Influence of Study Habits on the Academic Achievement of Students in Home Economics in Junior Secondary Schools in Enugu State

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ABSTRACT
The study determined the influence of study habits on academic achievement of students in Home Economics in junior secondary schools in Enugu State. Three research questions were raised and answered by the study while 2 hypotheses were formulated and tested for the study. Survey research design was used for this study. The study was carried out in Enugu State, Nigeria which has six education zones, viz: Obollo-Afor, Awgu, Agbani, Nsukka zone, Udi and Enugu. The population of the study was 7172 junior secondary school 3 (JSS 3) students in Home Economics. Yaro yamen was used to determine the sample size of 379 from the population of the study. Multistage sampling which involved stratified simple random sampling technique was used to select 9 intact classes that had 388 students. An instrument titled: Study Habits Inventory Questionnaire (SHIQ) was developed by the researcher from literature reviewed and used for data collection. The instrument was face validated by 3 experts. Cronbach Alpha reliability method was used to determine the internal consistency of the SHIQ items, which showed a Cronbach alpha coefficient of 0.87. Data was subjected to statistical analysis using both descriptive statistics, precisely mean and standard deviation while and inferential statistics-multiple correlation and analysis of variance, ANOVA were used to test the null hypothesis at 0.05 level of significance. The study revealed that scores of study habits that prevail among Home Economics student are poor, average and good study habits. The study showed that the correlation between study habits and students' achievement has positive influence. The result showed that study habits and academic achievement has a significant relationship exist between study habits and academic achievement of secondary school Home Economics students. It was therefore, recommended that teachers of Home Economics should not label students in any dimension as poor students but should work towards a balance and wholeness of knowledge acquisition by shaping attitudes and orientation of the students towards all round learning.
Key words: Academic achievement, Home Economics, students, study habits.

INTRODUCTION
The poor level of understanding accompanied by discouraging achievements of the students in all fields of education in secondary schools, which Home Economics is not exemption, has become a great concern to the educationists, parents and stockholders. The Federal Ministry of Education, Science and Technology (1985), described Home Economics as an interdisciplinary field of study which helps families and individuals to understand and adapt to the effects of social, economic, cultural, and technological changes. It is an applied science subject which is dependent on the integration of different academic disciplines such as the natural sciences, i.e. biology, chemistry, physics mathematics and health science; the social sciences, i.e. sociology, political science, economics, philosophy, psychology; and art in solving problems of families and individuals within the families. National Policy on Education (NPE, 1998) defined Home Economics as the aspect of education which leads to the acquisition of practical applied skills as basic scientific knowledge. In opinion of Yembo (2004), Home Economics is an aspect of Vocational Education that is primarily concerned with development of knowledge, skills and attitudes required for useful and successful occupation which may be in the form of self-reliance or for being gainfully employed by others. In the context of the study, Home Economics is a discipline that equip students in junior secondary schools with the knowledge, professional skills, attitudes and other competencies that are required for self–reliance or strengthening family life through improvement of personal family and community living. The teaching of Home Economics has gained the status and relative importance in all aspect of educational programmes in the contemporary society.

In Nigeria, Home Economics is taught in every school including secondary schools. According to Nigerian Education Research and Development Council (NERDC, 2014), the objectives of teaching Home Economics in secondary schools as contained in the curriculum are to:

1. promote an understanding of textile fibres and their uses;
2. enable the students to identify various fibres and appreciate the interrelationship between textiles and clothing items;
3. promote an understanding of the scientific facts and principles involved in the chemistry of textiles;
4. help students prepare themselves for home and family living;
5. provide certain experiences which are preparation for professional home economics employment;
6. provide the Home Economics education curricula which will qualify the person to meet requirements of the Arizona State Plan for Vocational Education;
7. provide minor programs for students with other majors;
8. offer non-baccalaureate terminal functional education of college level;
9. provide course requirements for a dietitian and
10. provide a major in Home Economics Education at the graduate level.

