Relationship Between Self Esteem, Study Habits and Academic Achievement of Undergraduates in Tertiary Institutions in Anambra State

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ABSTRACT
The main purpose of this study is to ascertain the relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State. A correlational survey research design was employed for this study. The population for the study consisted of 2,623 300 level undergraduates in 2018/2019 academic session offering educational statistics in tertiary institutions in Anambra State. Sample for the study was 599 undergraduates (288 males and 311 females) drawn using multistage sampling procedure. Simple random sampling involving balloting without replacement was used in selecting three tertiary institutions. Data were analyzed using Pearson Product Moment Coefficient to answer research questions one to four, and multiple regression for research question five and the hypotheses. For decision on the research questions, the coefficient (r) and the size of the relationship were interpreted using the interpretation of correlation coefficient. The findings of the study indicate that there is moderate positive relationship between self-esteem and academic achievement of undergraduates in tertiary institutions in Anambra State. There exists high positive relationship between study habits and academic achievement of undergraduates in tertiary institutions in Anambra State. There is high positive relationship between self-esteem and academic achievement of male undergraduates, while there is moderate positive relationship between self-esteem and academic achievement of female undergraduates in tertiary institutions in Anambra State. There exists high positive relationship between study habits and academic achievement of male and female undergraduates in tertiary institutions in Anambra State and that there is high positive relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State. Based on the findings of this study, the study concludes that there is positive and significant relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State. The study recommends that government should post more trained counselors to all the tertiary institutions in Anambra State so as to help counsel undergraduates with low self-esteem and also help them develop good study habits.

Keywords: Self Esteem, Study Habits, Academic Achievement, Undergraduates, Anambra State

INTRODUCTION
The purpose of higher education in Nigeria has long been identified by the Federal Government of Nigeria (FRN 2013) in her National Policy on Education as the means by which the whole man would be developed physically, mentally, morally and technologically such that the individual functions effectively in the environment that he finds himself. It further stated that higher education in Nigeria aims at the following: the acquisition, development and inculcation of proper value orientation for the survival of the individual and society, the development of the intellectual capacities of individuals to understand and
appreciate their environments, the acquisition of both physical and intellectual skills which will enable individuals to develop into careful members of the community and the acquisition of an objective view of the local and external environment.

Higher education is expected to produce graduates that would be worthy in character and in learning. The question that now bothers everyone is whether present day tertiary institutions in Nigeria are living up to their mission given the frequency and intensity of behavioral and educational problems such as students’ violent demonstrations, poor academic performances, examination malpractices, cultism, drug abuse and addictions as well as low funding of the educational sector.

Over the years, the investigations of the factors that influence academic achievement of students have attracted the interest and concern of stake holders and researchers. This is because of the public outcries concerning the low standard of education in the country. The prevailing poor academic achievement of undergraduates’ in Nigeria today has an overwhelming effect on the country’s image and presents a devastating challenge to teachers and parents. Academic achievement has been linked with various factors of which some are resident in the society, some in school, some in the child’s home and others in the child himself (Salau 2015). In their separate researches, (Ajila 2016; Adejoh, 2017) have examined the causes of poor academic achievement among university undergraduates. Some of the factors identified are poor intellectual ability, poor study habits, low achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure, problem of inadequate facilities in the school, societal problems like government policies and low funding of educational sector.

Self-esteem is the image an individual has of himself or herself which is a composite of the beliefs he or she has about himself or herself including his or her physical, psychological, social and emotional characteristics, aspirations and achievement (Ogomaka & Ekejiuba, 2019). Obadara and Olaopa (2018) described self-esteem as person’s global judgments of competency regarding one’s self-worth. This construct emerges when students compare their self-evaluation with actual performance on a variety of tasks. According to Abdullahi (2011), self-esteem as one of the vital component in forming a healthy competence in scholastics is seen as the evaluative appraisal of the experience of being capable of meeting academic challenges. It could be seen as how a student perceives his or her academic ability when compared with other students because a student’s self-esteem has a significant impact on almost everything he or she does, the way he or she deals with challenges, engages in activities and interacts with others.

