



Effect of Poor Time Management, Reading and Library Utilization on senior Secondary I & II Students' Academic Performance in Selected Secondary Schools in Rivers State.

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ABSTRACT

The purpose of this study was to investigate the effects of time management, reading and library utilization on students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers State. Descriptive survey design was adopted for this study. The population of the study was 17,260 students which comprised of 7,519 males and 9,741 females senior secondary schools I and II students in Thirty-Two (32) Public Senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas, Rivers State. The simple random technique was used to select 10 Public senior secondary schools in both Ikwerre and Obio/Akpor Local Government Areas of Rivers State. The Taro Yamane formula was used to determine the sample size. Therefore, the sample size of the study was Seven Hundred and Sixty-four (764) respondents which comprised of Three Hundred and Eighty (380) Male and Three Hundred and Eighty-Four (384) Female Students in SS I and II. A well structured 12 items questionnaire was used for data collection. The reliability of the instrument gave a Pearson Product Moment correlation coefficient index of 0.80 which was considered reliable. The data collected were analyzed using mean and standard deviation in answering the research questions while the null hypotheses formulated were tested using the z-test at 0.05 level of significance. The result showed that non adherence to good study habits could lead to poor academic performance as reflected in the below average scores of majority of the senior secondary I and II students in Mathematics, English Language, Chemistry, Biology and Physics third term promotional examination in both Ikwerre and Obio/Akpor Local Government Area of Rivers State. From the findings of this study it was concluded that study habits; proper time management, reading and utilization of the library are good study habits that can impact positively on academic performance of students, and that any student desiring success should imbibe. Therefore, the researcher recommended that parents, teachers and other stake holders in senior secondary schools in both local governments should encourage students to adopt these study habits for better performances in their academics.

Keywords: Study habits, Time Management, Reading, Academic Performance

INTRODUCTION

Time management is a study habit that helps students to prioritize their studies accurately judge the amount of time needed to complete them. It helps students to complete their studies or any other activities in a timely fashion, and learn to manage and stick to a schedule. According to Patrick (2013), time management often involves students monitoring their own efforts and actions, having an appropriate sense of urgency to complete assignments, and having the ability to efficiently follow step-by-step procedures.

Reading as a study habit includes not only the recognition and assimilation of the written content, but also understanding, comprehension, retention, recall and communication (Gregory, 2003). Students' reading skills are important to their success in school as they will allow them to access the breadth of the

curriculum and improve their communication and language skills. Additionally, reading can be a fun and imaginative time for students, which opens doors to all kinds of new worlds for them (Nord Anglia Education. 2019).

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing (Derek, 2011). It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, e-books, audiotapes, databases other formats (Derek, 2011). Libraries range in size from a few shelves of books to several million items. The issue about the library as a haven for learning, teaching and research is actually an extended debate, but this argument has met responses from information professionals who argued in the light of the transformational position of the library in this era (Omeluzor et al., 2013). Libraries all over the world serve their parent institutions. Despite the type and where a library is situated, their roles remain the same; to select information resources in both print and electronic formats, acquire, organize, disseminate the resources to the immediate users and beyond and to educate the users how to use the resources (Omeluzor et al., 2013)

Study habits is how one studies. That is, the habits which students form during their school years. Without good study habits, a student cannot succeed. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance. Thus, study habit is one of the greatest students or learning factors that hugely influences students' academic achievements (Ebele & Olofu, 2017). According to Bashir and Mattoo (2012), study habits are well planned and deliberate pattern of study which a student acquires and has attained a form of consistency on the part of students towards understanding academic subjects and passing examination. Study habits reflect the standard of education and the student's individual achievements during the school years, hence, students are expected to avoid distraction of any kind. put in their best, time themselves, read with focus and with the study materials. As a way of adopting study habits, students are expected to participate actively in class activities by doing their homework assignment, attending to quiz and presentation.

