2005) reported that some

students still perform poorly academically despite the provision of Government, school authorities, parents/guardians. They noted that majority of students usually graduate with low grade point average while others may not graduate with their original class due to failures. Considering the fact that many variables have been associated with poor academic performance, the study intends to identify these variables, x-ray one of these variables which is study habit with the hope to proffer solution for better academic performance.

Statement of problem

In our society, academic performance is considered a key criterion for judging one's total capacities and potentials in education. The students that passed examination and met the University requirements for admission into professions/courses of their choice are expected to be capable of pursuing and successfully completing the University education. However, evidence has shown that many students are not living up to expectations academically in both internal and external examinations. Some of these students are faced with course carryovers, some are stepped down to previous classes, and others changed courses while some are prevented from taking their external professional examinations. For instance, since the inception of the generic programme at Department of Nursing Sciences in the Universities across Nigeria, there are records of poor results of Nursing and Midwifery Council of Nigeria (N&MCN) in some schools. In 2009 (both May and November), Department of Nursing Sciences Enugu Campus presented 11 candidates for Council examination and four were referred in external professional examination. In 2010, they presented 35 candidates and 3 were referred. Again in 2011, 66 candidates took Nursing and Midwifery Council of Nigeria examination and 24 candidates were also referred.

At the Department of Nursing Sciences Nnamdi Azikiwe University Nnewi in 2010, 98 candidates took Council examination and 8 candidates were referred. Also in 2011 out of 55 candidates that took council examination, 20 candidates were referred.

In the Department of Nursing Sciences Ebonyi State University, the story is not different. In 2009, 48 candidates took N&MCN professional examination and 18 candidates were referred that year. In 2010, 99 candidates were presented and nine candidates were referred. In 2011, 233 candidates took N&MCN examination and only 114 candidates passed while 119 were referred.

In fact, the May 2012 result of various universities in the South East showed alarming rate of poor academic achievement. Out of 114 candidates that took May Council examination in Ebonyi State University, only 33 candidates passed. 74 candidates that took the same examination at UNEC, only 36 passed the exams while 43 out of 90 candidates passed at NAU Nnewi. (see appendix ii)

Again in the degree result of students, available evidence showed that only few students scored above grade point (G.P) of 3.5 which is considered as high performance in this study. For instance, the degree result in 2012 at the Department of Nursing Sciences NAU Nnewi showed that only twelve students out of 72 students scored above the G.P of 3.5. Again in Department of Nursing Sciences EBSU Abakaliki, documented records showed that in 2014, four students who have failed N&MCN final qualifying exams for three times were asked to withdraw. These poor performances across the schools are occurring despite the employment of more lecturers and other things done by the University Management to improve learning.

According to Nonis and Hudson (2009), poor academic performance leads to spending extra money by the parents and staying longer than necessary in school by

the students. This prolonged staying and extra expenses can lead to physiological and psychological trauma both for the students and their parents who had the hope of their children graduating so as to secure job to support themselves and the family. The implication of all these anomalies resulting from poor academic performance and study habit has raised serious concern among scholars interested in nursing education. It has been reported that study habit has been influenced by several factors. Such factors include inadequate planning of studies, lack of study materials, study environment and the overall study pattern developed by the student yet study habit remained neglected field of study. Study habit enables the learner or student to adapt to a particular pattern of learning with a view to either performing very well or very poorly in the tests or examinations of the school. Unfortunately, despite the innumerable advantages of good study habits, most students of our various schools of higher learning have degenerated in their academic performance due to poor study habit. Ndiok, Asquo and Bassey (2010), reported that poor study habits has direct link to poor academic performance. Could it be that these student nurses are encountering problems in their study habits?

The questions therefore, are: Are the students studying effectively? Are there particular study habits that impact negatively in the students's academic performance? This study hopes to explore the relationship between study habits and academic performance of nursing students in Departments of Nursing Sciences in South East Nigeria.

Purpose of the study

The purpose of the study is to determine the relationship between study habits and academic achievement of university students in the Departments of Nursing Sciences in South East Nigeria. Based on this, the specific objectives of the study are to:

1. Assess the relationship between the study materials used by the students and their academic performance.
2. Assess the relationship between planning time of study of students and their academic performance.
3. Determine the relationship between the ability to assimilate the contents of study by students and their academic performance.
4. Determine the relationship between students' study environment and their academic performance.
5. Assess the relationship between demographic status of students and their academic performance.

Research Questions

1. What is the relationship between the study materials used by students and their academic performance?
2. What relationship is there between students' planning of studies and their academic performance?
3. What relationship is there between the extents the students assimilate contents of study and their academic performance?
4. What is the relationship between students' study environment and their academic performance?
5. What is the relationship between the demographic status of the students and their academic performance?

Hypotheses

1. There is no significant relationship between the study materials used by the students and their academic performance.
2. There is no significant relationship between students' planning of study and their academic performance.
3. There is no significant relationship between the extent the students assimilate content of study and their academic performance
4. There is no significant relationship between the students' study environment and their academic performance
5. There is no significant relationship between the students' demographic status (gender and level of study) and their academic performance.
6. There is no significant difference between study habits and academic performance across the universities of the study population.

Significance of the study

The findings from this study will provide information on the relationship between study habits and academic performance. Such information on study habits especially those habits that do not positively improve academic performance (e.g. cramming, rote learning etc) will be significant for students, parents/guardians, lecturers and academic advisers. This will enable academic advisers/counsellors to device appropriate measures such as academic advising, personal counselling so as to help students' improve their study habits. It will enable the lecturers to develop better strategies like guided learning to help these students in their studies. The lecturers will also suggest to the University management those things to put in place to ensure enabling environment that will facilitate students' study habits. The parents/guardians

will provide their children with what they needed in school such as text books, exercise books and money for other activities in the school that are necessary to improve their studies. When the above measures are implemented, the students will imbibe good study habits which will improve their academic performance. When academic performance is improved, it will in turn, improve student's self confidence, reduce examination malpractice, carryovers and failures thus improving productivity and better society. Good study habits and consequent better academic achievement will help to conquer illiteracy and alleviate poverty. The findings from this study will also add to the existing body of knowledge which may be of value to future researchers in the field of study habits, academic performance and related studies.

Scope of the study

This study is delimited to University students in Departments of Nursing Sciences in South East, Nigeria irrespective of their gender. It is also delimited to the analysis of the relationship between study habits and academic performance. Specifically, it is delimited to how the use of study materials, assimilation of contents of study, planning of study, study environment are related to their academic performance.

Operational definition of terms

Academic performance: it is that grade of the students which falls within a specified standard. This specified standard is set by the institution or the profession and is regarded as pass mark. A student who scored the pass mark or above it is considered to have attained certain degree of academic performance. The student's results will be used to calculate the student's grade point (GP) which will serve as a yardstick to measure academic performance. The G.P more than 3.5 is considered as high

academic performance, G.P from 2.5 to 3.49 is considered moderate academic performance while G.P below 2.5 is taken as low/poor academic performance.

Study habits: this is the way and manner a student plans his/her private reading after classroom learning in order to master a particular subject/topics. This includes how they make use of study materials, how they plan time of study, assimilation of content of study and study environment. The study habits was graded as poor, moderate or high as indicated in the questionnaire used to collect data on study habit of students. Scores ranging between 46-92 is considered poor study habit, 93-138 moderate and 139-184 is high study habit.

Use of study materials: It entails quality of reading, underlining outline and how much one makes use of study materials such as textbook, internet services, library etc. Scores ranging between 13-26 is considered as poor use of study materials, 27-40 is moderate use of study materials and 41-52 is high use of study materials.

Planning of study: refers to how one makes use of timetable, organizes personal study and study materials during studies. It includes the method of studying the student plans to use during his/her study time. The student may plan to read only alone or reading and making note and/or reading in group i.e. group discussion at a particular time. Scores ranging between 11-21 is considered as poor planning of study, 22-33 is moderate planning of study and 34-44 is high planning of study.

Assimilation of content of study: this has to do with how the student understands the content of the topic/subject he/she is studying. It is assessed using memorization,

personalization (personal or group) and ability to reproduce when the need arises. . Scores ranging between 11-21 is considered as poor assimilation of study contents, 22-33 is moderate assimilation of study contents and 34-44 is high assimilation of study contents.

Study environment: has to do with one's concentration both in personal study, lectures, attitude in class and how one tries to study in conducive place. It also includes general outlook of study environment including seating position, lightening, ventilation and location of the environment in relation to the distraction/noise level. It may be in the classroom, reading centres, library, etc. Scores ranging between 11-21 is considered as poor use of study environment, 22-33 is moderate use of study environment and 34-44 is high use of study environment.

Demographic status: these include the gender and study level of students in relation to their study habit and academic performance.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with literature review and the literature was reviewed under the following subheadings: Conceptual review (concept of academic performance, factors affecting academic performance, concept of study habits, materials/resources used for studying, planning of study, assimilation of study contents, study environment, factors affecting study habits, relationship between study habit and academic achievement), theoretical review, empirical review and summary of literature review and analysis of empirical studies reviewed.

Concept of Academic Performance.

In today's competitive world, education is an important means for socially disadvantaged people to raise the standard of their living. Education helps in individual's personal growth, economic efficiency, participation in civil affairs and general development of the nation. Educational achievement is considered as the successful outcome of accomplished activities or task in the school measured in relation to acceptable standard. The extent of student's learning in academics may be determined by grades the student earned for the period of learning. If a student earns high grade, it is concluded that he/she had better academic performance.

Academic performance is defined by Heath (2004) as the knowledge acquired and skills developed in the school subject, generally indicated by marks obtained in tests or in annual examination. It is the extent to which the students, teachers or institutions achieve their educational goals which is assessed by the score assigned by the teacher. Stark (2008) opined that academic performance is considered as a key criterion to judge one's total potentials and capacities in education: Generally, academic

performance is a pedagogical terminology used while determining learner's success in formal education which is usually measured through reports, examination, tests, continuous assessment and rating with numerous factors and variables.

In California, the academic performance is measured by academic performance index while in Nigeria, it is usually measured by grade point average (GPA). Ejigah (2011) noted that how best academic performance should be tested or which aspect are more important whether procedural knowledge such as skill or declarative knowledge such as facts are necessary. However, academic performance of students in schools has been a concern of the school authorities, parents, students and society in general because of its benefits and consequences for the individuals, families and communities.

Academic performance promotes physical and emotional stability of the individual. Lancour and Laura (2011) observed that academic performance is an indicator of potential success or failure in life. Good academic performance helps to promote intelligence, skill and creativity at its highest level thus providing opportunity for good job and general productivity. It improves self esteem which positively influences student's relationship with themselves and others. Good academic performance can make a profound difference in the students short and long term general well being (Lancour and Laura, 2011). It helps individual to work harder in life and it is a motivator for successful individuals which opens doors to success in life. On the other hand, poor academic performance leads to frustration. This frustration will lead to poorer performance as the student will likely not read his book or do assignment. This will, in turn, lead to disobedience, disorganization of school rules and regulations and

exam malpractice. Despite the consequences and benefits of academic performance, there are several factors that affect academic performance.

Factors Affecting Academic Performance.

Researches over the years have shown that determinants of learner's academic performance have been subject of ongoing debate among educators, parents and policy makers. Different authors have different opinions concerning factors that affect learner's academic performance. However, there is some form of general consensus on the factors that affects learner's academic performance, some of these factors include:

Parental involvement: parental involvement in child's education is one of the significant factors that determine academic performance. Choi (2005), defined parental involvement as different kinds of parental activities such as rendering general academic guidance and support, monitoring the child's daily activities and progress at school and participating in their event. It is the various kinds of activities of the parents that enhance academic achievement of their children. In parental involvement, it is assumed that parents should be involved in helping, supporting and guiding their children in their academic affairs.

The learners whose parents render support during studies are more likely to gain favourable result than those who don't get any support from their parents (Slavin, 2009). Parental involvement influences the quality of time children spent on homework and assignments. Boccanfuse (2005) observed that parental involvement in school activities and frequent parent/child discussions about school issues in early childhood decreases the rate of school dropout. Parental encouragement helps children to continue in academic pursuit without feeling disheartened at a point of difficulty or academic failure.

For high academic performance to be acquired, parents are expected to help their children in making sure they do their home works, assignments, support them during examination and even when they failed which will motivate them achieve academically higher in future. A study carried by Ndapu in (2005) on academic performance of students whose parents were involved in their academic work showed they have better educational success and know what course to take to become eligible for any college of their choice. He concluded that parental involvement is sine qua non to a better academic performance and as such should be encouraged.

- **Socio-economic status:** This is defined as an overall social position of an individual in both social and economic domain. It is referred to parents or family socio-economic status which is determined by educational achievement, employment, occupational status, income and Wealth (Stark, 2008). The socio-economic status of parents determines the type of school and material support to be provided to their children. Parents with better economic status are most likely to provide higher level of economical, educational and psychological support for their children through measures that encourage development of skills necessary for academic performance. Nickerson and Kritsanis (2005) carried out studies on the effect of socio-economic status on academic performance where they discovered that children from low socioeconomic status are more likely to exhibit things like lower level of literacy, numeracy and comprehension, low retention rate, low educational participation rate, less likely to attend university education, high level of problematic school behaviour (e.g. truancy), less likely to study specialized mathematics and science subject and have less academic performance. Socioeconomic status remains therefore one of the major determinant of

academic performance. Again a study carried by Thongs and Trivendrum (2005) on the differences in academic performance between children of educated employed mothers and those of unemployed mothers in standard six showed a significant difference in academic performance. The study revealed that children of educated mothers showed better intellectual development and higher academic performance. Educated parents in general are likely to find themselves comparatively in better economic condition which helps them in providing greater academic and material support for their children. Karnataka (2009) concluded that academic performance of a child strongly depends on socioeconomic status of his/her parents.

- **Family structure:** Bloom (1984) in Sunitha (2005) noted that family structure has significant effect on academic performance. Family structure which is directly linked to the number of children per family is one of the factors that affect academic performance. Family structure is determined by socio-economic factors. Families on lower level of income are headed by parents with lower educational attainment and are less likely to be in a labour force. Children from these families are likely to have lower academic performance. Slight and mavis (2006) stated that parents with large family structure are more likely to have less time to spend with their children in terms of supervision of their school work and maintaining appropriate level of discipline. A study carried out by Owns (2008) on class four students in a high school in Amrusta showed negative correlation between large family size and academic achievement. They concluded that the bigger the family structure, the lower the academic achievement.

- **Student's formal education background:** Formal educational background of students greatly influences academic achievement. Some educational background is more challenging and stimulating than others. The school one attended is the institutional environment that set the parameters of a student's learning experiences. Khurshid, Tanveer and Qasmi (2012), stated that the type of school one attended influences his/her educational outcome. The school background influences academic achievement in the way content are organized, in teaching learning and assessment procedures. The formal school background which is highly competitive, stimulating and challenging will produce better academic achievement.
- **Time spent on task:** Time spent on academic activities is a very important determinant of academic achievement. University courses are measured in credit load and a student is expected to look at the credit load of each course to determine the portion of time to allocate to the course in order to study it well for effective academic achievement. Time spent on task may include time used in reading books, participating in extracurricular activities or watching television (Lancour and Laure, 2011). The students who spend time studying or doing class assignments achieve better than those who spent time playing or watching television.
- **Student's personal life:** Student personal life will inevitably affect what is going on in his/her academic activities. According to Nwodo (2007) some of the things in student's personal life that affect academic achievement include:
No Vision: Some students do not have clearly articulated picture of the future they intended to create for themselves. This may make them take programmes of study without a clear career goal or objectives. In essence, they choose a

wrong course of study or career. Lack of passion: Successful students work out of passion, know what they want to do and recognize the importance or the benefit it will bring to them as well as others. Without passion, study becomes a chore and not a method for achieving clearly defined goals. Lack of taking advantages of study resources: Every college/university has academic learning centres where students can receive peer or faculty tutoring without charge. Many students however, fail to make use of these centres. A student should therefore organize his/her study time to make room for using available study centres e.g library to augment her note book.

Lack of maturity and discipline: some students are not disciplined and lack good organizational skill due to lack of maturity/age. They often fall under the pressure of their peers rather than using their discretion. Some student usually feels compelled to follow others in their social activities instead of attending to their studies.

Students should take care of their personal life and health including eating healthy food, exercise, getting enough sleeps and rest. Ill behaviours such as smoking, cultism, drug usage, etc may impact negatively on students' academic performance and so should be discouraged among students. Stress: has been found to interfere with academic performance. Many factors can cause stress to students including financial constrain, child abuse, parental neglect, irresponsibility and other vices in student's personal life (Khurshid, Tanveer & Qasmi, 2012). The minds of stressed up students are usually occupied with distracting thoughts which may affect student's academic performance.

➤ **Study habits:** study habit is one of the factors that affect academic performance of students. Study habit is defined by Mace (2007) as a systematic acquisition of knowledge and understanding of facts and principles that call for retention and application. A student can develop good study habits if he/she finds it important enough in his/her scheme of values. Keller (1978) in Osa-Edoh (2005) stated that the only way to develop good study habits is to study even in the face of temptation until it becomes part of the person. A study carried out by Oluwatimehim and Owoyole on the relationship between study habits and academic performance of secondary schools in Ijebu-ode in 2011 showed that students who have habits like attending to classes, doing assignment and reading privately obtained better academic performance. He concluded that study habits have positive correlation with academic performance.

Since academic performance of students continues to draw the attention of parents, educators and government, care should be taken to address those factors that are affecting it in order to improve academic performance. To achieve this, Hirsch (2006), suggested that academic advisers should consider the following five key areas of study: emotional and motivational readiness for higher education, level of academic preparation, study skill competence, use of learning style and disability conditions. He noted that emotional and motivational readiness for higher education is a pivotal theme and it should be acknowledged. Higher education creates an environment and culture that requires both academic and social adaptation for students.

Concept of study habits

Study is one of the major things that dominated the activities of the students' life in the school. A student must devote certain amount of time to study his/her books and do his/her assignments to succeed academically. Study habit is an approach applied to learning which is generally critical to success in school and is considered essential for acquiring good grades that are useful for learning throughout life. It involves the process of organizing and taking new information, retaining information or dealing with assessment. Sturt and Oakelen (2001) in Mangal (2008) defined habit as those acts that are habitual which are performed with little or no thought and is always done approximately the same way. They also stated that habitual action is the result of many repetitions of the action in almost the same way. Forming of habits is very necessary in every spheres of life including education. Study habit is a significant variable for excellent academic performance.

Study habit is thus defined as the application of one's mental capacity to the acquisition, understanding and organization of knowledge which often involves some formal learning (Keller 1978 in Osa-Edoh 2005). Mace (2007) defined it as a systematic acquisition of knowledge and understanding of the facts and principles that call for retention and application. It is a behavioural style which is systematically formed by students towards learning and performance. Nonis and Hudson (2009) stated that study habits include such activities like paying attention in the class, being on time to the class, taking good notes, completing home work in a timely manner and reading the study materials before lectures. According to Faiza (2005), study habit is the way and manner a student plans his/her private reading outside lecture hours in order to master a particular subject, topic or area of specialization. Slavin (2009) noted that study habits may be ineffective or ineffective. According to him

effective/good study habits produces positive effect on academic performance while ineffective/bad study habits leads to academic failure. Study habits whether systematic, effective or ineffective has significant effect on academic performance. Study habit is therefore the degree to which students engage in regular act of studying which will either mar or make him to gain good grades in his/her academic pursuit. A study habit is said to be ñgoodò if it helps one to obtain better grade or ñbadò if it makes one to obtain poor grade. However study habit can always be changed so as to improve academic performance.