Interestingly, research has demonstrated that one of the best ways to improve students’ achievement is to increase their self-esteem. This can be achieved by working with students to restore their belief in themselves, so they persevere in the face of academic challenges. Thus, self-esteem construct is recognized today to be a major factor in learning outcomes (Numan, & Hasan, 2017). In general, therefore, individuals with positive self-esteem feel more confident and tend to worry less about rejection than those with negative self-esteem. People with negative self-esteem lack confidence, clarity, and certainty in themselves, they also tend to generalize failure in one area of their lives to overall failure causing them to have increased feelings of shame and humiliation (Monica, 2015). People with positive self-esteem see little discrepancy between their ideal and real selves, whereas an individual who perceives a great discrepancy is more likely to have negative self-esteem. Ogunduyilemi (2018).According to Sakirudeen and Sanni (2017) having positive (high) self-esteem motivates people to achieve their goals. Positive self-esteem leads one to cope better with certain circumstances, and negative (low) self-esteem leads to avoidance.

Jafari, Aghaei and Khatony (2019) reported that the status of study habits and academic achievement of male and female undergraduates did not significantly differ from each other. On the contrary, Ahmad and Umaru (2014) reported that undergraduate students have significant gender differences in their study habits and academic achievement. The possible explanation for these controversial findings might be probably because the studies were carried out with different geographical location and on diverse population under vary learning environment. The difference in self-esteem of male and female can lead to differences in their academic achievement. The need arises for further studies to take gender into
consideration in an attempt to build anew evidence on the relationship between self-esteem, study habits and academic achievement. Given the diverse opinions on the nature of relationship between self-esteem and academic achievement, and the apparent lack of effective study habits among students, this research work focused on this relationship. The researcher, by closely observing students at secondary school level and by working closely with undergraduates in tertiary institutions, the researcher is of the view that the amount of effort a student is willing to put into his or her academic work is highly related to his or her self-image. Perhaps, the study habit a student adopts in the course of learning also has effect on his or her overall academic achievement, and this is an issue that calls for further empirical research and it is the focus of this present study.

Statement of the Problem
The Nigerian society places great emphasis on education because it is believed to be the principal avenue for national development. However, this can only be achieved if students who are in the citadel of learning get actively involved in academic activities to attain better academic achievement and consequently contribute to technological advancement of the nation. In spite of these laudable values attached to learning outcomes, there appears to be abysmal academic achievement of undergraduates of tertiary institutions in Anambra State. This may be connected to self-esteem and study habits of undergraduates because the students receive lectures under the same learning conditions and some perform poorly and others achieve better academic achievement. Some undergraduates of tertiary institutions in Anambra State appear to have poor confidence in self-worth which create anxiety, depression and mental illness that adversely affect their studies. Some undergraduates often think poorly of their intellectual capacity to excel academically. They often feel incompetent, unloved, or inadequate and these can be detrimental to their health and can negatively affect their academics. It is observable that some students have poor study habits such as procrastination, poor note taking, poor time management, not completing assignments and studying in inappropriate environmental conditions. Some undergraduates of tertiary institutions in Anambra state seem to hardly develop a study plan to guide their studies. Some undergraduates seldom review their lecture notes except during examinations or when preparing for a test and even when studying, some are distracted by watching television, listening to loud music and social networks due to excessive internet addiction. This poor reading habits result to poor and deteriorating understanding and retention of knowledge among undergraduates which can adversely affect their academic achievement. A student who is not well educated cannot be fully integrated into the society and therefore cannot contribute positively to his personal life and the society. The problem therefore before this study, is to determine the relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.