The students in secondary school learn Home Economics to attain the above objectives in secondary schools.

Students, in submission of Ormrod (2008), are persons who engaged in course of study and devoted to learning or persons who attend schools or seek knowledge from professional teachers or books. Heyneman (2005) opined that students are people who are enrolled or attend classes at primary schools, secondary schools, colleges or universities. In this context, students are individuals formally enrolled in learning of Home Economics in institutions of secondary education. The students are exposed to several activities contained in the curriculum developed by DERDC to enable them acquire the stated knowledge and skills in Home economics. Most students in junior secondary schools in Nigeria are daily confronted with challenges of coping with academic achievement under serious emotional strains. The extent at which the above stated objectives of Home Economics are achieved by students is represented by their academic achievement in the subject.

Academic achievement, in the statement of Wigfield (2002) refers to the knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance. Darling, Mcwey, Howard and Olmstead (2007) defined academic achievement as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Therefore, in this study, academic achievement is the measure of the knowledge, skills acquired and attitudes gained by students in Home Economics with regards to the instructional objectives of the subject. The measure is usually obtained from the students with the help of test and mark awarded to the students by the teacher. In addition, the state and federal recognized educational bodies monitor the overall level of students' academic achievement to decide what, when and how a change should be made, if need be, in the educational system base the on students' achievement. However, the students' academic achievements are influence by several factors. Sabzwari (2004) observed that such factors that influence students' academic achievements include divorce, family size, economic status of the family, environment factor and students' factors like study habits. Bakare (1977) supported that there are eight key sources of poor academic achievement among which study habit tops other factors. The author stressed that study habit problems are associated with student's response to home work and assignments, reading and note taking, time allocation, study period procedure, student's concentration, towards examination and teachers' consultation.

Study habit, in the view of Adeyemo (2005), is a pattern of activity that goes beyond merely reading for pleasure. According to the author, it is a well planned and deliberate form of consistency on the part of the student towards the understanding of academic subjects. Crow and Crow (1992), asserted that study habits, include plan/place, a definite time table and taking brief of well organized notes. In this context, study habit is a well consistent planned strategy or pattern of studying by students towards apprehension of Home Economics in junior secondary schools. In home economics, the study habits of the students play a vital role in reflecting the standard of education and the student's individual achievements. The students may fail to maintain higher level of achievements due to a particular study habit. It is, therefore, desirable that the students should be motivated toward such habits of study by which they may score good grades with better understanding of the subject matter in home economics. Sorenseon (1991) stated that in the good basic study habits, one must study with the

primary intention of understanding, which requires one not to hurry in getting through, instead sustained concentration and interest. Shafiq (1978) reported that study habit has positive relationship with the learning, which results in better achievements of students in secondary schools. Besides, in English language, Mathematics, Basic Science and Biology, literature has shown that there is a significance relationship between students' study habits and their academic achievement, but there is no empirical evidence on the influence of study habit on students' academic achievement in Home Economics in Enugu State. It therefore, becomes necessary to ascertain if there is any relationship between study habits and academic achievement of students in Home Economics in junior secondary schools in Enugu State. Hence, the need for this study.

Purpose of the Study
The purpose of the study was to determine the influence of study habits on academic achievement of students in Home Economics in junior secondary schools in Enugu State. Specifically, the study sought to determine:
  i.   Study habits among students of Home Economics junior secondary schools in Enugu State;
  ii.   The influence of study habit on students' academic achievement in Home Economics in junior secondary schools in Enugu State
  iii. The extent to which the study habits influence students' academic achievement in Home Economics in junior secondary schools

Research Questions
  i.   What are the types of study habits among students of Home Economics junior secondary schools in Enugu State?
  ii.   What is the influence of stud habits on students' academic achievement in Home Economics in junior secondary schools in Enugu State?
  iii. To what extent do study habits influence students' academic achievement in Home Economics in junior secondary schools?