Good study habits is an important asset to excellent academic achievement. Faiza (2005) stated that good study habits help students in critical reflection in skill outcomes such as selecting, analyzing, critiquing and sympathizing. It include assessing home environment and planning of studying, reading and note taking, planning of subject to study, adequate concentration, preparation for examination and general good attitude to study (Patel 1976 in Egbule, 2006).Some of the good study habits according to Weinstein (2012) include:

Start studying right when the assignment is given: The longer a student waits, the harder he/she is going to have the work finished. Always go to bed early in the night to sleep so as to be alert in the class the next day. Studies have shown that those who don't sleep as they are supposed to, feel tired and sluggish most of the day and so will not be alert to get things done in the class.

Eat good healthy breakfast: Eating sugary food makes people think they are alert but sugars wear off after an hour or so resulting to sugar depression where one suddenly feel even more tired and sleepy.

Pay attention in the school: During classes, listen carefully to the teacher; ask questions to understand more what the teacher is explaining. Think about how the information will be useful rather than thinking about something else.

Plan ahead: The programme of study should be planned in such away to include all activities such as studying and extracurricular activities into study timetable. The student should adhere to study time table to avoid last minute reading/creaming. Flash card can be used to help them learn material easily.

Study with friends: sometimes studying with friends helps students to socialize, cross check notes, answer questions and clarify issues for better understanding. However, students can equally study alone privately on the same table with friends without reading aloud or discussing.

Get rid of distraction: study in good environment where there is comfortable seat, adequate light, temperature and good ventilation with no distraction. Turn off the chit-chat (e.g. telephone, chat room, life conversation etc), shut television and video if they will be source of distraction to your study.

Take good notes: learn how to get important points and device strategies for writing fast in the class. Students should always keep their note carefully and use it during study, together with textbook for better comprehension.

Study constantly: Always make out time to study on daily basis following reading timetable strictly. Good study habit is a result of practice and knowing the method most effective for you. It may take trial and error but organization and persistence is the key to good study habits.

Study during the day: it is always better to study more during the day and little at night instead of leaving the bulk of study in the night which you may not study much do to sleep or other distractions from the environment.

Review what you have learned: students should review all they did in the classroom everyday when they get home and before the teacher comes in for the next lecture if there is still time instead of discussing or making noise. They should review their work at least two days prior to test or examination instead of last minute reading which results to stress, confusion and poor performance.

Good study habits is an important tool which every student must learn for sound academic performance at school and later in other life endeavours. For study habits to be effective, the student should be organized, prepared, aware, positive, notable, conscientious, disciplined `memorable and eat healthily (McDonald, 2012).

Bad study habits: some of the bad study habits as documented by Zazara (2012) are:

Too much noise: This can interfere with the brain's ability to comprehend new information. It can also distract one from focusing on the materials being studying. If one must have music at the background while studying, it must be turned low.

Bad environment: Poor study environment can ruin your quality time. Uncomfortable seat, room temperature (hot or cold), poor lightening and ventilation causes unsuccessful studying. Test out places until you find the best place which may be in the library, classroom, best friend back house etc. **Last minute cramming:** This can be terrible and can cause undue stress. Always read in advance and use the night before the examination for review.

Eating: Too much eating during study can disrupt retention of materials and also takes too much of your time. You may snack lightly. Always go with small bag of snack during study so that you wouldn't move out looking for snack when you are hungry which not only distract you but also waste your time.

Drinking: Never drink alcohol while studying. However, it is important to hydrate yourself. Have a glass of water by your side during study.

Working on your bed: though it may be comfortable but it can sooth you to sleep instead to the study. Sit at desk on the room during study and does not study on the bed late in the night for it is likely induce sleep.

Multi-tasking: that is, doing several different things at once. It may be good for daily activities but when it is for studying, one may not retain as much material as when focused on study alone. Before examination, drop every other task for at least 24hours and focus purely on your study.

Study during commute: many people enjoy reading on train, bus or car for school. These environments are wonderful for light reading but not necessarily for intense studying. It may be good for memorization, repetition and review.

Since bad study habits are likely to produce poor academic performance, students should try to learn good study habits for better academic performance.

Study Techniques/Methods.

There are various techniques/study methods available for students to utilize during their group or personal studies. Different authors have different ways of classifying study techniques. Onwuegbuzie and Daley (2008) stated that study techniques include but not limited to reading techniques, structuring content/making outline of content, selecting (highlighting), making deeper links (making concept maps) planning (selecting objectives for oneself) rehearsing (information) collaborating (assisting peers), note taking using study guide and memorizing course content. Luster and Mcdora (2011) grouped study techniques into reading and writing/note taking techniques.

Reading techniques: Reading is an attempt to absorb the thought of the author and know what the author is conveying. Weinstein (2012) defined reading as an ability to interpret the content of the material the learner is studying. The ability to read fast and

comprehend the content of study helps students to take in and retain more information than the slow readers. To improve one reading skill, he/she must increase his/her ability to see and understand the grouping of the words. To be a good reader, people should concentrate on what they are doing and learn to use their eyes to the best of their ability, move them to the rate that allows their brain absorb the main idea printed on the page. Quick/fast readers catch the drift and flow on the passage better whereas the slow readers delay over each word (Lustre and Mcdore, 2011). To be a good reader, one should avoid such habits like pointing finger or moving the lips while reading. Maddox (2002) formulated four types of reading which include mastery, explanatory and revision, critical and pleasure reading. He suggested that all readers should explore each type of reading to know the one that is suitable for any kind of reading.

A good reader usually employs tested and proven strategies/methods such as SQ3R and PQRS method.

SQ3R method: this has been a proven way to sharpen students reading/studying skill. It stands for survey, question, read, recite and review.

Survey has to do with getting the general idea of what is to be read before getting into the detail. To do this one should read the introduction and summary if the chapter has them or few sentences at the beginning and at the end of the chapter. Survey is very important because it creates some expectation and familiarization on the reader to the structure of the material and the author's style of writing. The reader does this by scanning over the topic/material.

Question: Is an important aspect during reading/studying. Questioning acts as a guide and enables the students to develop a set of concepts that fit into the ideas one is

studying. During studying, the student should ask questions that lay emphasis on the what, why, how, when, and where of the study content.

Reading: This is the basic skill of studying. The essence of reading is to get the whole meaning in the passage. Reading acquaints the students to many ideas which would have been over looked during surveying. Reference materials related to the topic are read to get the needed information.

Recitation: This is done periodically to recall what one has read. A study carried out by Lovell (1993) showed that recitation increases the rate of learning. During recitation students develop overall concept of what he/she has read in his/her own words and thought which promotes remembering.

Review: Is defined as recall and rehearsal of information presented in the study. It helps students to clarify points that were not understood during study. The best time to review is at the end of study not just before the examination.

The PQNST Method: This method prioritized the information in a way that relates directly on how the students will be asked to use the information in an examination.

PQRST is an acronym for preview, question, read, summary, test.

Preview: is achieved by glancing over the major headings or points on the syllabus.

Question: The students should formulate question at the end of study and answer them to know the extent they understood the topic.

Read: This is the process of acquiring the information. The purpose of reading must be clearly stated by student so as to evaluate if the goal was achieved at the end.

Summary: The student summarizes the topic, bringing his/her own ways of summarizing information into the process including mnemonics or labelled diagram.

Test: The student answers the question created in the reading as fully as possible, avoiding adding information that might distract or change the subject.

According to extract from the study guide manual of National Open University of Nigeria (2004), the effective reading skill should include the following:

Ability to control the material one is reading

Ability to understand and comprehend the material

Ability to read with speed required to compete the volume of things one have to read/learn

Ability to read between lines and beyond lines

Ability to read and create new ideas from what you are reading.

Reading skill/techniques is an important habit which every learner should endeavour to practice during study in order to improve learning.

Note taking/writing

Note taking is one of the activities that are believed to aid learning, remembering and overall academic success. Note taking when properly done, involves not only reading, writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. Note taking is defined as the practice of recording information captured from a source. It involves recording ideas and facts that you learn. Students frequently do not realize the importance of note taking most of the time rather they rely on teachers's handout or note. An essential skill of good note taking is good listening. Note taking involves making a permanent written record of main points and supporting details. Adequate notes are necessary adjunct to efficient study and learning in colleges. Note taking involves recording ideas and facts that you learn in the classroom to help you remember and use them later.

There are five R's of note taking namely record, reduce, recite, reflect and review (Choi, 2005). He further noted that the student's note will be useless unless if it is reviewed from time to time especially at the end of course and during examination.

There are varieties of system in organizing note taking according to Author (2004).

These include:

- *Charting method*: This is a way of taking notes for confusing lectures which involves a lot of relationship, dialogue, comparism and other connections between a lot of different areas.
- *Cornell method*: This is a way of adding extra information and clues to the notes without recopying the whole thing. Here the student should leave a huge blank space on the margin of the left or right side of the page, for adding cues, hints and extra information while reading.
- *The online method*: This is the way of showing main facts and how they are related to one another.
- *The mapping method*: Is a visual method of taking notes and it involves making map or diagram showing how all the information is connected. It also involves jotting down main points in a sketch.
- *The sentence method*: It is a way of handling a lecture with a lot of information. Then copy down important information as the teacher speaks, write each facts on a new line not actually writing the complete sentences so long as you get the important information down.

Flemming (2012) stated that there are five methods of note taking. According to him it is important that the reader/student should study the methods and know the one that works better for him. A combination of two or more method may be beneficial. The methods are:

- Physically drawing a line vertically down the paper leaving about 2.5 inches on the left and right. This allows taking notes on the right hand side of the

page leaving space on the left to summarize the main point with cues, word or phrase.

- Organization of concepts: when the instructor moves to a new topic, skip a line, it is also a great idea to use some organizational structure on the whole page.
- Use bullets: use an indented system or outlining to underline important words.
- Filling in blank: if you are not able to completely write down an idea before the instructors move to a new topic, fill it in after class.
- Reviewing and studying: after class, test your knowledge of the course material by covering up the right side of page, reading cue, words and trying to remember as much information as possible.

The importance of note taking techniques during study cannot be over emphasized. It helps the students to become active participant of listening and learning process. It reinforces what was communicated verbally. It allows permanent recording for revision and registering of relevant points for immediate and long term use. Good note taking reduces the risk of plagiarism.

How to take good note in class: One major thing in taking good note is to get prepared with something to write (paper and pen). Reading the materials in advance is of added advantage to get the information better. Then one should pay good attention in class. The specifics include:

Take note of all the important words/information the teacher is emphasizing on, it is most likely to be in her test.

Always seat where you will not be distracted e.g. in front or centre of the class and not at the back.

Make your note an outline material- you can use textbook for a guide.

Write down anything the teacher puts on board if you think it is important; it may probably be in the quiz or test.

Write down anything the teacher says more than once.

Write down any word the teacher explains or defines, e.g. drawing/diagrams that the teacher uses to explain the terms.

The students should always ask the teacher to explain again, when they don't understand them or to write it down so that they can copy it.

Copy diagrams, maps, drawings or images the teacher drawn during explanation for better comprehension when reading privately.

One can also record the lecture but always ask for permission to do so.

Organize the note using note taking system

Okorodudu (2006) summarizes how to take note/tips of note taking as follows: sitting in front or centre of classroom, using only one side of paper, labelling, numbering and dating all the notes, reviewing note and asking questions during or after the instruction, participating in classroom discussion and other activities that will help you master your course work.

The ABC of note taking is therefore listening effectively, paying attention in class, reading assignment and other materials before the class. It is thus necessary for students to learn how to develop effective note taking techniques in order to enhance their study habits. It is very important that all the students should master the techniques of note taking and unless the student has an exceptional memory, it is difficult to master and recall accurately all the main points and relevant details in study materials by merely reading it.

Materials/resources use to study.

For effective and result oriented study to occur, the students should use certain materials/resource to aid their learning process. Some these material include note book, text book, library and internet services.

Library: Is a very important facility in the school which unfortunately most of the students overlook them during studying. Library is a room containing collections of books, periodicals and sometimes films and recorded music for people to read or borrow (Flemming, 2012). It is derived from a Greek work *liber* meaning books. Library collections include books, periodicals, newspapers, documents, cassettes, manuscripts, videotapes etc. A library may be maintained by public body, institutions, cooperate body or private persons (Williams, 2011).

Types of library

Academic library: This is a type of library situated at colleges and universities to serve the students and staff. Some large institutions will have a general library as well as departmental library to serve different profession e.g. law and science library. A Librarian who is a professional in library is usually employed to offer expertise and professional help to both students and staff in the utilization of library.

Public library: is situated strategically at different parts of the state for public utilization.

School library: situated in primary schools and colleges to serve the pupil and their teachers to facilitate access to information in a wide variety of format. The school librarian instructs students and teachers on how to acquire, evaluate and use information and technology needed in this process. This introduces the children and young adults to literature and other sources to broaden their horizons.

Special library: This offer unique opportunity to work in places such as corporations, hospitals, museums, advertising agencies, professional association, private businesses and government establishment. It can serve particular populations such as the blind, physically challenges and others.

Advantages of using library in studying

Studying in the library gives the student an opportunity to get any material of reference to beef up one's note. Reading in the library is one of the techniques that help the students to develop good study habits. It helps the students to have easy access to varieties of study materials like reference books, journals, periodicals etc. These varieties of study materials available at the library help the students acquire more information so as to broaden the knowledge got from classroom during teaching process. Again, according to Alike (2011) a library provides atmosphere of silence with little or no distraction. Such environment allows the brain to concentrate and absorb the information being obtained while studying. Moreover, the environment within the library itself highly motivates the reader as well. The fact that the materials needed for the study are readily available in the library and the environment is conducive makes the student study more, thus gaining better study habit. Weinstein (2012) concluded that available study material and conducive library environment is a biggest motivator that helps the students to get reading and other assignment completed. A good library offers the reader with resources needed to be educated on any area of study. The university library offers other research tools//references materials that help students to carry out their research work with ease or even borrowing such materials for use after school. A single library can serve millions of people and it provides equal access to people of all class.

Textbook: This is a collection of knowledge, concepts and principles of a selected topic or course written and designed by experts in the topic discussed. Textbook also called course book is a manual of instruction in any branch of study (Flemming, 2013). It is usually written by one or more teachers, college professors or education experts who are authorities in a specific field. It is a valuable materials to the course of study which if properly used adds to the knowledge gained in the classroom, as well as prepares one for successful classroom work .It can and should serve as a permanent resource book after the course itself has been completed. A well written textbook contains pages and indexes which help students to find information they want very quickly. Authors should always update their books so as to provide current information to their numerous users. A good student who knows the importance of textbook should maximize the use of textbook to beef up the information he/she got during the lectures.

Bligh (2010) stated that if one wants to use and assimilate the contents of textbook properly, the following steps should be followed:

By reading the text first, one familiarizes him/her self with the materials thereby gaining an idea of the important points.

Make note: After reading the text, learning should be reinforced by making note from the text in the readers own words. This helps in converting the information into memory.

Review: review the description and content of the note prior to testing or examination in order to refresh the memory on the materials. A good text book is an excellent teaching aid and good resource for both the teacher and students. It is therefore one of the tools that enhances students's study habits.

Lecture note/handout: most people see the value of providing handout to accompany the lecture or a survey as a useful supplement to face-to-face sessions which support further learning of the students in a non-contact hours or private studying. According to Oxford Learners Advanced Dictionary (2006), handout is defined as document that is given to students in the class which contain summary of the lesson or a set of exercise. It offers important scaffolding for learning by providing an outline, summary of main point, conclusion and questions frequently asked by students.

Bligh (2010) stated that a well focused handout can save the time students spend in copying notes thereby letting them to concentrate in understanding the material of studies. Those students who are slow in writing and those with disability or learning difficulties for extensive note taking find handout particularly useful for studying. It has been observed that after lectures, handout can provide specific references or provide a point that make students source for additional information for better comprehension of subject of study. In order to maximize the effectiveness of handout in studying, it should be provided to students in advance so that they can use it to prepare for lectures ahead of time. Handout whether gapped, key formation or skeleton type of handout if well utilized produces good result. It is a useful material that reduces pressure on students thus putting their mind at ease during studies thereby improving study habit.

Internet service: internet has become very useful material in the field of education. Internet is defined as a network of computers designed to receive and send data in form of e-mails, media, web cast etc. It is an international computer network providing e-mail and information from computers in educational institution. According to Araga (2008), internet is a global system of interconnected computer net work that uses the standard internet protocol to provide information to people. It is

like a saver, filled with seemingly infinite information and is used by many people at the same time through search engines like Google, yahoo, etc. McDonald (2012), stated that internet provide valuable instrument in studying and communicating on different topics. Any kind of information on any topic or subject is available on the net. This serves as a useful tool for students to access the topic/subject and use it to improve their learning. Students who utilize the serves of internet during study always get required information which enables them develop good study habits. McDonald (2012) also noted that different authors can write on the same topics on the net which gives student opportunity for broad base information. Internet equally provides materials for assignments and research to students. It is therefore necessary for students to avail themselves the opportunities of internet services to improve their study habits and academic achievement

Concept of Planning of Studies

For students to succeed in academic environment, they should endeavour to recognize the type of learner they are which will help them in planning their studies. There are three types of learners according to Fong (2010), namely visual, listening and touch/experience learners.

Listening learners would do best hearing a professor/lecturers give lecture and study by repeating things to themselves to retain the information as well as discussing or teaching the material to others . Since these learners are prone to sound, they also might study best in quiet place so that their thoughts will not be interrupted by any background noise.

Visual/seeing learners: like the name implies, they learn by seeing the same material again and again. Going over their note severally helps them more because reading and reviewing information is one of their best ways to study.

Touch/experience learner: normally, they make study guide and review few days before examination. They study best by re-writing materials they are studying in their own word which then take active role during their study routine.

Observation over the years showed that students who develop their study plan and judiciously follow them tend to have good study habits and better academic achievement. Planning of studies is defined by McDonald (2012) as a road map or plan the students prepare for themselves that contains the content, extent and duration of their study. This road map according to him may include development of flexible carrier focus and educational plan that is clearly defined, rigorous and relevant to assume a successful and efficient academic achievement. The purpose of panning of study is to guide the students through their studies thus helping them to attain career objectives. It involves developing an overall and realistic study plan, building in time for relaxation, extracurricular actives and contingencies (Flemming, 2013). Flong (2010), stated that planning of studies help students become aware of how to use their time as in organizing, prioritizing and succeeding in their studies in the face of competing activities of friends, work, family etc. Planning of studies enables the students to know their courses and its credit load so as to allot proportionate time to then for effective studying. It also helps them to estimate the time of graduation and work towards it. Planning of studies is therefore a good aspect of study habits which every student should try to apply in their studies in order to graduate at the expected period with good academic achievement.

Assimilation of content of study

Many student think that being a good student means just to show up for classes, take a few notes, read the text book and study night before test/exams. However learning like any other activities involve a complex set of skills that require practice. The goal

of higher education is to help students develop good study habit that promotes deep learning and not memorization. Deep learning is learning for understanding not just memorizing. It is an integrative process where students actively synthesize and connect materials to existing knowledge. A student who constantly practices deep learning and connecting study material to existing body of knowledge promotes assimilation. Assimilation is the ability to understand the content of the subject. McDonald (2012) defined assimilation as the process of understanding and taking in new information or experiences and incorporating them into an existing idea. Assimilation of content of study involves the attempt to understand materials and integrate it with one's existing knowledge structure in order to construct a global picture. One way of encouraging assimilation of content among students is to teach them not to memorize any definition but to ask why or how so as to understand it better.