Review of Literature
Conceptual Framework
Self-esteem
Self-esteem refers to a person’s overall evaluation of his or her own worth. It encompasses beliefs such as “I am competent”, emotions such as triumph, despair, pride and shame. It can also apply to a particular dimension such as “I believe I am a good writer and I feel proud of myself or I believe I am a good person and I am proud of that.” Self-esteem can be equated to self-worth, self-regard, self-respect, self-love, and self-integrity. Bagat (2016) defined self-esteem in terms of a stable sense of personal worth or worthiness. Self-concept therefore, is a concept of personality and for it to grow, we need to have self-worth, and this self-worth will be sought from embracing challenges that result in the showing of success. For Perera, (2016) self-esteem can be defined as how favourably individuals evaluate themselves. Self-esteem is the perception or imagination of an individual about his herself over a period of time. According to Achor, Ogbeha and Umoru (2014), self-esteem is the relationship between one’s real self and one’s ideal self. Self-esteem is a set of attitudes and beliefs that a person brings with him or herself when facing challenges. It includes beliefs as to whether he or she can expect success or failure, how much effort
should be put forth, whether failure at a task hurts or not and whether he or she will become more capable as a result of difficult experiences. Olutola, Olatoye and Olatoye (2016) conceptualized self-esteem as set of indicators for mental well-being. In basic terms, self-esteem is an internal belief system that an individual possesses about one’s self. According to Olea, Bernal and Hernandez (2012), self-esteem is how much value people place on themselves and it is the evaluative component of self-knowledge. Furthermore, Olea et al assert that self-esteem may refer to an accurate, justified, balanced appreciation of one’s worth as a person and one's successes and competencies, but it can also refer to an inflated, arrogant, grandiose, unwarranted sense of conceited superiority over others.

**Study Habits**

Study habits are a general plan or method that a learner formulates and adopts over a time for achieving an academic goal. Akpan and Salome (2015) conceptualized study habits as those techniques such as summarizing, note taking, outlining or locating materials which learners employ to assist themselves in the efficient learning of the material at hand. Study habits are the tendency of a student to study, whether it is systematic or unsystematic, efficient or inefficient and implies a sort of more or less permanent method of studying. According to Atsuwe and Nyikwagh (2017), study habits is a pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. Furthermore, Atsuwe and Nyikwagh stressed that it is the degree to which the student engages in the routines (such as reviews of materials, frequency of studying sessions among others) occurring in an environment that is conducive to studying. It specifies what will be done to achieve the goal, how it will be done, where and when it will be done.

Study habits are ideas for accomplishing learning goals, a kind of overall plan of action. A student strategy for learning a material might include the tactics of using mnemonics to remember key words, first skimming the chapter to identify its organization, and then writing sample answers to possible essay questions. Ahmed, Hossain and Rana (2018) defined study habits as the learning tendencies to which students engage in regular acts of studying. The authors also add that it is the ways and manners students plan their private academic reading outside lecture hours for mastering a particular subject or topic. Study habits refers to the manner, ways, or habits with which a student consistently studies especially during school years. According to Carew cited in Amadu and Duna (2018), study habits are constituting those behaviors” and/or activities associated with planning and organizations of time for reading as well as motives and habits, learning and remembering strategies, notes taking, planning and preparation of assignments and projects and use of library.

According to Alburaidi and Ambusaidi (2019), students’ study habits no doubt have strong relationship with their attitudes, motivation and achievement. Students’ attributes of learning (attitudes, motivation and achievements) are largely influenced by their study habits.

**Theoretical Framework**

Related theories to this study were reviewed in this section.

**Sociometer Theory (SMT)**

The sociometer theory was developed by Leary and Downs in 1995 to explain the functions of self-esteem. They argued against the notion that individuals have a need for self-esteem. In contrast, sociometer theory claims that the pervasive need individuals have is the need to belong. According to them, self-esteem is often over attributed and misperceived in society as the driving force behind many behaviours. They proposed, however, that self-esteem evolved to monitor one’s social acceptance and is used as a gauge for avoiding devaluation and rejection.