Good study habits are good asset to students, they help to develop the students mental development, scientific characters and thinking are developed in the mind of the students as they are guided through systematic scientific processes, cognitive skill gradually improves. Yeboah and Ewu (2014) agreed that cognitive skills in scientific process emphasize intellectual skill or mental process that brings to mind simple recall of facts to highly original and creative way of combining and synthesizing scientific ideas. Practical knowledge is that aspect of science learning skill retained after cognitive knowledge has been forgotten. Practical skills transfer knowledge necessary for problem solving and functional living. Practical skill is important, it help the students to plan, designs a problem, create new idea and procedures and put familiar things together in another new arrangement.

Purpose of the study

The purpose of the study was to investigate the effects of time management, reading and library utilization on students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers State.

The Specific objectives of the study are to:

1. Investigate male and female students' time management as a study habit and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state.
2. Investigate male and female students' reading habits and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state.
3. investigate male and female students' library utilization and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state.

Research Questions

The following research questions guided the study:

1. To what extent does time management as a study habit affect male and female students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state?
2. To what extent does reading affect male and female students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state?
3. To what extent does library utilization affect male and female students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance:

- H₀₁:** There is no significant difference between male and female students' time management as a study habit and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state.
- H₀₂:** There is no significant difference between male and female students' reading habit and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state.
- H₀₃:** There is no significant difference between male and female students' library utilization and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state.

RESULT

Research Question 1: To what extent does time management as a study habit affect male and female students' academic performance in Public Senior Secondary Schools in Ikwerre and Obio/Akpor Local Government Area, Rivers State.

S/N	Item	Male Students (N =380)			Female Students (N =384)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1.	Proper time management have helped me perform better in my studies.	2.36	0.82	L	1.64	0.65	L
2.	Adhering strictly to my personal study time table has help improve my academic performance.	2.45	0.58	L	2.02	0.99	L
3.	I spent time doing my home work and assignments at home.	2.41	0.77	L	1.64	0.64	L
4.	I have difficulty managing my time for studies.	2.53	1.18	H	3.51	0.53	H
Grand Mean/SD		2.44	0.84		2.20	0.70	

Table 1 above revealed the mean ratings of responses of male and female students on time management as a study habit and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers State. Table 1 indicates that proper time management, adhering strictly to personal study time table and allocating time doing home work and assignments at home has to a less extent help improve on the academic performance of both male and female senior secondary I and II students as indicated by the less than 2.50 acceptable mean ratings. The table also showed that to a high extent, both male and female students have difficulty managing their time for studies with mean ratings of 2.53 and 3.51 respectively.

Research Question 2: *To what extent does reading influences male and female students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state?*

Table 2: Mean Rating of Male and Female Students' Reading Habit and it Influence on Academic Performance in Public Senior Secondary Schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers State

S/N	Item	Male Students (N =380)			Female Students (N =384)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
13.	I like reading my books.	2.92	0.59	H	2.59	0.53	H
14.	I read in my class because my home is not conducive for reading.	2.53	0.70	H	2.59	0.50	H
15.	Regular reading of my books have help improved my grades.	2.22	1.26	L	1.73	0.85	L
16.	I avoid distractions in school and at home while reading.	2.52	0.81	H	1.72	0.83	L
Grand Mean/SD		2.55	0.84		2.16	0.68	

Source: Field Survey, 2019

Table 2 above revealed that to a high extent both male and female students in both Ikwerre and Obio/Akpor Local Government Areas of Rivers State like reading their books and this is mostly done in class because their homes are not conducive for reading. The Table also showed that both male and female students are of the opinion that to a less extent, regular readings of their books can help them improved their grades. Additionally, Table 2 also indicates that majority of the male students agreed that to a high extent they avoid distractions in school and at home while reading while majority of the female students opinion differs from their male counterpart.