There are four key ways of assimilation. They are; assignment should motivate students to learn, teaching/learning activities should be built on a carefully structured integrated knowledge base, using active student learning and involvement as much as possible, maximize the learning interaction among students (Fong, 2010). To make lecture/studies more meaningful, the students should know the objectives they want to achieve and always review what was covered or solved. The teacher can also increase the students level of assimilation after lectures by allowing the students 2-5minutes to recap the important points in the lecture either through classroom assessment techniques or on oral summary (Blumner or Richard, 2007). Assimilation of content of study is said to depend on one's level of concentration.

Concentration

Countless thoughts, desires, sense or impressions pass through the mind at every minute of the day and night attracting the attention, pulling it here and there making it almost impossible to focus the mind at a particular event. The mind is a great tool which is in a constant state of movement, just like a butterfly that flies from one flower to another, never standing still for more than a brief movement. Concentration is an important element for assimilation of content of study. Concentration which is also described as focused attention is the ability to direct the attention to one single thought or subject, to the exclusion of everything else.

Concentration is defined by Wikipedia as the ability to focus the attention on a single thought, subject or object in accordance with one's will and decision and at the same time ignoring other sustained thoughts, noise and distractions. It is a state of sustained focus on one thing at a time for a certain length of time. It is also the power that keeps you on the track towards your goal, helping one to avoid distractions. Concentration is therefore the ability to direct one's attention to a task at hand and is very necessary for effective study. Robinson (2009) outlined five (5) major conditions that affect concentration as internal and external distractions, uncomfortable study environment, physical or psychological condition, comprehension and remembering level. Concentration is one of the most important skills every student should possess for effective study.

Study environment

The study environment of student is a significant variable in his/her study habits and academic achievement. The study environment whether physical or psychological has direct or indirect effect to the person's academic achievement. Study environment is

defined as the general atmosphere of a place where teaching and learning process occurs. It can be the classroom, library or study centre. A good study environment allows one to maximize learning efficiency when combined with effective time management, high motivation, good teaching, effective note taking techniques and systematic test preparation (McDonald, 2012). Study environment entails all the structures in the environment (e.g. seating arrangement, good light, comfortable room temperature, ventilation) and noise/distraction level.

Factors affecting study habit

Learning is a very important personal matter that requires personal strategy because there is not one study habit that works for every situation. Study habits are approaches applied in learning which are generally critical to success in school. It is considered essential for acquiring good grades in school and useful for learning throughout life. Practicing good study is the key to becoming smarter and achieving success in school.

Study habits formed in school have greater significance to academic achievement therefore students must realize the need to acquire these effective study habits. Effective study habits help students to prepare school work in less time and achieve greater degree of mastery of the lesson. Students who study effectively and efficiently utilize methods of learning which aids in acquisition, retention and application of knowledge, facts and information from textbook and class discussion, lectures and other resources.

Studying is one of the requirements in students life especially in nursing programme because nursing students have a vast amount of knowledge (both in class and clinical area)they must acquire within a short period of time (Pender, Murdaugh and Parson

2005). According to them their programme requires memorization of nursing and medical terms, calculation of medicine dosage, diagnosis of symptoms etc.

A Variety of factors can affect the study habit of students and their overall success in school. Such factors include:

Readiness to study- Giger and Davidhizar (2004) stated that study habit of an individual may be affected by readiness to study. The readiness study is usually influenced by personal value, culture, physical and emotional readiness and past experiences to study.

The physical readiness is very vital to study. Dodge (2013) noted that physical condition and individual readiness to study plays an important role in one's study habit. He noted that physical factors such as comfort level, noise level, lightening and availability of items necessary for study affects study habit. He went further to say that although people have different preference for study but typically good light, quiet place to study and chair that is "just right" -not too soft to fall asleep and not too hard to cause discomfort affects study. Observation over the years showed that studying under physical discomfort like condition of the seat may result to both futile and frustrating effort.

Emotional readiness: This is very vital in study habit of students. Emotional readiness can be promoted by creating a warm acceptable positive atmosphere and establishing realistic goal. When students successful in during study, they are emotional relaxed which enhances better learning.

Individual differences: Individual differences affect individual's study habit. Individual differences such as educational background, experiences in the home, church, business or other places affect study habit. The students should take time to study themselves to know the type of personality trait they have in order to understand

the method of study that works better for them. The students who are slow in understand facts should be advised to use extra time for reading and also utilize group studies very well so as to develop a balance study habit that promote excellent academic achievement.

Ultimate goal – one's goal in life helps to direct his attitude. Harris (2013) state that goal is significant factor that affect study habit. According to him some students don't have a clear goal of what they want to do with their degree, why they are going to university and what to do in future. It is therefore advised that the student should take some time to sit down and consider why they are going to school, what they want and why their degree is important. Harris (2013) concluded that one's goal is the backbone that directs his/her daily activities.

Determination: if a student determines to succeed in academic, he/she will work harder to achieve that aim. Documented evidence showed that you can't just show up to class and expect to pass, get a degree and float back into the world of employment. One must learn university/college educational system and adapt to it for better studying. It is very necessary for one to develop strong disciplined study habit that helps to keep one on top of his/her study pattern. It is stated that for the student to finish assignment, understand reading pattern, write brilliant paper and pass exams, some degree of determination is necessary.

Time of study: The quality of time devoted to study by student may determine the type of study habit the student will have. Pender et al (2005) stated that students who schedule their study only in the night or at the time when they are already tired and feeling sleepy will definite not achieve much. They also noted that a student who engages in social activities like too much watching television or moving out with

friends when he/she suppose to be studying is going to distract himself and takes longer time to finish assignment. They concluded that such student will develop poor study habits and cannot remember much because the brain concentrates on what it is constantly feed with.

Interest in the course of study: Studies over the year showed that most of the students enter some course that they don't have interest due to parental influence or academic frustration. The individual's focus, enthusiasm and achievement are almost directly related to the interest in course of study/presenting topic (Weistain, 2012). It is therefore advisable to choose a programme that suits the student interest, passion and strength, otherwise the drive to study is going to be lacking in such individual. Once the student's interest is not in their course of study, their study habit is drastically jeopardized.

Distraction – such as phones, chat room, texting messages or anything on computer that is not directing what one is working on affects formation of good study habit. Also unnecessary working up and down during study is a significant distractor during studies. Giger and Davidhizar (2004) suggested that if a student need to snack during study, getting some snack ready prior to study lessen the distraction or having to get up and go somewhere else during study time. They concluded that proper organization and arrangement of needed item/materials prior to reading time save time thereby enhancing effective study habit.

Mind set: What is going on inside and around one's mind affects the study habit. The student should always try as much as possible to concentrate on the particular topic studying at that moment. Thinking about any other thing other than what is being studied at a particular time causes distraction and affect the student's study habit

Harris (2013) summarizes the factors that affect study habits as follows: personal readiness, accessibility to library or laboratory, study environment (both classroom and hostel), schools/university rules; teaching style, leisure of the students, friends and families, assignments and homework restriction, etc.

At times no matter how much you have work to develop a good study habit and stay focused, some other things can creep in. Such thing may not be control by the student but once the student is aware of them, he/ she can forge ahead to successful end.

Relationship between study habit and academic achievement

Learning is a very important personal matter and there isn't one study habit that works for every situation. One has to take more responsibility to acquire the desired knowledge to develop positive values, critical thinking, attitude and skill. For effective study habits and strategies, opportunities to approach learning task systematically and independently are very necessary for academic achievement. Practicing good study habit is a key to becoming smarter and achieving success in schools. It is noted that habits of study, which are formed in school have greater significant and students must realize the need to acquire these effective study habit.

The extent of students' learning in academics may be determined by grades students earned for the period of learning. It is believed that grade is a primary indicator for such learning. If a learner earn high grade, it is concluded that they may also have learned a lot while low grade indicates a lesser learning.

However, many studies and experiences found that there are several factors that would account for poor academic performance. Such factors according to Crede and Kunciel (2005) include socioeconomic background, lack of study material, parental involvement, study habits, family structure etc.

Hudson and Nonis (2009) noted that study habit is one of the significant factors that affect academic achievement. According to the study carried out by Hassenbeigi in 2010 using 179 student of junior and senior medical and dental student in Iran showed that there is a positive relationship between study habit and academic achievement. In another development, the study carried out by Lahaderne(2005) showed a positive correlation. He noted that some of good study habit includes attending classes, listening attentively, doing assignment and reading privately. If these habits are effectively applied by the students during studies, it will yield higher academic achievement. Again a study carried out by Ndiok, Asuquo and Bassey in 2010 at Department of Nursing Sciences, University of Calabar on study habit and academic performance showed a positive correlation.

Since available evidences showed that there is positive relationship between study habit and academic performance, all hands must be on deck to encourage good study habit for better academic performance.

Theoretical Review

A number of theories have been propounded to explain the study habit of individuals. These theories tried to explain why individuals have certain ways of study. The impact of study habit on the student's academic achievement is inestimable. This study is anchored on Bandura's social cognitive theory.

Bandura's social cognitive theory.

The basis of Bandura's social cognitive theory of learning made its first appearance in 1963 when Bandura and another psychologist Richard Watters published their social development concept.

Albert Bandura a leading psychologist of the 21st century propounded the social cognitive theory of learning in 1977 to bridge both behavioural and cognitive theories by focusing on the learner's attention, memory and motivation. He demonstrated that humans learn through observation, imitation and modeling of other people. Bandura stated that personal factor such cognitive processes as well as social factors like behavior and person's environment shapes the person's achievement in learning.

Albert Bandura's theory rest on the following concept.

Learning takes place through observation of other people's behavior or attitude and the consequences of these behaviours affect learning. Bandura noted this using the Bobo doll experiment to determine how people can learn and imitate behavior they have observed. He noted that people can learn through observation of people's behavior which can lead them to form their own idea on how that new behavior is performed which can then be used as a guide for the future. According to him, observed behavior/modeling process may be affected by several factors. He stated that for successful modeling, the following steps must be followed:

Attention: in order to learn, you need to pay attention. He concluded that anything that distract one's attention is going to have negative effect on the learning

Retention: the ability to store information is also an important part of learning process. Retention can be affected by a number of factors but the ability to pull up information later and act on it is vital for learning.

Reproduction: once you have paid attention to the model and retained the information, it is time to actually perform the behavior you have observed. Practice of learned behavior leads to improvement of skills.

Motivation: finally in order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. According to Bandura

reinforcement and punishment play an important role in motivation of a learner. E.g. if you see another student rewarded with extra mark/credit for being to class on time, you might start to show up few minutes early each day.

Bandura identified 3 basic models of observational learning:

A live model which involves an actual individual demonstrating or acting out the behaviour.

A verbal instructional model which involves description and explanations of the behaviour

A symbolic model which involves real or fictional characters displaying the behaviour in books, films, television programmes, online media.

Learning occurs through a reciprocal interaction between environmental, behavioural and cognitive influence. The environmental factor according Bandura can be social (e.g. person's friend, families or colleagues) or physical (such as size of classroom, ambient temperature and availability of certain food). Cognitive influences refer to the learner's own thought processes and self belief about whether or not they can effectively learn what they have observed. The behavioural influence refers to the behavior that is being observed and its consequences on one's actual behaviours.

Self efficacy: this is central concept in Bandura's theory emphasizing the importance of person's own self belief about his capability to learn something new. This theory suggests that having self efficacy will impact on the person's willingness to attempt to do something, the effort and persistence they will apply to their learning.

Self-efficacy entails one's self confidence in performing a particular behaviour to ensure success. He believes that having self efficacy is the key to successful learning. It refers to belief in one's capability to organize and execute the courses of action required to manage prospective situation. Bandura outline few sources of information

that individuals employ to judge self efficacy as: performance outcome, vicarious experiences, verbal persuasion and physiological feedback. These components according to Bandura help the individual determine the believe they have in their capabilities to accomplish specific tasks. He noted that those with high efficacy are more likely to view difficult task as something to be mastered instead of something to avoid.

Reciprocal determinism: Bandura's social cognitive theory contradicts the traditional behaviourist school of thought which believes that a person's behaviour is directly the product of his environment. He stated that the effects of behaviour and environment are reciprocal and interlinked. In social cognitive theory, behavioural, environmental and cognitive factors interact with each other much like the point of a triangle to determine one's success in life.

Bandura's fundamental underlying hypothesis is most human behaviours are learned observationally through modelling. Learning therefore would have been exceedingly laborious if people rely solely on their effort alone. He concluded that modelling is an important source of learning new behaviour and for achieving behavioural change in an institutionalize setting. This helps in one's progress towards goal attainment.

Application of the theory to the study

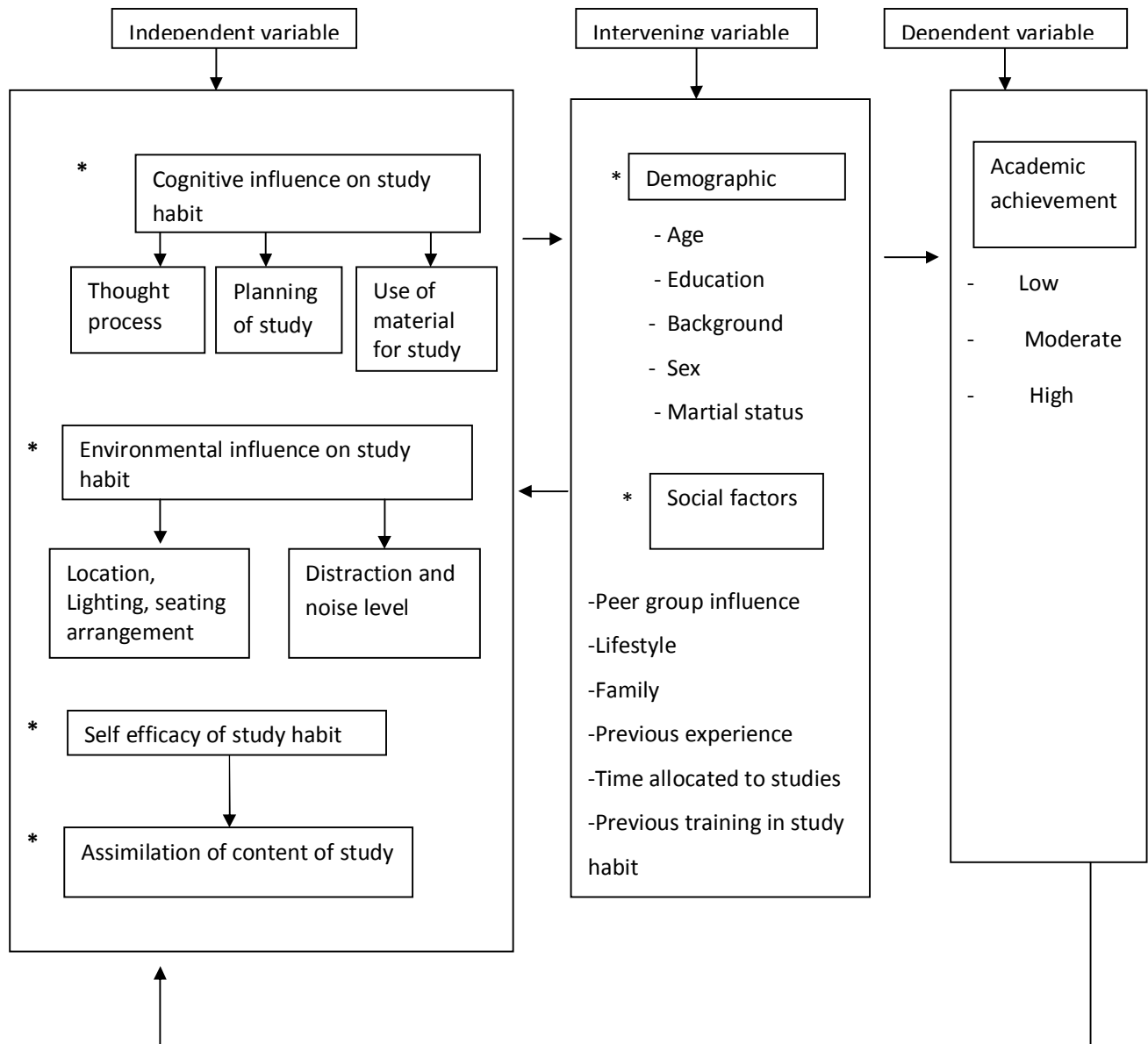
Learning is a holistic activity which involves body, emotion, mind and spirit. Bandura noted that deep learning, retention and reproduction of learned materials are achieved through effective modelling and self efficacy.

In this study, this theory will help the students to observe their colleagues with good study habit that produces better academic performance so as to imitate them. A student with poor study habit can model good habit that produces better academic

achievement from those with good study habit. Again self-efficacy in Bandura's theory helps student to understand the need to believe in their capability to take up task and ability to complete such task. When a student takes up a course to study in university, he will apply all it takes to bring it to a successful end with good goal achievement. When the concept from the above theory is effectively applied, it will help students to develop good study habits and strategies which produce better academic performance. Bandura's theory promotes development of individual's emotional and practical skills as well as accurate perception of self and acceptance of others in the field of learning.

Bandura's theory has had important implication in the field of education. Today both teachers and parents recognized the importance of modelling appropriate behaviour and other classroom strategies such as encouraging children and building self-efficacy which are all rooted in social cognitive theory. It provides a framework for designing, implementing and evaluating academic programmes.

Conceptual Model



Developed by Okpa, 2014

Figure: 1

The independent variable of Bandura's theory in this study is based on the cognitive influence, environmental influence and self efficacy of students to the study habit. It is theorized that learning related actions, in this case, pattern of study habits of the individual is related to utilization and the outcome of such habits. Study habit is dependent on utilization of study materials, environment, planning of study and assimilation of content of study. When the basic factors are properly utilized, its inherent effect will be reflected on study habit.

Intervening variable are predisposing factors which may affect study habit. These intervening variables are divided into two for the purpose of the study: Demographic and social factors. Demographic factors are referred to those factors inherent in the individual which include age, sex, marital status etc. The social factors include peer group influence, lifestyle, previous training in the study etc. These intervening variables are expected to influence the degree to which the independent variable will determine the academic performance.

The dependent variable is described as the expected outcome of the study habit on academic performance which may be low, average or high.

Empirical Review

Hassanbeigi carried out a study in 2010 to investigate the relationship between study habit and academic performance of university student in Yazd Iran. He used Co-relational research design for the study. The total number of 179 students (86 male and 93 females) of Junior and Senior of Medical and Dental students of Shahid Sadoughi University of Yazd Iran was randomly selected for the study. Study skill assessment questionnaire of four-choice Likert scale with total of 56 items to collect

the data. Data collected were analyzed using Kruskal Willis test. Findings from his study showed that study habit score of student with a grade point average of 15 or more (out of 20) were statistically higher than that of those with grade point average of less than 15 in all the seven skill he used. The seven skills assessed were; skills of time management and procrastination, concentration and memory, study aids and note taking, test strategies and test anxiety, organizing and processing information, motivating and attitude, reading and selecting main point. From Hassenbeigi study, he found out that 74 students possessed a grade point average of 15 or more while 105 possessed less. He concluded that study habit is positively correlated with academic performance.