The sociometer theory is strongly grounded in evolutionary theories which suggest that survival depends on social acceptance for reasons such as protection, reciprocal behaviours and most importantly reproduction. The monitoring of one’s acceptance via self-esteem is, therefore, crucial in order to achieve these kinds of social interactions. Leary and Downs suggested that the socio-meter’s function was not only to ensure that an individual was not excluded from their social group but also to rate the strength of the social group compared to other groups. Sociometer theory maintains that self-esteem evolved to check one's level of status and acceptance in one's social group.
In general, people are highly motivated to protect their self-esteem and to increase it through their thoughts and actions. A sociometer, as propounded, is a measure of how desirable one would be to other people and this is influenced by one’s self-esteem. This measurement may be carried out in a variety of ways such as through team members, relationship partner, employee, colleague or numerous other ways. Sociometer is useful in explaining why people are so concerned with self-esteem. Self-esteem measures the traits individual have according to how socially acceptable they are and how these qualities integrate them into the society. This measurement helps to guide people through their social interactions on a daily basis.

Since many of the other theories on self-esteem have some difficulties in fully explaining the purpose of self-esteem, sociometer theory was proposed as a new perspective on the topic in order to help better answer the questions that other theories have left unanswered. Leary and Downs proposed that self-esteem is a gauge that monitors interactions between people and sends signals to the person to keep him or her in check with how socially acceptable his or her behaviours are. This theory is based on the notion and assumption that all humans have an inherent desire to have interpersonal relationships and to maintain these in a productive manner. The drive for interpersonal relationships has been developing since the beginning of the human species. It is believed that those in groups had the best survival and highest chances of reproducing.

People have evolved to have a psychological gauge for sensing signals from these interactions concerning how well their behaviours are integrating them into society and how they are being accepted or rejected. The value of a person’s relationships is often derived from other’s reactions to the individual and this has a great influence on the sociometer, which is sensitive to the slightest change in these perceptions. When a person’s behaviours are causing a decrease in their evaluation as an individual, the sociometer signals them to become aware of this threat to their acceptance in society, driving them to address the issue.

In specific terms sociometer theory provides a framework on which the present study is based. First, the assumption that the prevalent level of self-esteem a student possesses can either positively or negatively affect his or her academic achievement has bearing on sociometer theory. The sociometer theory views self-esteem as an innate psychological need that functions to monitor students’ social acceptance especially in schools. The theory serves as a regulator for students’ pervasive need to belong and be accepted. The sociometer theory evolve not only to monitor the students’ social environment for clues pertinent to social inclusion, it also analyzes these clues and indicate when action is needed to enhance social inclusion. Through this process, the theory can be used to manipulate the levels of student self-esteem in order to indicate whether he or she is being socially accepted or not. The lowering of self-esteem signifies flagging social acceptance, whereas the raising of self-esteem signifies increased social acceptance. In situations in which diminishing social acceptance is detected, sociometer theory motivate the need in student for a response that promotes acceptance or at least halts any further decline.

The sociometer theory lays emphasis on the fact that self-esteem is a product of a social process. People feel important and special because they have friends and belong to social groups which regard them as important and special. Students who feel they have an important role to play in their family and community tend to feel good about themselves. Students can develop a healthy self-esteem by joining and identifying with healthy social groups in school such as cultural groups/associations. Students with healthy self-esteem are able to feel good about themselves.

**Theory of Needs**

Maslow in 1952 propounded the Theory of Needs. According to Maslow people are motivated to seek personal goals that make their lives rewarding and meaningful. The law contends that human beings have wants and rarely reach a state of complete satisfaction. Maslow attested that all human beings have needs that are innate and are systematically arranged in ascending (order) hierarchy of priority. Satisfaction of one need creates another need that commands the person’s attention and efforts. The basic assumption in Maslow’s theory is that the lower order pre-potent needs must be relatively satisfied before the person can become aware of or motivated by higher order needs. Physiological needs should be satisfied first followed by safety and security needs, love and belonging needs. The need for self-esteem plays an important role in Maslow’s hierarchy of needs, which depicts self-esteem as one of the basic human

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motivations. Maslow divided it into self-respect and respect for others. Maslow suggested that people need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization. To Maslow, satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world. Frustration of these needs lead to feelings and attitudes of inferiority, ineptness, weakness, passivity and dependency. These negative self-perceptions give rise to basic discouragements, a sense of futility and hopelessness in dealing with life’s demands and low evaluation of self-vis-à-vis others. This condition is most likely able to lead to poor performance due to lack of drive as learners tend to fear their abilities.