Research hypotheses
  i.   There is no significant difference in the academic achievement of junior secondary school students having good, average and poor study habits in home economics.
  ii.   There is no significant relationship between study habits and academic achievement of junior secondary school students in home economics.

Significance of the study
The beneficiaries of this study are the teachers of Home Economics in secondary schools, the students of Home Economics in junior secondary schools, parents and future researchers. The findings of this study provided information to the teachers and students on the types of study habits that enhance students' academic achievement in Home Economics in junior secondary schools. The teachers would use the information to guide the students on the best study habits to adopt. The students would use the information to adjust on their study habits to improve their academic achievement in Home Economics and other subjects. The parents would use the findings of this study to understand one of the causes of their children's poor academic achievement in Home Economics. They could also use the information to advice and encourage their children on the type of study habits to adopt for better academic achievement in all the school subjects. The findings of this study would be beneficial to future researchers as it would serve as a pointer from which other studies could be carried to determine relevant factor that influence academic achievement of students the schools subjects in junior secondary schools.

RESEARCH METHODOLOGY
Three research questions were developed and answered by the study while two hypotheses were formulated and tested for the study. Survey research design was used for this study. This design was considered suitable because the opinions of a representative of respondent (students of home economics) were assessed using questionnaire and test. The study was carried out in Enugu state.

Area of the estimate population
The State comprises of six education zones, viz: Obollo-Afor, Awgu, Agbani, Nsukka zone, Udi and Enugu. The State had over 221 junior secondary schools that were offering Home Economics subject. The population of the study was 7172 junior secondary school 3 students in Home Economics. Yaro yamen was used to determine the sample size of 379 from the population of the study.

Sampling and sampling techniques

Multistage sampling which involved stratified simple random sampling technique was used to select 9 intact classes from 3 out of the 6 education zone in the State. The classes were selected 3 from each education zone. The 9 intact classes gave a total of 388 students which was very close to the sample size of 379.

Instrument for data collection

An instrument titled: Study Habits Inventory Questionnaire (SHIQ) was developed by the researcher from literature reviewed and used for data collection. The instrument was face validated by 3 experts; two from the department of Home Economics, University of Nigeria, Nsukka and one from the College of Education, Eha-Amufu, Enugu State, Nigeria .

Identification of instruments

The validates were asked to read the SHIQ thorough to check the relevance, content coverage, ambiguity and appropriateness of the items. Their corrections and suggestions were used to improve the initial version for production of the final copies of the questionnaire.

Method of data collection

Two hundred and seventy-two (272) copies of the questionnaire were administered to students of Home Economics in Enugu State to determine the reliability of the instrument. Cronbach Alpha reliability method was used to determine the internal consistency of the SHIQ items. A Cronbach alpha coefficient of 0.87 was obtained, which indicated that the questionnaire items were valid for the study. Five research assistants who were familiar with the area of the study were hired and given orientation on how to administer the questionnaire to the respondents. Two hundred and seven-two copies of the questionnaire were administered to the respondents but two hundred and sixty-two (262) copies were retrieved and analyzed.

Method of data analysis

Data was subjected to statistical analysis using both descriptive statistics, precisely mean and standard deviation while and inferential statistics-multiple correlation and analysis of variance, ANOVA were used to test the null hypothesis at 0.05 level of significance. The mean of the score was calculated and used to answer research questions while standard deviation was used to determine the extent of closeness of respondents' responses. Multiple correlation analysis, r, revealed the extent of association (strength of relationship) between the two independent variables and dependent variables. Study habits are independent variables while the dependent variable is the student's achievement from the scores of their previous examination. Finally, ANOVA was used to test significant difference in the mean scores of study habits and achievement of the Home Economic students in the study area at .05 levels of significance respectively.

RESULTS

The results for the study were obtained from the research questions answered and hypotheses tested through data collected and analyzed.