Another study was done by Cheraghian and Moghadem in 2007 on the relationship between study habit and academic performance in Abadan School of Nursing. The design of study was co-relational study and the sample size of 150 students was statistically determined using stratified sampling technique. Data collection was done using Palsane and Sharma study habit inventory questionnaire which was completed in self directed way by the students at time they were holding final exams. According to them 80.7% had relatively satisfactory study habits, 8% had satisfactory study habits while 11.3% had unsatisfactory study habits. They concluded that there were significant, weak and positive relationship between students study habit and their academic performance.

Again in 2011 Bacon carried out a study on self concept and academic performance of African American students transitioning from urban to rural schools in Iowa. He used a sample size of 101 African American randomly selected in Junior High School Iowa. This comprises of male and female in grade 6 ÷ 8 recruited from Iowa districts, Johnson and Linn County that agreed to participate in the study. 53 females and 48

males at the age range of 11 to 14 years were used. The academic self concept scales and school assessment survey were the instruments used for data collection. The academic self concept scale used contained 40 items in likert format from strongly disagree 1 to strongly agreed 4. Analysis showed that self concept accounted for 52.6% of total variance. Academic performance was assessed using actual cumulative point average of students using permanent school records correlation was used to analyse the data. Anova was used to determine the gender difference and academic performance. He discovered from the study that there is no significant relationship between gender and academic achievement.

In Nigeria, Oluwatimehin and Owoyale in 2005 carried out study to investigate the relationship between study habit and academic performance in Ijebu-ode Ondo State. They used 300 JSS2 students randomly selected from 20 secondary schools in the state. A 49 item self developed questionnaire was instrument used for data collection. The study habit variables used includes homework and assignment, time allocation and study periods, reading and note taking, concentration, written work, examination and teachers's consultation in core subjects (English, mathematics and integrated sciences). Data analysis was done using simple descriptive statistics. Their findings revealed that in all the study subscale assessed, teachers consultation mostly improve study habits while time allocation, concentration and assignments were less integral to students's academic performance.

Oyedepi carried out a work on study habit as a predictor of students's performance in mathematics at Ogun State in 2011. A descriptive survey design was used for the study. 130 students (80 males and 50 females) were randomly selected among SS3 students in five secondary schools in Ogun State. The instruments for data collection were study habit inventory by Bakere 1970 and mathematics performance test

constructed by the researcher. Data were analysed using frequencies and percentages and Pearson Moment Co-correlation was used to test the relationship. He discovered that note taking leads to overall superior performance and retention of a new material. From the study he found out that there is significant relationship between study habit and academic performance.

Ndiok, Asuquo and Bassey (2010) carried out a study on influence of motivation on academic performance at Department of Nursing Science University of Calabar. The research design adopted for the study is survey design. They used 100 students (50 generic and 50 direct entry) selected using stratified random sampling technique. A five point likert scales structured questionnaire by the researchers and respondents grade point average were the instrument for data collection. Data analysis was done using independent t-test and analysis of variance (ANOVA) statistical technique. The relationship was tested using Pearson Moment Co-correlation. They discovered that highly motivated students perform better academically than less motivated students. They discovered that poor attitude to learning lack of concentration and diverted attentions are problems of study habit that has negative influence on academic performance.

Ejigah (2011) carried out a study on factors responsible for poor academic performance among 70 nurse anaesthetic students (43 females and 27 males) in UNTH Enugu. The research design used was descriptive survey design. Questionnaire developed by the researcher was instrument used for data collection. He grouped the factors into students, school and government factors. Data collected were analysed using frequencies and percentages. According to him, academic performance is more directly influenced by students' factor. He noted that the major influencing students' factor is lack of satisfaction. From the study he found out that some students entered

nursing as last resort when they did not get course of their choice or were compelled to do nursing so as please their parents/relatives. These groups of students according to him find nursing as a safe landing because deep down them, they lack satisfaction and are full of regrets which drastically affect their study habit and academic performance.

Summary of Literature Review and Analysis of Empirical Studies

This study dealt with the assessment of the relationship between study habit and academic performance of university students in Department of Nursing Sciences, South East Nigeria. For any society to exist and survive, it must among other things educate its members and set certain standards for them to emulate. Education is one of the criteria to judge the standard of every society. Achievement in education is assessed through academic performance. Academic performance is defined by Heath (2004) as the knowledge acquired and skills developed in the school subjects, generally indicated by marks obtained in tests or annual examination.

Study habit which is one of the significant variables that affect academic performance is defined as the way and manner a student plans his/her private reading outside lecture hours in order to master a particular subjects, topics or area of specialization. The literature review provided the descriptions of different concepts and variables associated study habit and academic performance. The literature about different aspects of study habit (materials used for the study, planning of the study, assimilation of content of study and study environment) and factors affecting academic performance were elaborately dealt with.

The social cognitive theory propounded by Albert Bandura served as the theoretical framework of the study. The theory revealed the cognitive and environmental influences that affect academic performance. It emphasized the need for students to believe in their capability to take up task and ability to complete it. This theory exposed the need for students to emulate good study habit that produced better academic performance.

Several authorities and researchers have carried out studies around academic performance of students. The reviewed works showed that academic performance of students have been an issue of concern to all stakeholders in the field of education. It was noted from the reviewed works that there are several interacting factors to academic performance which study habit is one of it.

Review of previous related studies carried out outside Nigeria showed that earlier researchers in this area basically looked into studies like effect of study environment on academic achievement, relationship between family background and academic achievement etc. In Nigeria, studies carried out on study habit and academic performance are mainly in secondary schools. From the study, it is noted that using study materials and consulting teachers mostly improve academic performance. However, from the literature search, no study was carried out on the relationship between study habit and academic achievement of university students in Department of Nursing Sciences, South East Nigeria. This created a gap that will be filled at the end of this research work.

CHAPTER THREE

RESEARCH METHOD

This chapter presents research design, the study area, the population of study, sample and sampling procedures, instrument for data collection, validity and reliability of instrument, ethical consideration, procedure for data collection and method of data analysis.

Research design

A descriptive correlation research design was used for this study. According to Stanovich (2007) a correlational study is a type of research design which is used to discover a statistical relationship between two variables without a control over the independent variables. That is, there is no experimental manipulation. The aim is to describe the existing relationships among variables rather than infer cause- and- effect relationship. This design was considered appropriate because the researcher intends to find the existing relationship between study habits and academic performance of the students. Also Sunitha (2005) had successfully used this design to study the relationship between learning environment of student and their academic performance.

Area of Study

This study was conducted in the Departments of Nursing Sciences, South east, Universities of Nigeria. The South east, Nigeria comprises of Abia, Imo, Anambra, Enugu and Ebonyi state. Each of these states has sound educational system from nursery to university level. There are a lot of tertiary institutions namely, colleges of education, polytechnics and universities owned by government, private or missionaries. These States are Ibo ethnic group and their major occupations are

trading, farming and civil service. There are five Government owned University located in each of these states. They are Department of Nursing Sciences Imo State University, Abia State University, Nnamdi Azikiwe University Nnewi, Ebonyi State University and University of Nigeria, Enugu campus. The study was conducted at University of Nigeria, Enugu Campus (UNEC) and Ebonyi State University Abakaliki (EBSU)

University of Nigeria Nsukka is the oldest University in the South East, Nigeria. It comprises of two campuses namely University of Nigeria Nsukka Campus and University of Nigeria Enugu Campus (UNEC).

University of Nigeria Enugu Campus (UNEC) is located near the popular Kenyatta market Uwani Enugu along Osadebe Street just before the Women's Training Centre (WTC). The University has six faculties namely, Faculty of Health Sciences and Technology, Faculty of Medical Sciences, Faculty of Dentistry, Faculty of Law, Faculty of Business Studies and Faculty of Environmental Sciences. The Faculty of Health Sciences and Technology comprises of five Departments, viz; Department of Nursing Sciences, Department of Medical Laboratory Sciences, Department of Medical Rehabilitation, Department of Medical Radiography and Department of Health Administration and Management.

The Department of Nursing Sciences UNEC is located at the extreme of the campus (Abuja area) within the complex of Faculty of Health Sciences and Technology opposite the Medical Laboratory Department. It has several lecturers of different cadres and graduate assistants that help to impart knowledge and skills to students. The Department offers both undergraduate and postgraduate programmes. The Department runs a five year undergraduate regular programme for Nursing Sciences. Within the course of the programme, the student is expected to take General Nursing

Examination at 4th year, Midwifery Examination at 5th year and degree exams at 5th year. This enables the student to obtain registered nurse, registered midwife and bachelor of Nursing Sciences certificates. They also run part time and regular course in post graduate programme with different specializations e.g nursing education, nursing administration, mental health nursing etc. In UNEC, apart from general library and internet services for students' academic activities, there is also Departmental library for students' use.

The Department of Nursing Science Ebonyi State University Abakaliki (EBSU) is situated in the city of Abakiliki along Enugu-Abakaliki express way around the famous Presco junction Abakiliki. EBSU has three faculties namely Faculty of Clinical Medicine, Faculty of Basic Medicine and Faculty of Health Sciences and Technology. The Faculty of Health Sciences and Technology has two departments namely, Department of Nursing sciences and Department of Medical Laboratory Sciences.

The Nursing Sciences Department is located opposite the Department of Medical Laboratory Sciences in the same complex. It comprises of different lecture halls, offices, demonstration rooms etc. There several lecturers of different cadres and graduate assistants that helps to impart knowledge and skills to students. They equally have non academic staff that helps in smooth running of the department.

The Department runs a five year undergraduate regular programme for Nursing Sciences. Within the course of the programme, the student is expected to obtain registered nurse, registered midwife and Bachelor of Nursing Sciences certificates respectively at the completion of the programme

Population of Study

The population of study comprises of male and female students between 300-500 levels in the Departments of Nursing Sciences from the five government owned Universities in the south east of Nigeria. The total population of the study was 1784 (one thousand seven hundred and eighty-four) male and female students (see Table 2 below)

Table 1: Population of study

School	Level	Female	Male	Total
UNEC	300	105	15	120
	400	111	18	129
	500	79	12	91
NAU	300	58	12	70
	400	48	16	64
	500	41	11	52
EBSU	300	105	27	132
	400	122	32	154
	500	125	45	170
IMSU	300	141	48	189
	400	121	51	172
	500	116	37	153
ABSU	300	74	32	106
	400	53	37	90
	500	55	37	92
Total		1354	430	1784

Source: Office of HODs of the Departments (2014)

Sample

The sample of the study is 348 (three hundred and forty-eight) male and female students from Department of Nursing Sciences in the five government owned Universities in the south east of Nigeria were used for the study.

This sample was determined using power analysis.

Sample size = $n / (1 + (n / \text{population}))$

Where $n = \frac{Z^2 P (1 - P)}{d^2}$

$z = 95\% = 1.96$

$P = 50\%$ (prevalence rate not known)

$d^2 = 5\% - 0.05$ (allowable error).

Following this formula, a sample size of 316 of students was calculated and 10% attrition rate brought the sample size to 348 (see appendix III for details)

Inclusion Criteria

- Willingness to participate in the study
- Nursing students between 300 – 500 level
- Available at the time of study.

The 1st year students were excluded from the population because they are not part of the Department yet and second year students were also not used because they are just new to the Department and the required result necessary to get their academic performance was not available yet.

Sampling Procedure

Simple random sampling techniques was employed to select two out of five Department of Nursing Sciences in Government owned Universities in the South East of Nigeria using cap and draw method. This gives each school equal opportunity to be used for the study. The schools were given numbers 1-5 in pieces of paper written yes and no, folded and properly mixed in a cap. After picking those pieces of paper written yes constitutes the schools used for the study. The schools picked were UNEC and EBSU

Stratified proportionate sampling technique was used to draw the sample size from the two schools. This was done using Amogu (2001) formula for proportionate sampling:

$$ns = \frac{Nsxn}{N}$$

Where

Ns - Population size of the school

N - Total population for the study.

n - Sample size of the study.

Amogu (2001)

To select the sample size from each school and to build in representativeness in gender and course level of the respondents, stratified proportionate sampling technique was again used.

The respondents were reached using convenience method, that is the researcher gave questionnaire to the required number of students she met first when she enters each class.

Table 2: Summary of population of study and sample size.

Schools	Total Population	Total sample	Level	Level Sample	Gender Sample	
					Female	Male
UNEC	340	149	300	53	46	7
			400	57	49	8
			500	39	34	5
EBSU	456	199	300	58	46	12
			400	67	53	14
			500	74	54	20
					282	66
Total	796	348		348	348	

Instruments for data collection

Two instruments used for data collection were: proforma to collect the relevant result scores from result sheet and questionnaire to elicit information on students study habit.

Proforma

Relevant results scores of the students were used to assess academic performance. This was obtained from the Departments with the help of letter written to the HODs requesting for the students's result. The results of core nursing courses of the students of first and second semester from third year to fifth year according to the level of their study were used to calculate the student's grade point (GP) which served as a yardstick to measure academic performance. The G.P above 3.5 was considered as high academic performance, G.P between 2.5 to 3.49 was considered moderate academic performance while G.P below 2.5 was taken as low/poor academic performance.

Questionnaire

A researcher developed questionnaire was used to collect data on study habit. The questionnaire was designed to elicit responses relevant to the study. Questions were generated based on the objectives of the study. The questionnaire is in two sections. Section A comprised of the respondents demographic characteristics and it is made up of five (5) items both in open and closed ended format. Section B is made up of four (4) parts with 46 items in closed ended format. Part one comprised of thirteen (13) items which was used to assess the relationship between how the study material used by students help in study habit. Part 2, 3 and 4 comprised of eleven (11) items each and they addressed planning of study, assimilation of content of study and study environment in relation to study habit. These items were scored on a 4-point Likert type scale ranging from "always" which is four (4) points to "never" which is one (1) point. Score ranging between 46-92 was considered poor study habit, 93-138 moderate study habit and 139-184 was high study habit. For study materials used by the students such as textbook, internet services, library etc. Scores ranging between 13-26 is considered as poor use of study materials, 27-40 is moderate use of study materials and 41-52 is high use of study materials. For planning of study, scores ranging between 11-21 is considered as poor planning of study, 22-33 is moderate planning of study and 34-44 is high planning of study. For assimilation of content of study, scores ranging between 11-21 is considered as poor assimilation of study contents, 22-33 is moderate assimilation of study contents and 34-44 is high assimilation of study contents. For Study environment, scores ranging between 11-21 is considered as poor use of study environment, 22-33 is moderate use of study environment and 34-44 is high use of study environment.

Validity of the instrument

Face and content validity of the instrument was determined through the judgement of the supervisor, two other senior lecturers from the Department of Nursing Sciences UNEC and a statistician. They were given a draft copy of the questionnaire, purpose of study and copy of hypotheses to critically assess for relevance of content, clarity of statement and logical accuracy of instrument. Their observations and corrections were used to modify the instrument.

Reliability of Instrument

To test for the reliability of the instrument, a pilot testing of the instrument was conducted using test re-test method. The instrument was administered to 36 students in the Department of Nursing Sciences, Abia State University. The instrument was administered to the same group of students at the interval of six weeks. Their responses were used to generate scores. The two sets of the scores were computed using Pearson Product Moment Correlation formula. The test re-test approach yielded a reliability coefficient of 0.76. The instrument was thus considered sufficiently reliable for the study.

Ethical consideration

In order to obtain ethical clearance, a letter was written through the Head of Department of Nursing Sciences UNEC to the Chairman, UNTH Health Research Ethics Committee Ituku/Ozalla to which the researcher attached the copy of research proposal comprising of chapter one (background of the study), summary of chapter two (literature review) and chapter three (research method). Ethical clearance was obtained after due considerations by the Committee. Before data collection,

permission to carry out the study in their Departments was obtained from the office of the Heads of Departments of Schools through a researcher constructed letter bearing the purpose of study, letter of identification, and a copy of questionnaire for data collection. Informed consent was obtained from the respondents and anonymity was ensured.

Procedure for data collection

The researcher visited the schools with an introductory letter from the Head of Department (HOD) Nursing Sciences, University of Nigeria, Enugu Campus for collection of data. The students' results used to compute the academic performance was obtained through a permission letter written to HODs of the schools. The researcher met each HOD with the letter who directed the researcher on modalities and when to collect the results. The researcher went on agreed date and time to collect the result personally from the school records with the help of the staff designated by HOD. The administration of the copies of the questionnaire to the respondents was done with the help of two research assistants. The researcher trained two research assistants from each school on the purpose of study, selection of subjects and interpretation of questions. Class representative of each set also helped during distribution and collection of questionnaire. The students were visited in their classroom during break to administer the questionnaire which was collected immediately the students have duly completed them. 348 (three hundred and forty eight) questionnaire were distributed and collected in both schools but only 340 (three hundred and forty) questionnaire were properly filled. Data collection lasted for four weeks (2 weeks in each school) for both collection of results and distribution and collection of questionnaire.

Method of Data Analysis

Item by item simple descriptive data analysis of data obtained from questionnaire was done to show the frequency, percentages, mean scores and standard deviation. The result from the analysis was presented in tables. Pearson's Spearman Correlation was used to test the relationship between study habit and academic achievement at 0.05 level of significance. Item by item analysis was done using the mean score. If mean ≥ 2.5 , it shows high usage, if mean ≥ 2 Mean < 2.5 it shows moderate usage and If Mean < 2 it is poor usage. The analysis was done using IBM Statistical Package for Social Sciences (SPSS) version 20 statistical software.

CHAPTER FOUR

PRESENTATION OF RESULT

This chapter presents data analysis; interpretation and summary of findings. The generated data as represented in Tables and charts. This was done based on the five research objectives.

Demographic Characteristics of Respondents

The demographic characteristics of the respondents are presented in Table 4.

Table 3: Respondents' Demographic Characteristics		(n = 340)	
Demographic Characteristic	Options	Frequency	Percent (%)
School	UNEC	148	42.8
	EBSU	192	57.2
Gender	Female	278	81.8
	Male	62	18.2
Year of Study	300 Level	108	31.6
	400 Level	122	35.4
	500 Level	110	33.0
Age	17 - 26 yrs	240	70.5
	27 - 36 yrs	93	27.4
	37 - 46 yrs	6	1.8
	47yrs and above	1	.4
	Mean (Std Dev)		25.17 (4.07)
Marital Status	Single	266	78.2
	married	70	20.4
	widowed	2	.7
	divorced/separated	2	.7
Religion	Christianity	334	98.2
	Islam	6	1.8
	African Traditional religion	0	0.0

As presented in Table 3, 146 (42.8%) respondents are nursing students from the University of Nigeria, Enugu Campus while 194 (57.2%) respondents are nursing students from Ebonyi State University. 278 (81.8%) respondents are females while 62 (18.2%) respondents are males. 108 (31.6%) respondents are in 300 level, 120 (35.4%) respondents are in 400 level, and 112 (33%) respondents are in 500 level.

240 (70.5%) respondents are aged 17 to 26 years, 93 (27.4%) respondents are aged 27 to 36 years, 6 (1.8%) respondents are aged 37 to 46 years and 1 (0.4%) respondents is aged 47 years or above. The mean age of the respondents is 25.17 ± 4.07 years. 266 (78.2%) respondents are single, 70 (20.4%) respondents are married, 2 (0.7%) respondents are widowed and another 2 (0.7%) respondents were divorced/separated. 334 (98.2%) respondents practice Christianity, 6 (1.8%) respondents practice Islam while none (0%) respondents practice African Traditional Religion.