Summary of Reviewed Literature
The review started with an exploration of the concepts of self-esteem, study habits and academic achievement of students. Self-esteem is individual’s sense of his value or worth. Study habits are behavioural pattern of students in their academic pursuit. Academic achievement is the level of attainment of educational objectives which is usually measured through continuous assessment and examination scores. The dimensions of students’ study habits as reading and note-taking, homework and assignment, time allocation to study, concentration, and teacher consultation were also explored. The factors influencing students’ achievement which includes students’ level of aspiration and achievement motivation, peer group and teacher characteristics, students; family background. Various theories like Sociometer theory developed by Leary and Downs in 1995, Maslow’s theory of needs developed by Maslow in 1952 and Expectancy-Value Theory of Achievement founded by Martin Fishbein in 1970. According to expectancy-value theory, students’ beliefs concerning the degree to which they are confident in accomplishing an academic task (self-efficacy) and the degree to which they believe that the academic task is worth pursuing (task value) are two key components for understanding students’ achievement behaviors and academic outcomes. (Liem, Lau, & Nie, 2008).

Finally, some empirical studies relevant to self-esteem, study habits and academic achievement of students were reviewed. In spite of the attention bestowed upon self-esteem, study habits and academic achievement of students in most studies, there is need to conduct study in tertiary institutions in Anambra State, Nigeria because most of the studies dealt with only one side, either the study habits and academic achievement of students or self-esteem and academic achievement of students. The reviewed studies indicated that most of the studies were conducted in different geographical locations and utilized different research design, instrument, participants and educational level. As such there exists a gap in knowledge. This is the gap filled by the current study by investigating the relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State, and that the relationship was a positive one, that the undergraduates with higher self-esteem were more likely to show a higher academic achievement which led to the worth of the present study.

RESEARCH METHOD
Research Design
A correlational survey research design was employed for this study. According to Nworgu (2015), a correlational study seeks to establish the degree of relationship that exists between two or more variables. Such studies indicate the direction and magnitude of the relationship between the variables. The rationale for adopting this design is to establish the relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.

Population of the Study
The population for the study consisted of 2,623 300 level undergraduates in 2018/2019 academic session offering educational statistics in tertiary institutions in Anambra State. The total number of 300 level of undergraduates offering educational statistics in tertiary institutions in Anambra state is 2,623 (Exams and Records of Tertiary Institution in Anambra State, November, 2020). The 300 level undergraduates were chosen for this study owing to their ability to identify their self-esteem status as well as rate their study habits. The population description is attached as Appendix A.
Sample and Sampling Technique
The sample for the study was 599 undergraduates (288 males and 311 females) drawn using multistage sampling procedure. Simple random sampling involving balloting without replacement was used in selecting three tertiary institutions namely, Federal College of Education (Technical) Umunze, Nnamdi Azikiwe University Awka (UNIZIK) and Nwafor Orizu College of Education Nsugbe (NOCEN) from the nine tertiary institutions in Anambra State. Proportionate stratified random sampling technique which takes cognizance of gender of respondents was used to draw 50 percent of students in Faculty of Education of the sampled tertiary institutions. This yielded sample size of 210 students (101 males and 109 females) for FCE (Technical), Umunze; 231 students (112 males and 119 females) for UNIZIK and 158 students (75 males and 83 females) for NOCEN respectively. The sample description of the study is attached as Appendix A.