Research Question 1

1. *What are the types of study habits among students of Home Economics in junior secondary schools in Enugu State?*

Table 2: Types of study habits among students of Home Economics in junior secondary schools in Enugu State

Study Habit	No of students	Mean	Std.dev
Poor	98	2.52	1.31
Average	122	2.50	0.41
Good	42	3.28	0.62

Data in Table 1 revealed that 98 students had poor study habit with a mean value of 2.47, 122 students had average study habit with a mean value of 2.50, and 42 students had good study habit with a mean value of 3.28. The mean values for the 3 groups of study habits in Home Economics were above the cut of point, indicating that the 3 study habits exist among students in junior secondary schools in Enugu State. The average study habit having the highest population of 122 indicates that it is more prevalent among students in junior secondary schools in Enugu State. The standard deviations for poor, average and good study habits were 1.31, 0.42 and

0.62 respectively, which are less than 1.96. This indicates that the respondents were close to the mean and to one another in their response.

Research Question 2

What is the influence of study habits on students' academic achievement in Home Economics in junior secondary schools in Enugu State?

Table 2: Influence of study habit on students' academic achievement in agricultural science in junior secondary schools

Influence	R	R Squared	Adjusted Squared	R
Study habit Academic achievement	0.440	0.031	0.054	

Data in Table 2 indicates a positive influence of study habit on secondary schools students' academic achievement in Home Economics in Enugu State. The Table shows that the calculated 'r' is 0.440, which means that there exists a positive influence of study habit on the students' academic achievements in Home Economics in junior secondary schools. The calculated R^2 of .031 indicates that 31% of the influence observed on the students' academic achievement in Home Economics was accounted for by their study habit. This further showed that study habit, to 31% extent, influences students' academic achievement in Home Economics in junior secondary schools in Enugu State.

Research question 3

To what extent do study habits influence students' academic achievement in Home Economics in junior secondary schools?

Table 3: Influence of study habits on students' academic achievement in agricultural science in junior secondary schools

Study habits	No of students	Mean	r	R Squared	Adjusted R Squared
Poor Academic Achievement	98	2.52 16.78	0.626	0.027	0.018
Average Academic Achievement	122	2.50 23.20	0.385	0.041	0.041
Good Academic Achievement	42	3.28 28.02	0.754	0.055	0.057

Table 3 shows that the calculated 'r' for poor study habit is 0.626, which means that there exists a high influence of poor study habit on the students' academic achievements in Home Economics science in junior secondary schools in Enugu State. The value of 'r' for average study habit is 0.385 which shows that there exists positive low influence of average study habit on the students' academic achievements in Home Economics in junior secondary schools in Enugu State. The value of the calculated 'r' for good study habit is 0.754 which indicates that there exists a positive high influence of good study habit on the students' academic achievements in Home Economics in junior secondary schools in Enugu State. The calculated R^2 is 0.027 for poor study habit, 0.041 for average study habit and 0.055 for good study habit, indicating that 27%, 41% and 55% of the variance observed on the students' academic achievement in Home Economics was accounted for by their different study habits respectively.

Hypotheses 1

There is no significant relationship between study habits and academic achievement of junior secondary school students in home economics

Table 4: One- way ANOVA on relationship between study habits and academic achievement of junior secondary school students in home economics

Variable	Pearson's Correlation	Study Habits	Academic Achievement
Study Habits	Pearson's Correlation	1	0.512
	Sig. (2 Tailed)	272	0.000
	N		272
Academic Achievement	Pearson's Correlation	0.512	1
	Sig. (2 Tailed)	0.000	272
	N	272	

N= number of students

Table 4 revealed that the correlation coefficient between study habits and academic achievement is 0.512. This shows positive correlation between academic achievement and study habits and the magnitude of the relationship is high and strong. It means that when there is an increase in the scores of study habits there will be also an increase in the academic achievements of the students in Home Economics in junior secondary schools. Therefore, the hypothesis of no significant relationship between study habits and academic achievement of junior secondary school students was rejected.