Presentation of Data

Academic Performance

Table 4: Students' Academic Performance

School	Level	Academic Performance			Total	P-Value
		Poor (GP < 2.5)	Moderate (2.5 ≤ GP < 3.5)	High (GP ≥ 3.5)		
UNEC	300	19(36.6)	15(28.8)	18(34.6)	52 (100.0)	0.000
	400	3(5.4)	12(21.4)	41(73.2)	56 (100.0)	
	500	7(17.5)	18(45)	15(37.5)	40 (100.0)	
	Total	29 (19.6)	45 (30.4)	74 (50.0)	148 (100.0)	
EBSU	300	31(55.4)	14(25)	11(19.6)	56 (100.0)	
	400	36(54.5)	30(45.5)	0(0)	66 (100.0)	
	500	32(45.7)	38(54.3)	0(0)	70 (100.0)	
	Total	99 (51.6)	82 (42.7)	11 (5.7)	192 (100.0)	
Total	300	50(46.2)	29(26.9)	29(26.9)	108 (100.0)	
	400	39(32)	42(34.4)	41(33.6)	122 (100.0)	
	500	39(35.5)	56(50.9)	15(13.6)	110 (100.0)	
	Total	128 (37.6)	127 (37.4)	85 (25.0)	340 (100.0)	

As presented in Table 4, 128 (37.6%) respondents have poor academic performance, 127 (37.4%) respondents have moderate academic performance while 85 (25%) respondents have high academic performance. In UNEC, 29 (19.6%) respondents have poor academic performance, 45 (30.4%) respondents have moderate academic performance while 74 (50%) respondents have high academic performance. In EBSU, 99 (51.6%) respondents have poor academic performance, 82 (42.7%)

respondents have moderate academic performance while 11 (5.7%) respondents have high academic performance.

Objective One: Assess the relationship between the study materials used by the students and their academic performance.

Decision Rule: values less than 2 (mean < 2) are considered poor usage, values ranging from 2 to 2.49 (2 ≤ Mean < 2.5) are considered moderate usage while values equal to or greater than 2.5 (mean ≥ 2.5) are considered as high usage.

Table 5: Responses on Study Material Used

Question	Always (%)	Often (%)	Seldom (%)	Never (%)	Mean	Std. Dev.	p-value
Rely entirely on class note during study.	30(8.8)	56(16.5)	117(34.4)	137(40.4)	1.94	0.96	0.00
Use dictionary while reading	12 (3.5)	79 (23.2)	159 (46.7)	90 (26.7)	2.04	0.80	0.00
Prefer to review class note at last minute of test or exams.	60 (17.5)	61 (17.9)	99 (29.1)	120 (35.4)	2.18	1.10	0.00
You know which relevant point to focus and pick when studying with textbook.	22 (6.7)	43 (12.6)	146 (42.8)	129 (37.9)	1.88	0.87	0.00
Use materials from library to augment your note.	79 (23.5)	84 (24.6)	93 (27.4)	84 (24.6)	2.47	1.10	0.00
Use materials from library to do assignment.	72 (21.1)	74 (21.8)	113 (33.3)	81 (23.9)	2.40	1.07	0.00
Ask for help from others when you don't understand something.	11(3.2)	37 (10.9)	118 (34.7)	174 (51.2)	1.66	0.80	0.00
Ask for help from others when you don't have the material you need for study.	14 (4.2)	24 (7.0)	112 (33.0)	190 (55.8)	1.60	0.80	0.00
You usually use textbook to augment your lecture note.	18 (5.3)	62 (18.2)	126 (37.2)	134 (39.3)	1.89	0.88	0.00
You use internet services as a source of your study material.	22 (6.3)	59 (17.2)	135 (39.6)	125 (36.8)	1.93	0.89	0.00
You have a steady note for each course so you avoid writing on a piece of paper.	25 (7.0)	33 (9.8)	64 (18.9)	218 (64.2)	1.60	0.93	0.00
Overall Mean						1.93	

Table 5 above shows that out of the 13-item statements that were designed for objective one 30 (8.8%) always rely entirely on class note during study, 56 (16.5%) often rely entirely on class note during study, 117 (34.4%) seldomly rely entirely on class note during study while 137 (40.4%) never rely entirely on class note during study. The mean response for this item was 1.9 (0.96). 12 (3.5%) always use dictionary while reading, 79 (23.2%) often use dictionary while reading, 159 (46.7%), seldomly use dictionary while reading and 90 (26.7%) never use dictionary while reading. The mean response for item was Prefer to review class note at last minute of test or exams 2.04 (0.08). 60 (17.5%) always prefer to review class note at last minute of test or exams, 61 (17.9%) often prefer to review class note at last minute of test or exams, 99 (29.1%) seldomly prefer to review class note at last minute of test or exams while 120 (35.4%) never prefer to review class note at last minute of test or exams. The mean response for this item was 2.18 (1.10). 22 (6.7%) always know the relevant point to focus and pick when studying with textbook, 43 (12.6%) often know the relevant point to focus and pick when studying with textbook, 146 (42.8%) seldomly know the relevant point to focus and pick when studying with textbook relevant point to focus and pick when studying with textbook while 129 (37.9%) never know the relevant point to focus and pick when studying with textbook. The mean response for this item was 1.88 (0.87). 79 (23.5%) always use materials from library to augment their note, 84 (24.6%) often use materials from library to augment their note, 93 (27.4%) seldomly use material from library to augment their note while 84 (24.6%) never use material from library to augment their note. The mean response for this item was 2.47 (1.10). 72 (21.1%) always use materials from library to do assignment, 74 (21.8%) often use materials from library to do assignment, 113 (33.3%) seldomly use material from library to do assignment while 81 (23.9%) never use materials from library to do assignment. The mean response for this item was 2.40 (1.07). 11 (3.2%) always ask for help from others when you don't understand something, 37 (10.9%) often ask for help from others when you don't understand something, 118 (34.7%) seldomly ask for help from others when you don't understand something while 174 (51.2%) never ask for help from others when you don't understand something. The mean response for this item was 1.66 (0.87). 14 (4.2%) always ask for help from others when they don't have the material they need for study, 24 (7.0) often ask for

help from others when they don't have the material they need for study, 112 (33.0%) seldomly ask for help from others when they don't have the material they need for study while 190 (55.8%) never ask for help from others when they don't have the material they need for study. The mean response for this item was 1.60 (0.80). 18 (5.3%) always usually use textbook to augment their lecture note, 62 (18.2%) often usually use textbook to augment their lecture note, 126(37.2%) seldomly usually use textbook to augment their lecture note while 134 (39.3%) never usually use textbook to augment their lecture note. The mean response for this item was 1.89 (0.88). 22 (6.3%) always use internet services as a source of their study material, 59 (17.2%) often use internet services as a source of their study material, 135 (39.3%) seldomly use internet services as a source of their study material while 125 (36.8%) never use internet services as a source of their study material. The mean response for this item was 1.93 (0.89). 25 (7.0%) always have a steady note for each course so they avoid writing on a pieces of paper, 33 (9.8%) often have a steady note for each course so they avoid writing on a pieces of paper, 64 (18.9%) seldomly have a steady note for each course so they avoid writing on a pieces of paper while 218 (64.2%) never have a steady note for each course so they avoid writing on a pieces of paper. The mean response for this item was 1.60 (0.93).In overall, the use of study materials has the mean value of 1.93.

Upon scoring the responses of the each respondent on all the items above, the respondents' use of study material was done, and summarised in Table 6.

Table 6: Level of Students' Usage of Study Materials

Usage	Frequency	Percent (%)
poor use of study materials (13 ÷ 26)	205	60.3
moderate use of study materials (27 ÷ 40)	133	39.1
high use of study materials (41 ÷ 52)	2	.6
Total	340	100.0

Table 6 shows that 205 (60.3%) respondents have poor use of study materials, 133 (39.1%) respondents have moderate use of study materials and 2 (0.6%) respondents have high use of study materials.

Test of Hypothesis One

There is no significant relationship between usage of study materials and academic performance

This hypothesis was tested using Spearman Rank Correlation coefficient. The Spearman rank correlation coefficient was used because the usage of study materials and academic performance were both ranked from lowest to highest. The results are presented in Table 8.

Table 7: Relationship between Usage of Study Materials and Academic Performance

Academic Performance	poor use of study materials	moderate use of study materials	high use of study materials	Total	Correlation Coefficient (R)	p-value
Low/poor	124 (97.2)	4 (2.8)	0 (0.0)	128 (100.0)	0.572	0.000
Moderate	53 (41.9)	73 (57.1)	1 (1.0)	127 (100.0)		
High	26 (30.0)	58 (68.6)	1 (1.4)	85 (100.0)		
Total	203 (59.8)	135 (39.5)	2 (0.7)	(100.0)		

As presented in Table 7, the lower the usage of study materials the lower the academic performance. The correlation coefficient of 0.572 shows that there is a statistically significant correlation between usage of study materials and academic performance as $p < 0.05$. This implies that with decrease in the usage of study materials there will be a corresponding decrease in students' academic performance.

Objective Two: Assess the relationship between planning of study of students and their academic performance.

Decision Rule: values less than 2 (mean < 2) are considered poor usage, values ranging from 2 to 2.49 (2 ≤ Mean < 2.5) are considered moderate usage while values equal to or greater than 2.5 (mean ≥ 2.5) are considered as high usage.

Table 8: Planning of Study		(n = 340)					
Question	Always (%)	Often (%)	Seldom (%)	Never (%)	Mean	Std. Dev.	p-value
You have a time table for study.	35 (10.2)	70 (20.7)	97 (28.4)	138 (40.7)	2.00	1.01	0.00
You include time for assignments on your timetable.	83 (24.6)	91 (26.7)	98 (28.8)	68 (20.0)	2.56	1.07	0.00
You adhere strictly to your daily reading time table.	39 (11.6)	91 (26.7)	124 (36.5)	86 (25.3)	2.25	0.96	0.00
When you plan to study subject at a particular time, you keep to that plan.	18 (5.3)	87 (25.6)	136 (40.0)	99 (29.1)	2.07	0.87	0.00
You devote much time studying than any other social activities.	18 (5.3)	72 (21.1)	136 (40.0)	114 (33.7)	1.98	0.87	0.00
You do your assignment on time without waiting to do it at last minute.	13 (3.9)	70 (20.4)	144 (42.5)	113 (33.3)	1.95	0.83	0.00
You dedicate time to each subject in proportion to its importance.	24 (7.0)	58 (17.2)	105 (30.9)	153 (44.9)	1.86	0.94	0.00
You pause to rest for few minutes every hour during studies.	25 (7.4)	85 (24.9)	118 (34.7)	112 (33.0)	2.07	0.93	0.00
You prepare for your exams from the beginning of the semester without letting your work to accumulate.	25 (7.4)	65 (19.3)	135 (39.6)	115 (33.7)	2.00	0.91	0.00
You organise your time in such a way that you can fit in all your entire subjects.	32 (9.5)	58 (16.8)	124 (36.5)	126 (37.2)	1.99	0.96	0.00
You prepare everything you need before starting to study so as not to waste time going up and down.	18 (5.3)	55 (16.1)	140 (41.1)	127 (37.5)	1.89	0.86	0.00
Overall Mean					2.06		

Results on table 8 shows that out of the 11- items statement designed for objective two 35 (10.2%) always have a time table for study, 70 (20.7%) often have a time table for study, 97 (28.4%) seldomly have a time table for study while 138 (40.7%) never have a time table for study. The mean response for this item was 2.00 (1.01). 83 (24.6%) always include time for assignments on their timetable, 91 (26.7%) often include time for assignments on their timetable, 98 (28.8%) seldomly include time for assignments on your timetable while 68 (20.0%) include time for assignments on their timetable never. The mean response for this item was 2.00 (1.01). 39 (11.6%) always adhere strictly to their daily reading time table, 91 (26.7%) often adhere strictly to their daily reading time table, 124 (36.5%) seldomly adhere strictly to their daily reading time table while 86 (25.3%) never adhere strictly to their daily reading time table. The mean response for this item was 2.25 (0.96). 18 (5.3%) always when they plan to study subject at a particular time keeps to that plan, 87 (25.6%) often when they plan to study subject at a particular time keeps to that plan, 136 (40.0%) seldomly when they plan to study subject at a particular time keeps to that plan while 99 (29.1%) when they plan to study subject at a particular time keeps to that plan. The mean response for this item was 2.07 (0.87). 18 (5.3%) always devote much time studying than any other social activities, 72 (21.1%) often devote much time studying than any other social activities, 136 (40.0%) seldomly devote much time studying than any other social activities while 114 (33.75%) never devote much time studying than any other social activities. The mean response for this item was 1.98 (0.87). 13 (3.9%) do their assignment on time without waiting to do it at last minute, 70 (20.4%) often do their assignment on time without waiting to do it at last minute, 144 (42.5%) seldomly do their assignment on time without waiting to do it at last minute while 113 (33.3%) never do their assignment on time without waiting to do it at last minute. The mean response for this item was 1.95 (0.83). 24 (7.0%) always dedicate time to each subject in proportion to its importance, 58 (17.2%) often dedicate time to each subject in proportion to its importance, 105 (30.9%) seldomly dedicate time to each subject in proportion to its importance while 153 (44.9%) never dedicate time to each subject in proportion to its importance. The mean response for this item was 1.86 (0.94). 25 (7.4%) always pause to rest for few minutes every hour during studies, 65 (19.3%) often pause to rest for few minutes every hour during studies, 135 (39.6%) seldomly pause to rest for few minutes every hour during studies while 115 (33.7%) pause to rest for few minutes every hour during studies. The mean response for this item was

2.07 (0.93) .25 (7.4%) always prepare for exams from the beginning of the semester without letting their work to accumulate, 65 (19.3%) often prepare for exams from the beginning of the semester without letting their work to accumulate, 135 (39.6%) seldomly prepare for exams from the beginning of the semester without letting their work to accumulate while 115 (33.7%) never prepare for exams from the beginning of the semester without letting their work to accumulate. The mean response for this item was 2.00 (0.91). 32 (9.5%) always organise their time in such a way that they can fit in all their entire subjects, 58 (16.8%) often organise their time in such a way that they can fit in all their entire subjects, 124 (36.5%) seldomly organise their time in such a way that they can fit in all their entire subjects while 126 (37.2%) never organise their time in such a way that they can fit in all their entire subjects. The mean response for this item was 1.99 (0.96). 18 (5.3%) always prepare everything they need before starting to study so as not to waste time going up and down, 55 (16.1%) often prepare everything they need before starting to study so as not to waste time going up and down, 140 (41.1%) seldomly prepare everything they need before starting to study so as not to waste time going up and down while 127 (37.5%) never prepare everything they need before starting to study so as not to waste time going up and down. The mean response for this item was 1.89 (0.86). In overall, the planning of study has the mean value of 2.06

Table 9: State of Respondents' Planning of Study

	Frequency	Percent (%)
Poor planning of study (11 ÷ 21)	143	42.1
Moderate planning of study (22 ÷ 33)	190	55.8
High planning of study (34 ÷ 44)	7	2.1
Total	340	100.0

As presented in Table 9, 143 (42.1%) respondents' planning of study is poor, 190 (55.8%) respondents' planning of study is moderate and 7 (2.1%) respondents' planning of study is high.

Test of Hypothesis Two

There will be no significant relationship between students' planning of study and academic performance

This hypothesis was tested using Spearman Rank Correlation coefficient. The Spearman rank correlation coefficient was used because the planning of study and academic performance were both ranked from lowest to highest. The results are presented in Table 10.

Table 10: Relationship between Planning of Study and Academic Performance

Academic Performance	poor planning of study	moderate planning of study	high planning of study	Total	Correlation Coefficient (R)	p-value
low/poor	76 (59.4)	52 (40.6)	0 (0.0)	128 (100.0)	0.274	0.000
moderate	42 (33.3)	83 (64.8)	2 (1.9)	127 (100.0)		
high	24 (28.6)	57 (67.1)	4 (4.3)	85 (100.0)		
Total	142(42.0)	192 (56.2)	6 (1.8)	340 (100.0)		

As presented in Table 10, the academic performance of the study increases with the students' planning of study. The correlation coefficient of 0.274, shows that there is a positive correlation between planning of study and academic performance. This result is significant as $p < 0.05$. This implies that with an increase in planning of study there will be a corresponding increase in students' academic performance.

Objective Three: Determine the relationship between assimilation of contents of study by students and their academic performance.

Decision Rule: values less than 2 (mean < 2) are considered poor usage, values ranging from 2 to 2.49 (2 ≤ Mean < 2.5) are considered moderate usage while values equal to or greater than 2.5 (mean ≥ 2.5) are considered as high usage.

Table 11: Assimilation of Contents of Study

Question	Always (%)	Often (%)	Seldom (%)	Never (%)	Mean	Std. Dev.	p-value
You fulfil the first condition of reading a topic quickly to get the global idea.	24 (7.0)	62 (18.2)	119 (35.1)	135 (39.6)	1.93	0.93	0.00
Your constant recall of what you have read helps you to memorise better.	12 (3.5)	37 (10.9)	134 (39.6)	156 (46.0)	1.72	0.80	0.00
You recall many times what you have read helps you memorise better.	11 (3.2)	50 (14.7)	135 (39.6)	144 (42.5)	1.79	0.81	0.00
You like to study something/solve problems in group in order to understand things you couldn't learn on your own.	17 (4.9)	75 (22.1)	137 (40.4)	111 (32.6)	1.99	0.86	0.00
You contribute ideas when you work in team.	18 (5.3)	55 (16.1)	114 (33.7)	153 (44.9)	1.82	0.89	0.00
You don't keep up with your reading timetable so you have to cram a few days/hours before the test/exams	26 (7.7)	81 (23.9)	128 (37.5)	105 (30.9)	2.08	0.92	0.00
You study subjects you should study even when you have little interest for it.	21 (6.3)	63 (18.6)	111 (32.6)	144 (42.5)	1.89	0.92	0.00
You study with true intention of learning and memorising what you are studying.	15 (4.6)	37 (10.9)	129 (37.9)	159 (46.7)	1.73	0.83	0.00
You come back to what you have learnt after a time so as to learn it better.	15 (4.6)	42 (12.3)	112 (33.0)	171 (50.2)	1.71	0.85	0.00
You try to concentrate so as to avoid distraction and day dreaming when studying.	14 (4.2)	39 (11.6)	98 (28.8)	188 (55.4)	1.65	0.85	0.00
You read things over again and again if you don't understand it, although it may cost you an effort.	17 (4.9)	39 (11.6)	91 (26.7)	193 (56.8)	1.65	0.87	0.00
Overall Mean					1.81		

Table 11 above revealed the assimilation of content of study of the students. 24 (7.0%) always fulfil the first condition of reading a topic quickly to get the global idea, 62 (18.2%) often fulfil the first condition of reading a topic quickly to get the global idea, 119 (35.1%) seldomly fulfil the first condition of reading a topic quickly to get the global idea while 135 (39.6%) never fulfil the first condition of reading a topic quickly to get the global idea. The mean response for this item was 1.93 (0.93). 12 (3.5%) always constantly recall of what they have read helps them to memorise better, 37 (10.9%) often constantly recall of what they have read helps them to memorise better, 134 (39.6%) seldomly constantly recall of what they have read helps them to memorise better while 156 (46.0%) never constantly recall of what they have read helps them to memorise better. The mean response for this item was 1.72 (0.93). 11 (3.2%) always recall many times what they have read helps them memorise better, 50 (14.7%) often recall many times what they have read helps them memorise better, 135 (39.6%) seldomly recall many times what they have read helps them memorise better while 144 (42.5%) never recall many times what they have read helps them memorise better. The mean response for this item was 1.79 (0.81). 17 (4.9%) always like to study something/solve problems in group in order to understand things they couldn't learn on their own, 75 (22.1%) often like to study something/solve problems in group in order to understand things they couldn't learn on their own, 137 (40.4%) seldomly like to study something/solve problems in group in order to understand things they couldn't learn on their own while 111 (32.6%) never like to study something/solve problems in group in order to understand things they couldn't learn on their own. The mean response for this item was 1.99 (0.86). 18 (5.3%) always contribute ideas when they work in team, 55 (16.1%) often contribute ideas when they work in team, 114 (33.7%) seldomly contribute ideas when they work in team while 153 (44.9%) never contribute ideas when they work in team. The mean response for this item was 1.82 (0.89). 26 (7.7%) always don't keep up with their reading timetable so they have to cram a few days/hours before the test/exams, 81 (23.9%) often don't keep up with their reading timetable so they have to cram a few days/hours before the test/exams, 128 (37.5%) seldomly don't keep up with their reading timetable so they have to cram a few days/hours before the test/exams while 105 (30.9%) never don't keep up with their reading timetable so they have to cram a few days/hours before the test/exams. The mean response for this item was 2.08 (0.92). 21 (6.3%) always study subjects they should study even when they have little interest for it, 63

(18.6%) often study subjects they should study even when they have little interest for it, 111 (32.6%) seldomly study subjects they should study even when they have little interest for it while 144 (42.5%) never study subjects they should study even when they have little interest for it. The mean response for this item was 1.89 (0.92). 15 (4.6%) always study with true intention of learning and memorising what they are studying, 37 (10.9%) often study with true intention of learning and memorising what they are studying, 129 (37.9%) seldomly study with true intention of learning and memorising what they are studying while 159 (46.7%) never study with true intention of learning and memorising what they are studying. The mean response for this item was 1.73 (0.83). 15 (4.6%) always come back to what they have learnt after a time so as to learn it better, 42 (12.3%) often come back to what they have learnt after a time so as to learn it better, 112 (33.0%) seldomly come back to what they have learnt after a time so as to learn it better while 171 (50.2%) never come back to what they have learnt after a time so as to learn it better. The mean response for this item was 1.71 (0.85). 14 (4.2%) always try to concentrate so as to avoid distraction and day dreaming when studying, 39 (11.6%) often try to concentrate so as to avoid distraction and day dreaming when studying, 98 (28.8%) seldomly try to concentrate so as to avoid distraction and day dreaming when studying while 188 (55.4%) never try to concentrate so as to avoid distraction and day dreaming when studying. The mean response for this item was 1.65 (0.87). 17 (4.9%) always read things over again and again if they don't understand it, although it may cost them an effort, 39 (11.6%) often read things over again and again if they don't understand it, although it may cost them an effort, 91 (26.7%) seldomly read things over again and again if they don't understand it, although it may cost them an effort while 193 (56.8%) never read things over again and again if they don't understand it, although it may cost them an effort. The mean response for this item was 1.65 (0.87). In overall, the assimilation of content of study has the mean value of 1.81.