Method of data Analysis
Data were analyzed using Pearson Product Moment Co-efficient to answer research questions one to four, and multiple regression for research question five and the hypotheses. For decision on the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient by Best and Kahn (2006) as shown below.

<table>
<thead>
<tr>
<th>Correlation coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8 to 1.0</td>
<td>Very high</td>
</tr>
<tr>
<td>0.6 to 0.8</td>
<td>High</td>
</tr>
<tr>
<td>0.4 to 0.6</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.2 to 0.4</td>
<td>Low</td>
</tr>
<tr>
<td>0.0 to 0.2</td>
<td>Negligible</td>
</tr>
</tbody>
</table>

For decision on the hypotheses, if p-value is equal to or less than significant value of 0.05, the null hypothesis was rejected, but if p-value is greater than significant value of 0.05, the null hypotheses was not rejected.

ANALYSIS OF DATA
In this chapter the data collected were presented and analyzed. The results were presented according to the research questions and hypotheses.

Research Question 1: What is the relationship between self-esteem and academic achievement of undergraduates in tertiary institutions in Anambra State?

Table 1: Pearson r on Self-esteem and Academic Achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>*N</th>
<th>Self-esteem</th>
<th>Academic Achievement</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>594</td>
<td>1.00</td>
<td>.597</td>
<td>Moderate</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>594</td>
<td>.597</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

*Sample size
Results on Table 1 showed a Pearson’s correlation coefficient (r) of .597. This shows that there is moderate positive relationship between self-esteem and academic achievement of undergraduates in tertiary institutions in Anambra State.
**Research Question 2:** What is the relationship between study habits and academic achievement of undergraduates in tertiary institutions in Anambra State?

**Table 2: Pearson r on Study Habits and Academic Achievement**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Study Habits</th>
<th>Academic Achievement</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Habits</td>
<td>594</td>
<td>1.00</td>
<td>.603</td>
<td>High</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>594</td>
<td>.603</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

As shown on Table 2, a Pearson’s correlation coefficient (r) of .603 is obtained. This indicates that there is a high positive relationship between study habits and academic achievement of undergraduate students in tertiary institutions in Anambra State.

**Research Question 3:** What is the relationship between self-esteem and academic achievement of male and female undergraduates in tertiary institutions in Anambra State?

**Table 3: Pearson r on Self-esteem and Academic Achievement of Male and Female Undergraduates**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Self-Esteem</th>
<th>Academic Achievement</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>286</td>
<td>1.00</td>
<td>.689</td>
<td>High</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>286</td>
<td>.689</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Female Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>308</td>
<td>1.00</td>
<td>.535</td>
<td>Moderate</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>308</td>
<td>.535</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 3, the Pearson’s correlation coefficients (rs) between self-esteem and academic achievement for male and female undergraduates are .689 and .535 respectively. These implied that there is a high positive relationship between self-esteem and academic achievement of male undergraduates, while there is a moderate positive relationship between self-esteem and academic achievement of female undergraduates in tertiary institutions in Anambra State.

**Research Question 4:** What is the relationship between study habits and academic achievement of male and female undergraduates in tertiary institutions in Anambra State?

**Table 4: Pearson r on Study Habits and Academic Achievement of Male and Female Undergraduates**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Study Habits</th>
<th>Academic Achievement</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Habits</td>
<td>286</td>
<td>1.00</td>
<td>.601</td>
<td>High</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>286</td>
<td>.601</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Female Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Habits</td>
<td>308</td>
<td>1.00</td>
<td>.604</td>
<td>High</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>308</td>
<td>.604</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>
The results of data analysis presented on Table 4 shows that the Pearson’s correlation coefficients (rs) between study habits and academic achievement for male and female undergraduates are 0.601 and 0.604 respectively. These implied that there is high positive relationship between study habits and academic achievement of male and female undergraduates in tertiary institutions in Anambra State.