Research Question 3: *To what extent does library utilization influences male and female students' academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state?*

Table 3: Mean Rating of Library Utilization of Male and Female Students and its Influence on Academic Performance in Public Senior Secondary Schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers State

S/N	Item	Male Students (N =380)			Female Students (N =384)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
5.	Using the library either in school or at home helps me to study for good grades.	2.18	1.06	L	1.99	0.70	L
6.	The library provides a quite environment for my studies.	2.16	0.62	L	1.73	0.85	L
7.	I use the books available in the library.	2.09	0.45	L	3.21	0.82	H
8.	There is no library in my school.	3.77	0.70	H	3.91	0.28	H
Grand Mean/SD		2.55	0.71		2.71	0.66	

Source: Field Survey, 2019

Table 3 above showed that to a less extent both male and female students utilization of the library either in school or at home has not help them to study for good grades, and that the library provides a quite environment for studies. The Table also indicated that male student to a less extent use the books available in the library where there a library while female students to a high extent also use the books available in the library. However, both male and female students agreed to a high extent that what they have as a library can best be described as no library at all.

Hypotheses Testing:

H₀₁: There is no significant difference between male and female students’ response on time management as a study habit and its influence on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state.

Table 4: z-test Analysis of Response in Question

Item	Mean	SD	N	df	z-tab	z-cal	L.S	Decision
Male Students	2.44	0.84	380	762	1.96	3.04	0.05	H ₀₁ Rejected
Female Students	2.20	0.70	384					

The z-test result presented in Table 4 above reveal that z-calculated value (z-cal) of 3.04 is greater than the z-table value (z-tab) of 1.96 at 0.05 level of significance and 762 degree of freedom (df). This according to the decision rule stated in chapter 3, means that there is a significant difference between male and female students’ response on time management as a study habit and its influence on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state. Therefore, null hypothesis one (H₀₁) is rejected.

H₀₂: There is no significant difference between male and female students’ reading habit and its influence on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state.

Table 5: z-test Analysis of Response in Question

Item	Mean	SD	N	df	z-tab	z-cal	L.S.	Decision
Male Students	2.55	0.84	380	762	1.96	5.00	0.05	H ₀₄ Rejected
Female Students	2.16	0.68	384					

Source: Field Survey (2019)

Table 5 above showed that z-calculated value (z-cal) of 5.00 is greater than the z-table value (z-tab) of 1.96 at 0.05 level of significance and 762 degree of freedom (df). This according to the decision rule stated in chapter 3, means that there is a significant difference between male and female students’ reading habit and its influence on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state. Therefore, null hypothesis four (H₀₄) is rejected.

H₀₃: There is no significant difference between male and female students’ library utilization and its influence on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state.

Table 6: z-test Analysis of Response in Question

Item	Mean	SD	N	df	z-tab	z-cal	Sig. level	Decision
Male Students	2.55	0.71	380	762	1.96	2.30	0.05	H ₀₂ Rejected
Female Students	2.71	0.66	384					

Source: Field Survey (2019)

The z-test result presented in Table 6 above showed that z-calculated value (z-cal) of 2.30 is greater than the z-table value (z-tab) of 1.96 at 0.05 level of significance and 762 degree of freedom (df). This according to the decision rule stated in chapter 3, means that there is a significant difference between male and female students’ library utilization and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Areas of Rivers state. Therefore, null hypothesis two (H₀₂) is rejected.

FINDINGS

Study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell how much a student will learn and how far he/she wants to go, and how much he/she wants to earn. All of these could be decided with the help of the student's study habits throughout his/her stay in the school. Therefore, it is believed that good study habits correlates scholastic or academic achievement. This study was designed to investigate the effect time management, reading and library utilization on senior secondary I and II students' academic performance in Ikwerre and Obio/Akpor Local Government Area of Rivers State.