Upon scoring the respondents' responses, the summary of their assimilation of study contents is presented in Table 12

Table 12: Respondents' Study Content Assimilation

	Frequency	Percent (%)
poor assimilation of study contents (11 ÷ 21)	229	67.4
moderate assimilation of study contents (22 ÷ 33)	109	31.9
High assimilation of study contents (34 ÷ 44)	2	.7
Total	340	100.0

As presented in Table 12, 229 (67.4%) respondents have poor assimilation of study contents, 109 (31.9%) respondents have moderate assimilation of study contents, and 2 (0.7%) respondents have high assimilation of study contents.

Test of Hypothesis three

There is no relationship between assimilation of study content and academic performance

This hypothesis was tested using Spearman Rank Correlation coefficient. The Spearman rank correlation coefficient was used because the assimilation of study content and academic performance were both ranked from lowest to highest. The results are presented in Table 13.

Table 13: Relationship between Assimilation of Study Content and Academic Performance

Academic Performance	poor assimilation of study contents	moderate assimilation of study contents	High assimilation of study contents	Total	Correlation Coefficient (R)	p-value
low/poor	98 (76.4)	30 (23.6)	0 (0.0)	128 (100.0)	0.104	0.081
Moderate	75 (59.0)	51 (40.0)	1 (1.0)	127 (100.0)		
High	57 (67.1)	27 (31.4)	1 (1.4)	85 (100.0)		
Total	230 (67.6)	108 (31.7)	2 (0.7)	340 (100.0)		

As presented in Table 13, majority of the respondents have poor assimilation of study contents irrespective of their academic performance. However, the correlation coefficient of 0.104 shows that there is a very weak positive correlation between assimilation of study content and academic performance. This result is not significant as $p > 0.05$. Hence, there is no significant statistical relationship between students' assimilation of study content and academic performance.

Objective Four: Determine the relationship between students' study environment and their academic performance.

Decision Rule: values less than 2 (mean < 2) are considered poor usage, values ranging from 2 to 2.49 (2 ≤ Mean < 2.5) are considered moderate usage while values equal to or greater than 2.5 (mean ≥ 2.5) are considered as high usage.

Table 14: Study Environment

Question	Always (%)	Often (%)	Seldom (%)	Never (%)	Mean	Std. Dev.	P-value
You study in an appropriate environment with little or no interruption.	27 (8.1)	44 (12.6)	120 (35.4)	149 (43.9)	1.85	0.93	0.00
You usually study with the radio and television turned down.	40 (11.6)	82 (24.2)	117 (34.4)	101 (29.8)	2.18	0.99	0.00
You don't like to study where you will always gist with friends from time to time.	40 (11.6)	64 (18.9)	111 (32.6)	125 (36.8)	2.05	1.01	0.00
You have personal problems that make it difficult for you to concentrate while studying.	55 (16.1)	98 (28.8)	86 (25.3)	101 (29.8)	2.31	1.07	0.00
You have a firm will to get down to study even when you don't feel like.	31 (9.1)	79 (23.2)	138 (40.7)	92 (27.0)	2.14	0.92	0.00
You study the subject that you should study even when you have little interest in the subject.	13 (3.9)	48 (14.0)	144 (42.5)	135 (39.6)	1.82	0.81	0.00
You control your imaginations and concentrate when you study.	19 (5.6)	50 (14.7)	149 (43.9)	122 (35.8)	1.90	0.85	0.00
You study when in good physical condition without lack of sleep or tiredness.	19 (5.6)	55 (16.1)	128 (37.5)	138 (40.7)	1.87	0.88	0.00
You give maximum attention to lecturers during explanation.	20 (6.0)	41 (11.9)	135 (39.6)	144 (42.5)	1.81	0.87	0.00
You ask questions in class if you don't understand any explanation.	25 (7.4)	65 (19.3)	115 (33.7)	135 (39.6)	1.94	0.94	0.00
You take note during the explanation of lectures.	20 (6.0)	33 (9.5)	118 (34.7)	169 (49.8)	1.72	0.87	0.00
Overall Mean					1.96		

Table 14 above revealed that out of the 11- items statement designed for objective four, 27 (8.1%) always study in an appropriate environment with little or no interruption, 44 (12.6%) often study in an appropriate environment with little or no interruption, 120 (35.4%) seldomly study in an appropriate environment with little or no interruption while 149 (43.9%) never study in an appropriate environment with little or no interruption. The mean response for this item was 1.85 (0.93). 40 (11.6%) always usually study with the radio and television turned down, 82(24.2%) often usually study with the radio and television turned down, 117 (34.4%) seldomly usually study with the radio and television turned down while 101 (29.8%) never usually study with the radio and television turned down. The mean response for this item was 2.18 (0.99). 40 (11.6%) always don't like to study where they will always gist with friends from time to time, 64 (18.9%) often don't like to study where they will always gist with friends from time to time, 111 (32.6%) seldomly don't like to study where they will always gist with friends from time to time while never don't like to study where they will always gist with friends from time to time. The mean response for this item was 2.05 (1.01). 55 (16.1%) always have personal problems that make it difficult for them to concentrate while studying, 98 (28.8%) often have personal problems that make it difficult for them to concentrate while studying, 86 (25.3%) seldomly have personal problems that make it difficult for them to concentrate while studying while 101 (29.8%) never have personal problems that make it difficult for them to concentrate while studying. The mean response for this item was 2.31 (1.07). 31 (9.1%) always have a firm will to get down to study even when they don't feel like, 79 (23.2%) often have a firm will to get down to study even when they don't feel like, 138 (40.7%) seldomly have a firm will to get down to study even when they don't feel like while 92 (27.0%) never have a firm will to get down to study even when they don't feel like. The mean response for this item was 2.14 (0.92). 13 (9.1%) always study the subject that they should study even when they have little interest in the subject, 48 (14.0%) often study the subject that they should study even when they have little interest in the subject, 144 (42.5%) seldomly study the subject that they should study even when they have little interest in the subject while 135 (39.6%). The mean response for this item was 1.82 (0.81). 19 (5.6%) always study when in good physical condition without lack of sleep or tiredness, 55 (16.1%) often study when in good physical condition without lack of sleep or tiredness, 128 (37.5%) seldomly study when in good physical condition without lack

of sleep or tiredness while 138 (40.7%) never study when in good physical condition without lack of sleep or tiredness. The mean response for this item was 1.87 (0.88). 20 (6.0%) always give maximum attention to lecturers during explanation, 41 (11.9%) often give maximum attention to lecturers during explanation, 135 (39.6%) seldomly give maximum attention to lecturers during explanation while 144 (42.5%) never give maximum attention to lecturers during explanation. The mean response for this item was 1.81(0.87). 25 (7.4%) always ask questions in class if they don't understand any explanation, 65 (19.3%) often ask questions in class if they don't understand any explanation, 115 (33.7%) seldomly ask questions in class if they don't understand any explanation while 135 (39.6%) never ask questions in class if they don't understand any explanation. The mean response for this item was 1.94 (0.94). 20 (6.0%) always take notes during the explanation of lectures .33 (9.5%) often take note during the explanation of lectures, 118 (34.7%) seldomly take note during the explanation of lectures. The mean response for this item was 1.72 (0.87). In overall, the study environment of student has the mean value of 1.96.

Table 15: Nature of Study Environment

	Frequency	Percent (%)
Poor study environment (11 ÷ 21)	172	50.6
Moderate study environment (22 ÷ 33)	162	47.6
High study environment (34 ÷ 44)	6	1.8
Total	340	100.0

As presented in Table 15, 172 (50.6%) respondents' study environment is poor, 162 (47.6%) respondents' study environment is moderate and 6 (1.8%) respondents' study environment is high.

Test of Hypothesis four

There is no relationship between students' study environment and academic performance

This hypothesis was tested using Spearman Rank Correlation coefficient. The Spearman rank correlation coefficient was used because the study environment and academic performance were both ranked from lowest to highest. The results are presented in Table 16.

Table 16: Relationship between students' study environment and academic performance

Academic Performance	poor study environment	moderate study environment	High study environment	Total	Correlat p-ion value	
					Coefficient (R)	
low/poor	86(67.0)	42 (33.0)	0 (0.0)	128 (100.0)	0.250	0.000
Moderate	56 (43.8)	70 (55.2)	1 (1.0)	127 (100.0)		
High	32 (37.1)	52 (61.4)	1 (1.4)	85 (100.0)		
Total	174 (50.9)	164 (48.4)	2(0.7)	340 (100.0)		

As presented in Table 16, the academic performance of the study increases with their study environment. The correlation coefficient of 0.250, shows that there is statistically significant correlation between study environment and academic performance. This result is significant as $p < 0.05$. This implies that with a decrease in the state of the study environment there will be a corresponding decrease in students' academic performance.

Table 17: overall Study Habit of students

School	Level	Study Habit			Total	P-Value
		Poor	Moderate	High		
UNEC	300	36 (69.2)	16 (30.8)	0 (0.0)	52 (100.0)	0.000
	400	33 (58.9)	22 (39.3)	1 (1.7)	56 (100.0)	
	500	29 (72.5)	11 (27.5)	0 (0.0)	40 (100.0)	
	Total	98 (66.2)	49 (33.1)	1 (0.7)	148 (100.0)	
EBSU	300	33 (58.9)	23 (41.1)	0 (0.0)	56 (100.0)	
	400	45 (68.2)	21 (31.8)	0 (0.0)	66 (100.0)	
	500	29 (41.4)	40 (57.1)	1 (1.4)	70 (100.0)	
	Total	107 (55.7)	84 (43.8)	1 (0.5)	192 (100.0)	
Total	300	69 (63.9)	39 (36.1)	0 (0.0)	108 (100.0)	
	400	78 (63.9)	43 (35.2)	1 (0.8)	122 (100.0)	
	500	58 (52.7)	51 (46.4)	1 (0.9)	110 (100.0)	
	Total	205 (60.4)	133 (38.9)	2 (0.7)	340 (100.0)	

As presented in Table 17, 205 (60.4%) respondents have poor study habit, 133 (38.9%) respondents have moderate study habit while 2 (0.7%) respondents have high study habit. In UNEC, 98 (66.2%) respondents have poor study habit, 49 (33.1%) respondents have moderate study habit while 1 (0.7%) respondents have high study habit. In EBSU, 107 (55.7%) respondents have poor study habit, 84 (43.8%) respondents have moderate study habit study while 1 (0.5%) respondents have high study habit.

Test of Hypothesis Five

There is no significant difference between students' demographic status (males and females) in the relationship between study habits and academic performance.

Table 18: Descriptive Statistics for Relationship between Study Habits and Academic Performance across Gender

gender	study habit	Mean	Std. Deviation	N
male	poor study habit	1.7080	.78741	137
	moderate study habit	2.1538	.71372	91
	high study habit	2.5000	.70711	2
	Total	1.8913	.78824	230
female	poor study habit	1.6563	.74528	32
	moderate study habit	2.0000	.74536	19
	Total	1.7843	.75667	51
	poor study habit	1.6982	.77770	169
Total	moderate study habit	2.1273	.71817	110
	high study habit	2.5000	.70711	2
	Total	1.8719	.78237	281

Dependent Variable: Academic Performance

The table above reveals that among the male students, those that exhibit poor study habit have a mean academic performance of 1.71 ± 0.79 , those that exhibit moderate study habit have a mean academic performance of 2.15 ± 0.71 and those that exhibit high study habit have a mean academic performance of 2.50 ± 0.71 . Among the female students, those that exhibit poor study habit have a mean academic performance of 1.66 ± 0.75 and those that exhibit moderate study habit have a mean academic performance of 2.00 ± 0.75 .

Table 19: ANCOVA Results (Gender, Study Habit and Academic Performance)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	13.502 ^a	4	3.375	5.901	.000	.079
Intercept	108.999	1	108.999	190.540	.000	.408
Gender	.414	1	.414	.723	.396	.003
Studhab	6.776	2	3.388	5.923	.003	.041
gender * studhab	.102	1	.102	.178	.673	.001
Error	157.886	276	.572			
Total	1156.000	281				
Corrected Total	171.388	340				

a. R Squared = .079 (Adjusted R Squared = .065)

Dependent Variable: Academic Performance

From this table, Gender does not have account for a variation in the academic performance (CGPA) of the respondents ($p = 0.396 > 0.05$). Study Habits of the students account for a variation in the academic performance of the respondents ($p = 0.003 < 0.05$). However, the combination of students' study habits across gender does not account for any variation observed in academic performance ($p = .673 > 0.05$). With R Squared = 0.079, only 7.9% of the variation in academic performance is caused by the study habits of the students based on their gender.

The partial eta squared statistic shows the correct significance of the effect of each term on the dependent variable (academic performance). Larger values of partial eta squared indicate a greater amount of variation account for by the model term to a maximum of 1. Based on this, Gender, Study Habit and the combination of Gender and Study Habit do not have a great effect on students' academic performance (see Partial Eta Squared values in Table 20).

This shows that there is no significant difference between males and females in the relationship between study habits and academic performance.

Test of Hypothesis Five

There is no significant relationship between students' demographic status (levels of study) in the relationship between study habits and academic performance.

Table 20: Descriptive Statistics for Relationship between Study Habits and Academic Performance across Level of Study

year of study	study habit	Mean	Std. Deviation	N
300	poor study habit	1.5614	.75634	57
	moderate study habit	2.2121	.81997	33
	Total	1.8000	.83733	90
400	poor study habit	1.8462	.85203	65
	moderate study habit	2.3143	.63113	35
	high study habit	3.0000	.	1
	Total	2.0198	.81216	101
500	poor study habit	1.6596	.66844	47
	moderate study habit	1.9048	.65554	42
	high study habit	2.0000	.	1
	Total	1.7778	.66667	90
Total	poor study habit	1.6982	.77770	169
	moderate study habit	2.1273	.71817	110
	high study habit	2.5000	.70711	2
	Total	1.8719	.78237	281

The table above reveals that among the students in 300 level, those that exhibit poor study habit have a mean academic performance of 1.56 ± 0.76 , those that exhibit moderate study habit have a mean academic performance of 2.21 ± 0.82 . Among the 400 level students, those that exhibit poor study habit have a mean academic performance of 1.85 ± 0.85 , those that exhibit moderate study habit have a mean academic performance of 2.31 ± 0.63 , and those that exhibit high study habit a mean academic performance of 3.00. Among the 500 level students, those that exhibit poor study habit have a mean academic performance of 1.66 ± 0.67 , those that exhibit

moderate study habit have a mean academic performance of 1.90 ± 0.65 , and those that exhibit high study habit a mean academic performance of 2.00.

Table 21: ANCOVA Result (Level of Study, Study Habit and Academic Performance)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	19.661 ^a	7	2.809	5.054	.000	.115
Intercept	92.871	1	92.871	167.101	.000	.380
year	1.333	2	.667	1.199	.303	.009
studhab	14.323	2	7.162	12.886	.000	.086
year * studhab	2.029	3	.676	1.217	.304	.013
Error	151.727	273	.556			
Total	1156.000	281				
Corrected Total	171.388	280				

a. R Squared = .115 (Adjusted R Squared = .092)

Dependent Variable: Academic Performance

From this table, Level of Education does not have account for a variation in the academic performance (CGPA) of the respondents ($p = 0.303 > 0.05$). Study Habits of the students account for a variation in the academic performance of the respondents ($p = 0.000 < 0.05$). However, the combination of students's study habits across level of study does not account for any variation observed in academic performance ($p = 0.304 > 0.05$). With R Squared = 0.115, only 11.5% of the variation in academic performance is caused by the study habits of the students based on their level of study.

The partial eta squared statistic shows the correct significance of the effect of each term on the dependent variable (academic performance). Larger values of partial eta squared indicate a greater amount of variation account for by the model term to a maximum of 1. Based on this, Level of Study, Study Habit and the combination of Level of Study and Study Habit do not have a great effect on students's academic performance (see Partial Eta Squared values in Table 22).

This shows that there will be no significant difference across the levels of study in the relationship between study habits and academic performance.

Test of Hypothesis Six

There is no relationship between students' study habit and academic performance

This hypothesis was tested using Spearman Rank Correlation coefficient. The Spearman rank correlation coefficient was used because students' study habit and academic performance were both ranked from lowest to highest. The results are presented in Table 22.

Table 22: Relationship between Students' Study Habit and Academic Performance

Academic Performance	study habit			Total	Correlation Coefficient (R)	p-value
	poor study habit	moderate study habit	high study habit			
low/poor	101 (79.2)	27 (20.8)	0 (0.0)	128 (100.0)	0.282	0.000
Moderate	63(49.5)	63 (49.5)	1 (1.0)	127 (100.0)		
High	40 (47.1)	44 (51.4)	1 (1.4)	85 (100.0)		
Total	204 (60.1)	134 (39.1)	2 (0.7)	340 (100.0)		

As presented in Table 22, the academic performance of the study decreases with their study habit. The correlation coefficient of 0.250, shows that there is a positive correlation between study habit and academic performance. This result is significant as $p < 0.05$. This implies that with decrease in students' study habit, there will be a corresponding decrease in students' academic performance.