**Research Question 5:** What is the relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State?

**Table 5: Regression Coefficient r on Self-esteem, Study Habits and Academic Achievement of Undergraduates**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.655</td>
<td>.429</td>
<td>.427</td>
<td>.69162</td>
<td>High</td>
</tr>
</tbody>
</table>

As shown on Table 5, the correlation coefficient between self-esteem, reading habits and academic achievement of undergraduates is 0.655. This shows that there is high positive relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.

**Hypothesis One:** There is no significant relationship between self-esteem and academic achievement of undergraduates in tertiary institutions in Anambra State.

**Table 6: Test of Significance of Simple Regression Analysis of Relationship between Self-esteem and Academic Achievement**

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>P-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>.597</td>
<td>.357</td>
<td>328.272</td>
<td>.000</td>
<td>*S</td>
</tr>
</tbody>
</table>

*Significant
*Regression co.eff.

As shown on Table 6, the simple regression coefficient (R) is 0.597 while the $R^2$ is 0.357 showing that self-esteem makes 35.7% contribution to the variance in academic achievement of undergraduates. The $F (1/594) = 328.272$ and the $p$-value of 0.000<.05; since the $p$-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between self-esteem and academic achievement of undergraduates in tertiary institutions in Anambra State.

**Hypothesis Two:** There is no significant relationship between study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.

**Table 7: Test of Significance of Simple Regression Analysis of Relationship between Study Habits and Academic Achievement**

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>P-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Habits</td>
<td>.603</td>
<td>.363</td>
<td>337.496</td>
<td>.000</td>
<td>*S</td>
</tr>
</tbody>
</table>

*Significant
*Regression co.eff.

Results on Table 7 indicates that the simple regression coefficient (R) is 0.603 and the $R^2$ is 0.363 showing that study habits make 36.3% contribution to the variance in academic achievement of undergraduates. The $F (1/594) = 337.496$ and the $p$-value of 0.000<.05; since the $p$-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.
Hypothesis Three: There is no significant relationship between self-esteem and academic achievement of male and female undergraduates in tertiary institutions in Anambra State.

Table 8: Test of Significance of Simple Regression Analysis on Relationship between Self-esteem and Academic Achievement of Male and Female Undergraduates

<table>
<thead>
<tr>
<th>Variable</th>
<th>*R</th>
<th>*R²</th>
<th>*F</th>
<th>P-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male Students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>.689</td>
<td>.494</td>
<td>256.420</td>
<td>.000</td>
<td>*S</td>
</tr>
<tr>
<td><strong>Female Students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>.535</td>
<td>.286</td>
<td>122.597</td>
<td>.000</td>
<td>*S</td>
</tr>
</tbody>
</table>

*Significant
*Regression coefficient
*Frequency

As shown in Table 8, the simple regression coefficient (R) for the self-esteem of male and female students are .689 and .535 while the R² are .494 and .286 respectively. These show that while self-esteem makes 49.4% contribution to the variance in male students’ academic achievement and it makes 28.6% contribution to the female students’ academic achievement. The F (1/286) = 256.420 and F (1/308) = 122.597 were obtained for male and female students respectively. This probability value of 0.00 was compared with significance level of 0.05 and it was found to be significant since P<0.05. Therefore, the null hypothesis was rejected and this indicated that there is significant relationship between self-esteem and academic achievement of male and female undergraduates in tertiary institutions in Anambra State.

Hypothesis Four: There is no significant relationship between study habits and academic achievement of male and female undergraduates in tertiary institutions in Anambra State.

Table 9: Test of Significance of Simple Regression Analysis on Relationship between Study Habits and Academic Achievement of Male and Female Undergraduates

<table>
<thead>
<tr>
<th>Variable</th>
<th>*R</th>
<th>*R²</th>
<th>F</th>
<th>P-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male Students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Habits</td>
<td>.601</td>
<td>.361</td>
<td>160.482</td>
<td>.000</td>
<td>*S</td>
</tr>
<tr>
<td><strong>Female Students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Habits</td>
<td>.604</td>
<td>.365</td>
<td>176.080</td>
<td>.000</td>
<td>*S</td>
</tr>
</tbody>
</table>