In considering time management as a study habit and its effect on male and female students' academic performance in public senior secondary schools in Tkwerre and Obio/Akpor Local Government Areas, the study found that students have difficulty adhering strictly to personal study time table and allocating time doing home work and assignments at home. Also, the study found that to a high extent, both male and female students have difficulty managing their time for studies. These findings call for concern as Covey (2004) opined that the development of a study schedule provides a guide for students on how to allocate the available time in the most productive manner. The ability to stick to a routine, efficient study schedule, which accommodates day and night time energy levels, enhances concentration. Furthermore, the scholar found that a carefully designed study time table gives direction to students and provide for even distribution of subjects in perceived difficulty, This if adhered according to the scholar should invariably lead to better academic performance, but unfortunately this study revealed non-adherence to personal study time table.

On research question 2, the findings of the study revealed that to a high extent both male and female students like reading their books and this is mostly done in class because their homes are not conducive for reading. It was also found that both male and female students are of the opinion that to a less extent, regular reading of their books could help improved their grade. This is corroborated with Rich (2007) who stated that schools at all levels fail to establish a culture that values reading, and there is just little knowledge about every day reading habit in a student and how these practices affect their academic performance. Everyday reading habit according to Issa (2012) consists of students reading activities for many purposes such as relaxation or information.

Furthermore, the study found that majority of the male students agreed that to a high extent they avoid distractions in school and at home while reading while majority of the female students opinion differs from their male counterpart. Many educators have the habit of encouraging their student to read outside the classroom in order to improve reading comprehension. Sadly, the homes of these students are riddled with distractions that discourage these students from reading. Pearson (2015) found out that pleasure reading have greater influence on a child's academic performance than the socio-economic background.

In response to research question (3), the study found that to a less extent both male and female students utilization of the library either in school or at home have helps them to study for good grades, and that the library provides a quite environment for studies.

The study also found that male student to a less extent uses the books available in the library where there is a library while female students to a high extent also use the books available in the library. However, both male and female students agreed that to a high extent, what they have as a library can best be described as no library at all. These findings agreed with Mekonnen (2014) findings that in some public schools where libraries exist, there is lack of resources like reference materials, well organized selves and computers with internet access. For any nation to be proud of their educational development, it should be able to boost of a viable and functional information communication technology driven education in secondary school especially in this fast changing world of globalization. Olayinka (2016) also opined that the library is the most vital part of learning and education process which consist of all the learning resources such as different kinds of books, tape, newspapers, computers etc. The scholar recommended that the library should be made available to students to utilize for their studies, learning and borrow books. The Availability of library facility in any school according to Olayinka (2016) makes learning processes more effective and advanced. This provides a logical explanation on the poor performance of

these students in the third term promotional examination in Mathematics, English Language, Chemistry, Biology and Physics.

For the three null hypotheses tested, it was found that there is a significant difference between male and female students' students' time management, library utilization, students' reading habit and its effect on academic performance in public senior secondary schools in Ikwerre and Obio/Akpor Local Government Area, Rivers state. These observations could be as a result of proximity of the two local government areas under consideration as what is happening in public secondary schools in Ikwerre could spilled over to the public secondary schools in Obio/Akpor local Government Areas.

CONCLUSION

From the findings of this study, it can be concluded that as study habits; proper time management, reading and library utilization are good study habits that any student desiring success should imbibe as this study have shown that students' poor study habits could lead to poor academic performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made to help students develop and practice good study habits:

1. Parents, teachers and other stakeholders in the educational system should encourage students to adopt effective study habits such as proper time management, reading and utilization of the library for better performances in their academics.
2. Teachers should observe their students and caution them against anti-study behaviours (such as trauncy, lack of reading materials, absenteeism from class activities) which may impact negatively on their academic performance.
3. School counsellors and teachers should apply the principles of positive reinforcement to increase students' motivational level in their study habits.
4. School counsellors should be able to assess students' interest areas in their study habits enhancement.
5. Public school authorities should organize periodic workshops and seminars for students to educate them on the need to cultivate the good study to improve their academic performance.

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