Summary of Findings

The major findings of the study are;

- Few (25%) of the students have high academic performance;
- Majority (60.4%) of the students have poor study habit;
- Majority (60.3%) of the students have poor use of study materials;
- The planning of study by majority (55.8%) of the students is moderate;

- Majority (67.4%) of the students have poor assimilation of study content;
- Majority (50.6%) of the respondents have poor study environment;
- There is a statistically significant relationship between the study materials used by students and their academic performance. The result shows a poor mean value of 1.93. This implies that the poorer the use of study materials the poorer the academic performance.
- There is a statistically significant relationship between planning of study of students and their academic performance. The result shows a moderate mean value of 2.06. This implies that moderate planning of study results to moderately increase in the academic performance.
- There is weak relationship between students' assimilation of student content and academic performance with mean value of 1.81. This shows that there relationship but is not statistically significant.
- There is a statistically significant relationship between the students' study environment and their academic performance. The result shows a mean value of 1.96. This implies that poor study environment results to corresponding poor academic performance,
- There is no significant difference between males and females in the relationship between study habits and academic performance.
- There is no significant difference across the levels of study in the relationship between study habits and academic performance.
- There is a statistically significant relationship between the students' study habit and their academic performance. ($p = 0.282 > 0.05$). This implies that decrease in study habit results to corresponding decrease in the academic performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter presents discussion of major findings in the study, implication for nursing, limitation of the study, suggestions for further studies, summary, conclusion and recommendations.

DISCUSSION: The major findings of the study are discussed based on the set hypotheses of the study.

Hypothesis 1

There is no significant relationship between study materials used by the students and their academic performance.

Table 7 above shows that there is a statistically significant relationship between study materials used by the students and their academic performance. ($p=0.572 < 0.05$). The result shows that most of the students whose usage of study materials is poor also exhibit poor academic performance. This implies that when the usage of study materials is poor, there is corresponding poor study habit and poor academic performance. The result on Table 6 also discloses that a good number of the students do not use text book to augment their notes/do assignments. This may be attributed to laziness, ignorance on the use of text book or lack of time. Finding also revealed that most students do not utilize internet service as source of their study material. This explains the cause of the poor performance since relying only on notes taken does not make much positive impact on performance. The none use of internet services may however be associated with cost, unavailability and accessibility of materials required from the internet. This is in line with Faiza (2005) who discovered that students who

do not utilize other sources of study materials except class note will have limited information which is bound to affect learning and academic performance. This also agrees with the finding of Stark (2008) who observed that students who have poor usage of study materials often perform poorly in academics. He concluded that students should utilize all the available study materials at their disposal for broad based knowledge and better academic performance.

The above finding is however contrary to the findings of Choi (2005) who opined that increase in usage of study materials by students has positive relationship with academic performance. The finding of Choi (2005) shows that the students made good use of study materials and therefore had better academic performance. This difference though not reported may probably be due to the study area. Choi (2005) carried out the study abroad where there are lots of study facilities and freer internet services at the disposal of students to enhance learning. He stated that study materials such as taking notes in the classroom and reviewing it from time to time during study especially at the end of the course before examination enhances better academic performance. This is similar with the findings of Bligh (2010) who stated that improvement in the usage of study material has significant positive relationship with academic performance provided that the students concentrate in understanding the information and facts contained in the study materials. McDonald (2012) added that study materials give students opportunity for broad based information on the course of study for assignments, examinations and research. Ndiok, Asuquo and Bassey (2010) moreover discovered that less motivated students will not utilize available study materials even if it is accessible which has negative influence in overall performance of the students. The student who does not make good use of study material is likely to

perform poorly which will demoralize him the more. Improved academic performance is a strong motivator to the students. They therefore concluded that highly motivated student will perform better academically than less motivated students.

Hypothesis 2

There is no significant relationship between students' planning of study and their academic performance.

The result on Table 9 revealed that there is statistical significant relationship between students' planning of study and their academic performance ($p=0.274 < 0.05$). This implies that moderate increase in students' planning of study results to corresponding moderate increase in academic performance. This may be associated to the finding in Table 9 where it was noted that majority of students have study time table, include assignment in their time table and strictly follow their daily reading time table. This may be attributed to the exposure, teaching or advice of lecturers, parents or colleagues on the need of using times table to study in higher institutions. Nneji (2012) suggested that students should look at their courses and its credit load to know the time that should be allotted to it during study since university courses are measured in credit load. This will help them to cover up with what they have to study on time without last minute rushing and cramming during exams which affects academic performance. This agrees with Lahederene (2005) and Faiza (2005) who observed that there is positive relationship between students' planning of study and their academic performance. Lahederene (2005) also stated that students who follow study time table in doing assignment and reading will positively influence their academic performance. They concluded that the way and manner students plan their private reading and studies outside lecture hours in order to master a particular

subject, topic or area of specialization positively affects academic performance. This is also in line with Fagbemi (2011) who opined that the degree of academic performance of students is directly influenced by the level of organization, time management and planning of studies of the student.

Again from the study, it was discovered that a good number of students prepare for their examination from the beginning of semester without letting their work to accumulate. This is a factor that impacts on performance since, enough time were given for assimilation. The early preparation for examinations may be attributed to training, interest, upbringing and developed personal reading skill. This agrees with finding of Weinstein (2012) who observed that planning of programme of study ahead to include studying and extracurricular activities using timetable helps learner to study easily which prevents last minute reading during examination. The successful performance of students in school may therefore said to be directly associated with ability to plan and use study time table wisely.

However the finding above is in contrary with the finding of Ndiok, Asuquo and Bassey (2010) who noted that most of the students plan their study by developing personal time table but do not judiciously follow it. McDonald (2012) concluded that planning is road map to study which helps students to develop flexible carrier focuses and educational plan that is clearly defined, rigorous and relevant to achieve successful and efficient academic performance.

Hypothesis 3

There is no significant relationship between assimilation content of study materials of the students and their academic performance.

Table 13 reveals that there is weak relationship between assimilation of content of study and academic performance but it is not statistically significant. It has correlation coefficient of 0.104 and $p > 0.05$. This implies that although there is an interaction between assimilation of content of study of students and their academic performance, it is not significant. The interaction between assimilation of content of study and academic performance though not reported may be associated to the effect of poor usage of study materials and poor study environment on academic performance. Finding from table 11 above revealed that most of the respondents do not study with intention of learning or memorizing what they have read or concentrating during study without distraction. This may be attributed to the habit of student studying to pass examination and acquire certificate without necessarily studying for future use. The problem may not be the ability of the students to read or understanding the content of study rather it is due to inability of the student to understand questions or put it down correctly when it is demanded from them. This probably may be due to poor skills in understanding and answering examination questions or other social activities that compete with the study time.

This is line with the findings of Nonis and Hudson (2009) and Fegbami (2011) who reported that academic performance of students is independent of assimilation of content of study. They suggested that students should practice assimilation of content that is capable of improving academic performance by concentrating while studying and be able to integrate the studied material with the existing body of knowledge so as to construct a global picture of the content studied for proper assimilation. This agrees

with Ndiok, Asuquo and Bassey (2010) who discovered that poor attitude to learning, lack of concentration and diverted attention during study affect assimilation.

However, the above finding is in contrary to the findings of Maddox (2012) and McDonald (2012) who contended that students had the good habit of assimilation of content of studies of and this had positive significant effect on their academic performance. This may be explained by the contention of McDonald (2012) who stated that, for assimilation of content of study to be effective, the student should concentrate, read the study material well and learn to use their eyes to the best of their ability to the rate that allows the brain to absorb and retain the main ideas printed on the page. The student who makes out time to study, understand and properly assimilate the content of subject/topic is likely to recall it better whenever the need arises. This ability to assimilate and recall when necessary enhances academic performance. He concluded that periodic recall during study enhances assimilation. During recitation, the students develop overall concept of what they have studied in their own words which promote learning, recall and better academic performance.

Hypothesis 4

There is no significant relationship between students' study environment and their academic performance.

The result on table 16 shows that there is significant relationship between students' study environment and their academic performance with correlation coefficient of 0.250 and $p < 0.05$. The result revealed that majority of students who have poor study environment also perform poorly academically. This shows that there is a negative relationship between the students' study environment and their academic

performance. This is not surprising as good number of students study in an inappropriate environment with a lot interruption. This probably may be due to over congestion in our higher institutions, lack of expansion of existing structures or erecting new ones and / or poor maintenance of structures in the schools.

This is in line with Zazara (2012) who contended that studying in overcrowded and noisy environment interferes with the brain's ability to comprehend new information which is likely to affects individual's academic performance. He added that it is the duty of the student to test places in the environment so as to discover the best place to study which may be in the classroom, library or other cool area in the school where they can concentrate during studies. This also corroborates with Faiza (2005), Ofi and Adejumo (2010) who observed from their study that inappropriate and unconducive study environment has negative impact on academic performance of an individual. They stated that freedom provided by University environment to the students may affect their academic performance negatively. According to them, this type of environment affects academic performance especially where parental monitoring, mentoring and guidance are drastically reduced in the school environment.

The above finding is however in contrary with the findings of Neal and Scanzenbach (2013) who observed that the students that study in a conducive environment are likely to have better academic performance. The difference in the outcome of the two studies may probably be because the Neal and Scanzenbach (2013) study was carried out in abroad where serene environment is synonymous with studies unlike what is obtained in developing countries where bribery and corruption has eaten deep into the fabrics of the society and study environment does not count much. They stated that improvement in the study environment results to corresponding improvement in academic performance. They noted that comfortable seat, adequate lightening and

ventilation in the study environment are capable of producing better academic performance. Their finding is similar to the findings of Cheraghian and Moghadan (2007) who found a positive relationship between study environment of students and their academic performance. This implies that if Government/University management will concentrate in developing conducive environment by providing modern learning facilities, internet services and manpower development, it will have excellent improvement in academic performance of students. It is concluded that challenging and stimulating environment encourages healthy competition among students which plays a major role in their academic performance.

Although there should be efforts from the stakeholder to make study environment conducive for learning, some students on their own part make their immediate environment unconducive for learning through social Medias like television, radio, phones etc. This creates personal problem that makes concentration difficult during study which is capable of causing poor academic performance. This agrees with Fagbemi (2011) who opined that social media and internet is a good innovation to improve learning but unfortunately most of the young people spend their precious time chatting or doing other irrelevant things in phones/internet which drastically affect their academic performance.

Again finding from the study revealed that most students study the subject they should study only when they have the interest or when they are in good physical condition without sleep or tiredness. Also they don't ask questions when they don't understand things during teaching or after explanation. This explains the consequent poor academic performance. The poor study habit may however be attributed to pride, ignorance, non-challant attitude, fear of the teacher or over confidence. This is in line

with Oluwatimhin and Owoyale (2005) who noted that students who do not consult teachers/colleagues to ask questions or clarify issues when in doubts for better understanding will have poor habit that negatively affects learning and academic performance.

Hypothesis 5

There is no significant relationship between students' demographic status (males and females) in the relationship between study habits and academic performance.

The result on table 18 and 19 shows that there is no significant difference between males and females in the relationship between study habit and academic performance. This may be attributed to equal opportunities, freedom and exposure to both males and females to education in recent times. This agrees with Younder, Bhan and Gupta (2010) who discovered that gender has no significant impact on study habit and academic performance. Weinstein (2012) also reported that study habit and academic performance is independent of sex. He maintained that this may be associated with the present day competition in education which provides equal opportunity to both males and females. Also this agrees with the findings of Bacon (2011) who opined that gender has no significant relationship with academic performance. He also attributed this to exposure to the same environment and equal accessibility of both human and materials resources available in the institutions of higher learning. Also one can attribute it to freedom of students to decide and determine what to do at a particular time in higher institutions.

However the result of the study is contrary to the findings of Nuthana and Yenagia (2010) who stated that females develop better study habit and academic performance than males. According to them females are more homebound (due to cultural factor), sincere and punctual at reading and note taking. Transverse and Oasmi (2005) equally found out that study habit and academic performance of students varied with sex. They discovered that female students spend more time studying and report significant grade more than males.

Hypothesis 5

There is no significant relationship between students' demographic status (levels of study) in the relationship between study habits and academic performance.

Result on table 20 and 21 shows that there is no significant difference across the levels of study in the relationship between study habit and academic performance. The finding above corroborates with Khurshid, Transverse and Oasim (2005) who discovered that level of study has no significant relationship with students' study habit and academic performance. They stated that a student who has good study habit and performs well in lower level is likely to keep to it in higher level and vice versa. This may be attributed to students' upbringing, attitude and determination to change with the dynamic society.

However, the finding contradicts the contention of Luster and McDore (2011) who asserted that students in higher level perform better than those in lower level. Also this is similar with the findings of Faiza (2005) who reported that final year students are more likely to improve their study habit and academic performance because they know they are going to face degree and final professional exams so they put more effort for better result. Also students in higher level might have developed good reading and note taking techniques which may be attributed experience and constant practice

Hypothesis 6

There is no significant relationship between students' study habit and their academic performance.

Result on table 22 shows that there is significant relationship between students' study habit and academic performance of students with correlation coefficient of 0.282 and $p < 0.05$. The study revealed that generally majority of students have poor study habit and academic performance. The study shows that study habit has negative impact on academic performance. This implies that poor study habit results to corresponding poor academic performance. This is not surprising since from the study, it was observed that majority of the students exhibit poor usage of study material, poor assimilation of content of study and/or study in poor environment. These are habits that will automatically impact negatively on performance. The finding is supported by the finding of Lancour and Laura (2009) who opined that students' study habit has significant negative relationship with academic performance. They stated that students who spend much time in extracurricular activities and studies only when examination is fast approaching has very poor study habit which does not give the brain time to store or recall studied material. This affects the student during examination especially when the question asked requires application of knowledge of what has been learnt. The overall effect of this type of study habit is poor academic performance with its consequent future problems. This also agrees with the finding of Ndiok, Asuquo and Bassey (2010) who discovered that students' study habit has significant negative relationship with academic performance. They noted that student whose study habit is poor and has not mastered the skills in answering examination questions will have poor academic performance.

The above findings disagreed with the findings of Oyedeji (2005) who discovered from his study that students who developed good study habit tends to perform better academically than struggling students. He also observed that students that develop good study habit and master skills in answering questions will have excellent academic performance. He concluded that study habit is a *sine qua non* to academic performance. This is also similar to the findings of Nonis and Hudson (2009) and Oluwatimehin and Owoyole (2011) who contended that study habit of students have positive impact on their academic performance. According to them, good study habits such as attending to classes, paying attention in the class, punctuality, taking good notes, doing assignments, reading privately, completing home work in a timely manner and reading study materials before lectures has excellent effect on students' academic performance.

However, Slight and Mavis (2006) opined that students' study habit has neither negative nor positive impact on their academic performance. They stated that academic performance of students depends on students' disposal and preparation during the academic session and not study habits.

The implication of the study to nursing practice

The finding from the study shows that majority of the students have poor study habit and consequently poor academic performance. Based on this finding, the nursing profession/nurse educators and lecturers should emphasize, re-enforce and educate the students on the need to improve on the study habit and their academic performance. This should be done during orientation/welcoming ceremony of new students to university and from time to time. This will go a long way to help students form study habit that is capable of improving academic performance. Also lecturers/educators in

nursing department should organize enlightenment programmes for students bringing to their notice that nursing is a profession that deals with human life. This will enable them to know that anything that is not studied well and understood is liable to cause lost of human life when any mistake is made during care of patient. Counsellors should be employed in every Department in our higher institutions who will map out strategies for individual counselling and academic advising to enable students to improve their study habit.

Also from the study, it was discovered that a good number of the respondents do not utilize other sources of study materials like text books and internet services to study/do assignments. The lecturers/educators should encourage students to use library, text books and materials from internet to augment their notes instead of entirely relying on their notes or handout for studying. Furthermore, University management especially Nursing Department should ensure that the libraries are stock with textbook and other accessories for students's use during study. Also there should be improved effort to make departmental libraries available during the day and if possible during night studies.

Furthermore it was equally found out that study environment of most students are poor. This calls for urgent attention of the Government, University management and other stakeholders to embark on renovation, expansion/erection of new structures and other facilities in our higher institutions so to enhance learning and better academic performance.

Limitation of the study

The study was carried out only in south east universities, hence cannot be generalized for the whole country. There were dearth and scarcity of literature both on conceptual as well as related empirical studies. These made comparison and discussion of findings of the study difficult.

Suggestions for further studies

- A comparative study between study habit and academic performance of nursing students in hospital based nursing schools.
- Similar study should be carried out in Department of Nursing Sciences in Private Universities.
- Same study should be carried out in another Department in the Faculty of Health Sciences in South East Universities for comparison.

Summary of the study.

Student performance in education has been an issue of concern to all stakeholders interested in academics. The performance in education is said to have several factors that either negatively or positively affect one's total performance. Such factors could be attributed to personal, environmental or societal factors. Study habit of student is believed to have certain contribution in the student's academic performance.

The main purpose of the study was to assess the relationship between study habit and academic performance of University students in Department of Nursing Sciences in South East, Nigeria. The specific objectives were to assess the relationship between study materials used by the students, planning of study of students, assimilation of contents of study and student's study environment with their academic performance.

Five research questions were answered and six hypotheses tested. Relevant literatures were reviewed including related empirical studies and Albert Bandura's theory of learning was used to anchor the study. A total population of 348 respondents from Department of Nursing Sciences UNEC and EBSU were sampled using power analysis. A stratified simple random technique was used to select sample size from each school. The instruments used for data collection were researcher self developed questionnaire as well as students' results. The questionnaire was validated by two experts in statistics and project supervisor and has a reliability index of 0.76%. Data were analysed using descriptive statistics such as frequencies, percentages, mean and standard deviation for answering research questions. Hypotheses were tested using Spearman Rank Correlation Coefficient. All analysis was done using IBM Statistical Package for Social Sciences (SPSS) version 20. The study revealed that good number of the students (37.6%) has poor academic performance while majority (60.4%) of the students have poor study habit. Majority (60.3%) of the students have poor use of study materials, the planning of study by majority (55.8%) of the students is moderate, majority (67.4%) of the students have poor assimilation of study content and majority (50.6%) of the respondents have poor study environment. The tested hypotheses show that there is a statistically significant relationship between the students' study habit and their academic performance ($p = 0.282 > 0.05$). This implies that poor study habit results to corresponding poor in the academic performance. There is also a statistically significant relationship between the study materials used by students and their academic performance. The result shows a poor mean value of 1.93 which implies that the poorer the use of study materials the poorer the academic performance. There is a statistically significant relationship between planning of study of students and their academic performance. The result shows a moderate mean value

of 2.06. This implies that moderate planning of study results to moderately increase in the academic performance.

However, there is weak relationship between students' assimilation of student content and academic performance with mean value of 1.81 which shows there relationship but is not statistically significant. Also there is a statistically significant relationship between the students' study environment and their academic performance. This implies that poor study environment results to corresponding poor academic performance. The finding also revealed that there is no significant difference between males and females in the relationship between study habit and academic performance and also there is no significant difference across the levels of study in the relationship between study habits and academic performance. Based on the findings, conclusion was drawn and recommendations made.

Conclusion.