*Significant
*Regression coefficient
*Frequency

Results presented on Table 9 shows that the simple regression coefficient (R) for the study habits of male and female students are .601 and .604 and the R² are .361 and .365 respectively. These shows that study habits make 36.1% contribution to the variance in male undergraduates’ academic achievement and makes 36.5% contribution to the female undergraduates’ academic achievement. The F (1/286) = 160.482 and F (1/308) = 176.080 were obtained for male and female undergraduates respectively. This probability value of 0.00 was compared with significance level of 0.05 and it was found to be significant since P<0.05. Therefore, the null hypothesis was rejected and this indicated that there is significant relationship between study habits and academic achievement of male and female undergraduates in tertiary institutions in Anambra State.

Hypothesis Five: There is no significant relationship between, self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.
As shown in Table 10, the simple regression coefficient (R) is .655 and the $R^2$ is .429 showing that self-esteem and study habits makes 42.9% contribution to the variance in academic achievement of undergraduates. The $F$ (1/594) = 222.088 and the $p$-value of .000 is less than .05. Therefore, since the $p$-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is a significant relationship between, self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.

### Summary of Findings
The findings of the study are summarized as follows:
1. There is moderate positive relationship between self-esteem and academic achievement of undergraduates in tertiary institutions in Anambra State.
2. There exists high positive relationship between study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.
3. There is high positive relationship between self-esteem and academic achievement of male undergraduates, while there is moderate positive relationship between self-esteem and academic achievement of female undergraduates in tertiary institutions in Anambra State.
4. There exists high positive relationship between study habits and academic achievement of male and female undergraduates in tertiary institutions in Anambra State.
5. There is high positive relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State.

### Educational Implications of the Study
The result of this study has some obvious implications to students, guidance counsellors, lecturers and parents. The student with high self-esteem and good study habits will do well in school academically. The implication of the study to the students is that they are bound to develop positive self-esteem and evolve good study habits like note-taking, time management, organizing for a test, recording regular assignments in a notebook, having regular time to study while removing distractions that come from television and social media.

Lecturers can encourage good study habits by giving enough assignments to students as at when due. School counsellors will avail themselves to students to seek guidance and counselling services to develop good self-esteem and study habits. It is essential for parents to monitor their wards and make sure they read their books and provide a conducive environment for learning to enable them excel in their academics.

### CONCLUSION
Based on the findings of this study, it was concluded that there is positive and significant relationship between self-esteem, study habits and academic achievement of undergraduates in tertiary institutions in Anambra State. After selecting a sample of 599 participants, collecting data and analysing the data using Pearson Product Moment Coefficient and multiple regression, it was proved that there is a positive and significant correlation between self-esteem, study habits and academic achievement, that students with a good study habits develop higher self-esteem, has a positive academic achievement compared to the
students with poor study habits and low self-esteem. Good self-esteem and study habits enable students to tackle daily academic challenges and excel in their studies. Positive self-esteem and study habits promote mastering of various courses and retention of knowledge that can significantly contribute to higher academic achievement of undergraduates in tertiary institutions in Anambra State.

RECOMMENDATIONS
Based on the findings of this study, the following recommendations were made:
1. Management of tertiary institutions should organize annual workshops, seminar and conferences for undergraduates to enlighten them on how to develop positive self-esteem and good study habits that will enable them excel in their academics.
2. Government should post more trained counsellors to all the tertiary institutions in Anambra State so as to help counsel undergraduates with low self-esteem and also help them develop good study habits.
3. Management of tertiary institutions should organize orientation programmes on self-esteem and good study habits for newly admitted students to help learn well and attain higher academic achievement.
4. Parents should also monitor the activities of their children and provide useful advice to help them develop favourable self-esteem and good study habits.
5. Parents and teachers can help boost self-esteem of students by encouraging socialization. Parents can promote their children’s development of healthy self-esteem by encouraging them to join and identify with healthy social groups in school such as cultural groups/associations.

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