Hypothesis 2

There is no significant difference in the academic achievement of junior secondary school students having good, average and poor study habits in home economics

Table 5: One-way ANOVA on the academic achievement of junior secondary school students having good, average and poor study habits in home economics

Study Habit	N	Mean	SD	Std. Error of mean	F- value (df=270)	Sig.
Poor	98	15.80	3.72	0.98		
Average	122	23.21	3.02	0.90	15.670	0.000
Good	42	28.05	3.04	0.96		

N= number of students, SD= Standard Deviation, tabulated F-value of 3.11

The Table 5 shows that significant value 0.000 is less than the p-value of 0.05. This shows that the academic achievements of the students having good, average and poor study habits differ significantly. Therefore, the hypothesis of no significant difference in the academic achievement of junior secondary school students having good, average and poor study habits was rejected. The implication is that the academic achievements of the students having good, average and poor study habits differ significantly, the students having good study habits achieve highest, and the students having poor study habits achieve lowest.

DISCUSSION OF RESULTS

The study revealed that scores of study habits that prevail among Home Economics student are poor, average and good study habits. The study showed that the correlation between study habits and students' achievement has positive influence. This means that those who have poor study habit actually achieved poorly since the 'r' value of 0.440 shows positive influence. Furthermore, the r^2 value was 0.31, which means that study habits influences the Home Economics students to the extent of 31%. The findings also indicated that that there is commensurate influence of the poor, average and good study habits based on the mean achievement score of Home Economics students. In which case, the variances for each of the study habit category were 27%, 41% and 55% respectively. The study also revealed on a one way ANOVA on relationship between categories of study habits and academic achievement and the correlation coefficient was 0.512, which indicates high magnitude of relationship. This shows that the higher the scores of study habits, the higher will be the level of students' achievements, hence significant relationship exist between study habits and academic achievement of secondary school Home Economics students.

Besides, the study was in agreement with the report by Panda (2009) and Good and Brigman (2003) who stated that students' performance will be poor when they do not adopt effective methods of studying. Ogbodo (2010) also revealed that adoption of bad approach to studying leads to poor results while good study approaches (habits) leads to high enthusiasm and thus, good results. Similarly, Sheikh and Jahan (2012) agreed that good

study habits are good asset to learners because they help students attain mastery in their areas of specialization and ensure excellent achievement. It means then, that the bad study habits leads to very poor achievement by the learners. This also agrees with Alonge (2005) who said that good study habit is a key to effective learning. Panda (2009), and Oluwatimilehin and Owoleye (2012) found that there is highly significant relationship between study habits and academic achievement of students in schools at various levels of education.

CONCLUSION AND RECOMMENDATION

This study achieved its purpose because it revealed the influence of study habit on students' achievement in Home Economics in Enugu State. Actually, based on the findings of the study and those of previous related studies, study habits vary from individual to individual. This is due to personal attitudes towards the variables in the learning environment. Three main types of study habits are the poor and good study habits. However, for those found in between good and poor study habits, this study regarded them under possessing average study habits.

In addition, findings of the study revealed students achievement in accordance with their study habits. To this end, a high correlation exists among the variables of study habits considered in the present study. Thus, all the dimensions have influence in the students' achievement in home economics. Nonetheless, those who possessed poor and average study habits could be encouraged to perform better in their academic endeavours through counseling services. This may be with special attention on the attitudes towards homework and assignment, time allocation through proper planning, and attitudes towards reading and notes taking. It would also include study period procedures, concentration, and written work, attitudes towards examination and teacher consultation. Based on the findings of the study, it was recommended that:

1. Teachers of Home Economics should not label students in any dimension as poor students but should work towards a balance and wholeness of knowledge acquisition by shaping attitudes and orientation of the students towards all round learning.
2. Students should use the information provided by this study to make necessary adjustment on their study habits to enhance their academic achievement in the school.
3. Parents should encourage their children to develop good study habits to improve their academic achievement in different subjects in junior secondary schools.
4. Modern instructional facilities or resources shall be made available including Audio-visual, and multi-media gadgets which would be in tandem with the 21st century global world. This would help in addressing individual variability and interest among the students with different study habits.

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