Based on the findings of this study, the following conclusion were made

- Good number of the students (37.6%) has poor academic performance.
- Majority (60.4%) of the students have poor study habit.
- Majority (60.3%) of the students have poor use of study materials.
- The planning of study by majority (55.8%) of the students is moderate.
- Majority (67.4%) of the students have poor assimilation of study content.
- Majority (50.6%) of the respondents have poor study environment.
- There is a statistically significant relationship between the students' study habit and their academic performance. ($p = 0.282 > 0.05$). This implies that poor study habit results to corresponding poor in the academic performance.

- There is a statistically significant relationship between the study materials used by students and their academic performance. The result shows a poor mean value of 1.93. This implies that the poorer the use of study materials the poorer the academic performance.
- There is a statistically significant relationship between planning of study of students and their academic performance. The result shows a moderate mean value of 2.06. This implies that moderate planning of study results to moderately increase in the academic performance.
- There is weak relationship between students' assimilation of student content and academic performance with mean value of 1.81. This shows that there is relationship but is not statistically significant.
- There is a statistically significant relationship between the students' study environment and their academic performance. The result shows a mean value of 1.96. This implies that poor study environment results to corresponding poor academic performance.
- There is no significant difference between males and females in the relationship between study habits and academic performance.
- There is no significant difference across the levels of study in the relationship between study habits and academic performance.

Recommendation

The following recommendations were made based on the findings of the study.

- The students should be properly screened on their level of academic performance and study habit by the teachers/lecturers through the use of standardized study habit inventory, pretest, quiz etc. This will help them to

identify students with problem of study habit so as to institute compulsory remedial courses and academic advising for underachievers in order to improve their study habit and academic performance.

- Parents/caregivers should be involved in their children school activities while they are still young to help them develop good study habit which will be carried on to later life.
- The teachers/lecturers should encourage the students to make use of the library and other facilities in school that will help them develop good study habit and better academic performance. This should be done during orientation/welcoming ceremony of new students and from time to time.
- Individual counselling and academic advising should be strengthened in our higher institutions in order to monitor students' progress especially those with problem of study habit.
- The Government and University management should provide conducive environment, internet services and other facilities that encourage teaching/learning process.
- Students' based support network should be encouraged among students such as face book, you tube etc. This will create a forum where students will share and solve their learning problems among their peers/colleagues.
- Direct entering students who are older and more experienced students should be used to guide the generic students on strategies of studying nursing courses.

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APPENDIX I
QUESTIONNAIRE

Department of Nursing Sciences
University of Nigeria Enugu campus

Dear Respondents,

I am a post graduate student of the above named institution conducting a research on assessment of the relationship between study habit and academic performance in Departments of Nursing Sciences in South East, Nigeria.

Kindly answer the questions in the questionnaire by giving honest and frank responses to each question. It is purely for academic purposes so your name is not required.

Thanks for your co-operation.

Yours Sincerely,

Okpa Stella E.

SECTION A - DEMOGRAPHIC DATA

Instructions - Please tick () or fill spaces as applicable in each questions

1. Gender: F () M()
2. Year of study (level of study): 300() 400()500()
3. What is your age
4. Marital status: Widowed () Single() Married() Divorced/Separated()
5. Religion: Christianity ()Islam()African Traditional Religion()
Others specify

SECTION B

Please tick () at the option provided on the side of the following table

Tick	Always	-	4
	Often	-	3
	Seldom	-	2
	Never	-	1

PART 1

S/N	QUESTIONS	ALWAYS	OFTEN	SELDOM	NEVER
6	You rely entirely on your class note during studies.				
7	You use dictionary while reading				
8	You prefer to review your class note at last minute of test or exams.				
9	You know which relevant point to focus and pick when studying with textbook.				
10	You use material from library to augment your note.				
11	You use material from library to do your assignment				
12	You ask for help from others when you don't understand something.				
13	You ask for help from others when you don't have the materials you need for study.				
14	You usually use textbook to augment your lecture note.				
15	You use internet services as a source of your study material				
16	You have a steady note for each course so you avoid writing on pieces of paper				
17	You summarize or make outline while reading.				
18	You usually keep all your notes for each subject together and carefully arrange them for study.				

PART 2:

		ALWAYS	OFTEN	SELDOM	NEVER
19	You have a time table for study				
20	You include time for assignments on your time table				
21	You adhere strictly to your daily reading time table.				
22	When you plan to study subject at particular time you keep to that plan.				
23	You devote much time studying than any other social activities.				
24	You do your assignment on time without waiting to do it at last minute.				
25	You dedicate time to each subject in proportion to its importance				
26	You pause to rest for few minutes every hour during studies				
27	You prepare for your exams from the beginning of the semester without letting your work to accumulate				
28	You organize your time in such a way that you can fit in all your entire subjects.				
29	You prepare everything you need before starting to study so as not to waste time going up and down.				

PART 3:

		ALWAYS	OFTEN	SELDOM	NEVER
30	You fulfil the first condition of reading a topic quickly to get the global idea.				
31	Your constant recall of what you have read helps you to memorise better.				
32	You recall many times what you have helps you to memorise better.				
33	You like to study something/solve problems in group in order to understand things you couldn't learn on your own.				
34	You contribute ideas when you work in team.				
35	You don't keep up with your reading timetable so you have to cram a few days/hours before the test/exams.				
36	You study subjects you should study even when you have little interest for it.				
37	You study with the true intention of learning and memorizing what you are studying.				
38	You come back to what you have learnt after a time so as to learn it better.				
39	You try to concentrate so as to avoid distraction and day dreaming when studying.				
40	You read things over again and again if you don't understand it, although it may cost you an effort.				

PART 4:

		ALWAYS	OFTEN	SELDOM	NEVER
41	You study in an appropriate environment with little or no interruption				
42	You usually study with the radio and television turned down				
43	You prefer to study where you will always chat with friends from time to time				
44	You have personal problems that make it difficult for you to concentrate while studying.				
45	You have a firm will to get down to study even when you don't feel like.				
46	You study the subject that you should study even when you have little interest in the subject.				
47	You control your imaginations and concentrate when you study.				
48	You when in good physical condition without lack of sleep or tiredness.				
49	You give maximum attention to lecturers during explanation.				
50	You ask question in class if you don't understand any explanation.				
51	You take note during the explanation of the lectures.				

APPENDIX II

N&MCN Result From 2009 – 2012 In South East Universities

1. Department of Nursing Sciences UNEC Enugu

YEAR	NO. SAT FOR EXAMS	NO. PASSED	NO. REFERED
2010	35	32	3
2011	66	42	24
May, 2012	74	36	38

2 Department of Nursing Sciences Ebonyi State University Abakaliki.

YEAR	NO. SAT FOR EXAMS	NO. PASSED	NO. REFERED
2009	48	30	18
2010	99	90	9
2011	233	144	199
May, 2012	114	33	81

3. Department of Nursing Sciences, Nnamdi Azikiwe University Nnewi

YEAR	NO. SAT FOR EXAM	NO. PASSED	NO. REFERED
2010	98	90	8
2011	55	35	20
May, 2012	90	43	47

SOURCE: Office of the Director of Nursing, Enugu State Ministry of Health.

APPENDIX III

Sample size determination using power analysis

Sample size $n = \frac{Z^2 P(1-P)}{d^2}$ (population)

Where $n = \frac{Z^2 P(1-P)}{d^2}$

$Z = 95\% = 1.96$ (confidence interval)

$P = 50\%$ (the prevalence rate is not known)

$d = 5\% = 0.05$ (allowable error)

Therefore

$Z = 95\% = 1.96$

$P = 50\% = 0.5$

$d = 5\% = 0.05$

Population = 1784

$$n = \frac{1.96^2 \times 0.5 (1-0.5)}{0.05^2}$$

$$\frac{3.8416 \times 0.25}{0.0025}$$

$$= \frac{0.9604}{0.0025}$$

$$= 384.16$$

$$= \frac{384.16/1 + \frac{384.16}{1784}}$$

$$= 384.16/1 + 0.21533632$$

$$= 384.16/1.21533632$$

$$= 316.09$$

$$= 316$$

316+10% attrition rate

Sample size 316+32

$$= 348$$

APPENDIX IV

To determine sample size proportionately from each school.

$$n_s = \frac{N_s x n}{N}$$

Where

- n_s - sample size of the school
- N_s - population size of the
- N - total population for the study
- n - sample size of the study (Amogu, 2001)

$$\text{UNEC} = \frac{340}{796} \times \frac{348}{1} = 148.6 = 149$$

$$\text{EBSU} = \frac{456}{796} \times \frac{348}{1} = 199.3$$

$$= 199$$

APPENDIX V

Determining sample size proportionately from each course level in the selected schools

$$n_s = \frac{N_s \times n}{N}$$

Where

n_s - sample size of the school

N_s - population size of the school

N - total population for the study

n - sample size of the study (Amogu, 2001)

UNEC							
300	=	$\frac{120 \times 149}{340}$	=	52.6	=	53	
400	=	$\frac{129 \times 149}{340}$	=	56.4	=	56	
500	=	$\frac{91 \times 149}{340}$	=	39.9	=	40	

EBSU							
300	=	$\frac{132 \times 199}{456}$	=	57.6	=	58	
400	=	$\frac{154 \times 199}{456}$	=	67.2	=	67	
500	=	$\frac{170}{456} \times \frac{199}{1}$	=	74.2	=	74	

APPENDIX VI

Determining sample size of each gender from the selected school

$$n_s = \frac{N_s x n}{N}$$

Where

- n_s - sample size of the school
- N_s - population size of the school
- N - total population for the study
- n - sample size of the study (Amogu, 2001)

UNEC

300 level

$$\text{Female} = \frac{105}{120} \times \frac{53}{1} = 46.4 = 46$$

$$\text{Male} = \frac{15}{120} \times \frac{53}{1} = 6.6 = 7$$

400 level

$$\text{Female} = \frac{111}{129} \times \frac{57}{1} = 49.04 = 49$$

$$\text{Male} = \frac{18}{129} \times \frac{57}{1} = 7.95 = 8$$

$$500 \text{ Female} = \frac{79}{91} \times \frac{39}{1} = 33.9 = 34$$

$$\text{Male} = \frac{12}{91} \times \frac{39}{1} = 5.14 = 5$$

EBSU

$$300 \text{ Female} = \frac{105}{132} \times \frac{58}{1} = 46.14 = 46$$

$$\text{Male} = \frac{27}{132} \times \frac{58}{1} = 11.9 = 12$$

$$400 \text{ Female} = \frac{122}{152} \times \frac{67}{1} = 53.4 = 53$$

$$\text{Male} = \frac{32}{154} \times \frac{67}{1} = 13.9 = 14$$

$$500 \text{ Female} = \frac{125}{170} \times \frac{74}{1} = 54.4 = 54$$

$$\text{Male} = \frac{45}{170} \times \frac{74}{1} = 19.6 = 20$$

APPENDIX VII:

Summary of population of study and sample size

Schools	Total Population	Total sample	Level	Level Sample	Gender Sample	
					Female	Male
UNEC	340	149	300	53	46	7
			400	57	49	8
			500	39	34	5
EBSU	456	199	300	58	46	12
			400	67	53	14
			500	74	54	20
					282	66
Total	796	348		348	348	

APPENDIX VIII

1st administration (x)

S/N	Always	Often	Seldom	Never	No of respondents	Total score
	4	3	2	1		
1	6	10	8	12	36	82
2	7	12	9	8	36	90
3	10	9	6	11	36	90
4	13	8	8	7	36	99
5	6	9	10	11	36	82
6	8	11	7	10	36	89
7	16	12	4	4	36	110
8	14	5	11	6	36	99
9	18	12	5	1	36	119
10	11	16	4	5	36	109
11	16	9	8	3	36	110
12	15	7	8	6	36	103
13	17	11	2	6	36	109
14	15	9	6	6	36	105
15	7	13	8	8	36	91
16	7	13	8	8	36	91
17	9	14	8	5	36	99
18	10	14	8	4	36	104
19	13	11	7	5	36	104
20	14	12	7	3	36	109
21	8	13	10	5	36	94
22	16	13	-	7	36	110
23	13	11	9	3	36	106
24	11	15	6	4	36	105
25	10	14	7	5	36	101
26	13	10	7	6	36	102
27	14	16	3	3	36	113
28	15	12	6	3	36	111
29	16	9	6	5	36	108
30	4	8	8	18	36	68
31	10	18	6	2	36	108
32	20	10	5	1	36	121
33	24	8	2	2	36	126
34	16	14	1	5	36	113
35	16	11	6	3	36	112
36	16	10	5	5	36	109
37	2	7	8	19	36	60
38	12	8	4	12	36	92
39	5	8	7	16	36	74
40	7	18	8	3	36	101
41	10	19	5	2	36	109
42	22	8	3	3	36	121
43	16	14	4	2	36	116
44	21	15	-	-	36	129
45	23	13	-	-	36	131
46	21	10	5	-	36	124

APPENDIX X
2nd administration (y)

S/N	Always	Often	Seldom	Never	No of respondents	Total score
	4	3	2	1		
1	6	9	8	13	36	80
2	6	12	10	8	36	88
3	9	9	8	10	36	89
4	14	8	6	8	36	100
5	7	9	10	10	36	85
6	7	11	8	10	36	87
7	17	11	5	3	36	114
8	14	5	11	6	36	99
9	18	12	5	1	36	119
10	10	15	6	5	36	102
11	15	10	6	3	36	109
12	15	7	8	6	36	103
13	16	12	8	6	36	110
14	15	9	2	6	36	105
15	7	13	6	8	36	91
16	7	13	8	8	36	91
17	9	14	8	5	36	102
18	9	15	8	5	36	100
19	12	10	7	6	36	100
20	14	12	8	3	36	109
21	8	13	7	5	36	96
22	15	12	10	8	36	106
23	13	11	1	3	36	106
24	10	15	7	4	36	103
25	10	14	7	5	36	101
26	13	10	7	6	36	102
27	13	15	5	3	36	95
28	15	11	7	3	36	110
29	16	8	7	5	36	107
30	4	6	8	18	36	68
31	10	18	6	2	36	108
32	19	10	5	2	36	118
33	20	9	3	4	36	117
34	16	12	2	6	36	110
35	15	12	6	3	36	111
36	16	10	5	5	36	109
37	2	7	8	19	36	60
38	10	8	6	12	36	88
39	5	8	7	16	36	74
40	7	17	8	4	36	99
41	10	19	5	2	36	101
42	20	9	4	3	36	118
43	15	14	3	4	36	107
44	19	15	2	-	36	110
45	24	12	-	-	36	137
46	26	8	-	2	36	130

APPENDIX XI
Calculation of reliability

Question	X	Y	X ²	Y ²	XY
1	82	80	6724	6400	6560
2	90	88	8100	7744	7920
3	90	87	8100	7569	7830
4	99	101	9801	10201	9999
5	82	85	6724	7225	6970
6	89	91	7921	8281	8099
7	110	114	12100	12996	12540
8	99	99	9801	9801	9801
9	119	119	14161	14161	14161
10	109	102	11881	10404	11118
11	110	109	12100	11881	11990
12	103	103	10609	10609	10609
13	109	110	11881	12100	11990
14	105	105	11025	11025	11025
15	91	91	8281	8281	8281
16	91	91	8281	8281	8281
17	99	102	9801	10404	10098
18	104	100	10816	10000	10400
19	104	100	10816	10000	10400
20	109	109	11881	11881	11881
21	94	96	8836	9216	9024
22	110	106	12100	11236	11660
23	106	106	11236	11236	11236
24	105	103	11025	10609	10815
25	101	101	10201	10201	10201
26	102	102	10404	10404	10404
27	113	110	12769	12100	12430
28	111	110	12321	12100	12210
29	108	107	11664	11449	11556
30	68	68	4624	4624	4624
31	108	108	11664	11664	11664
32	121	118	14641	13924	14278
33	126	117	15876	13689	14742
34	113	110	12769	12100	12430
35	112	111	12544	12321	12432
36	109	109	11881	11881	11881
37	60	60	3600	3600	3600
38	92	88	8464	7744	8096
39	74	74	5476	5476	5476
40	101	99	10201	9801	9999
41	109	109	11881	11881	11881
42	121	118	14641	13924	14278
43	116	114	13456	12996	13224
44	129	123	16641	15129	15867
45	131	132	17161	17424	16113
46	124	130	15376	16900	15128
	4758	4715	502256	492873	49520

APPENDIX XII

Calculation of reliability index using Person's Product Moment Coefficient

Correlation

Formular for correlation (r)

$$\frac{\sum XY - (\sum X)(\sum Y)}{N} \div \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{n}} \sqrt{\sum Y^2 - \frac{(\sum Y)^2}{n}}}$$

where

$$X = 4758$$

$$Y = 4715$$

$$X^2 = 502256$$

$$Y^2 = 492873$$

$$XY = 495202$$

$$\therefore \frac{495202 - \frac{(4752)(4715)}{46}}{\sqrt{\frac{502256 - \frac{(4758)^2}{46}}{46}} \sqrt{\frac{492873 - \frac{(4715)^2}{46}}{46}}}$$

$$495202 - \frac{22433970}{46}$$

$$= 495202 - 487695 = 7507$$

$$\sqrt{\frac{502256 - \frac{22638564}{46}}{46}} \sqrt{\frac{492873 - \frac{22231225}{46}}{46}}$$

$$= 502256 - 492142.7 (492875 - 483281.5) \\ = 10113.3 \times 39585.5 \\ = 96941037.1$$

$$\frac{7507}{\sqrt{96941037.1}}$$

$$= \frac{7507}{9849.86}$$

$$r = 0.76$$

APPENDIX XIII

Department of Nursing Sciences
Faculty of Health Sciences and Technology
University of Nigeria
Enugu Campus
19th February, 2014.

The Chairman,
Health Research Ethics Committee
UNTH, Ituku/Ozalla
Enugu

Sir,

APPLICATION FOR ETHICAL CLEARANCE

I am currently carrying out a research project in partial fulfilment for M.Sc. programme in the Department of Nursing Sciences.

The Topic of the research is Relationship Between study Habit and Academic Performance of University students in Department of Nursing Sciences South East, Nigeria.

The research project is under the supervision of Dr. A.C.Nwaneri of the Department of Nursing Sciences UNEC. Informed consent would be sought from the research respondents before administering questionnaire and information obtained would be treated with utmost confidentiality.

I hereby apply for an approval to enable me proceed for the project. Attached are copies of project proposal, introductory letter from Department of Nursing Sciences and respondents consent form.

Yours faithfully,

Okpa, Stella. E.

APPENDIX XIV

INFORMED CONSENT FORM

I am a post graduate student of Department of Nursing Science, Faculty of Health Sciences and Technology, College of Medicine of Medicine University of Nigeria Enugu Campus.

Voluntary Nature of Participation: Respondent's participation in the study is purely voluntary. You have right to withdraw your consent and discontinue participation in the study at any given time.

Study Procedure: Assessment of the Relationship Between Study Habit and Academic Performance of University students in Department of Nursing Sciences South East, Nigeria. In the study, you will be required to fill the questionnaire. Please feel free to ask for clarification on any question you do not understand.

Risk: The process of filling the questionnaire will not cause you any harm.

Confidentiality: Please note that any information you give will be treated as confidential. Your name will never be used in connection with any information you give.

Feedback: In case of any clarification, you can contact me through this phone number **08059777505**

Response: This has been explained to me and I fully understood the details of the study process.

.....
Signature of Respondents

.....
Signature of Witness

.....
Signature of Researcher

.....
Date

.....
Date

.....
Date

