STUDY HABITS, EXAMINATION ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN IBADAN, OYO STATE

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Abstract

This study investigated the relationship between study habits, examination anxiety and academic achievement among secondary school students in Ibadan using survey design. Two hundred randomly selected students from four secondary schools (two each from rural and urban areas) in Ibadan constituted the sample. Each school had a sample size of 50 students. Two validated inventories and a self developed questionnaire were used for data collection. Two hypotheses were tested at 0.05 level of significance, using chi-square statistic technique.

The findings showed that no significant relationship exists between the study habits, examination anxiety and academic achievement of the participants gender-wise. However, it was found that significant relationship exists among these variables with respect to student's family type and their geographical location. Far reaching recommendations were made in line with the result findings.

Introduction

Manifest poor academic performance and scholastic Under-achievement among secondary school students is currently a recurring educational problem that seems to defy all proffered solutions. Arguably, this problem is less ascribed to either biological or cognitive incapacitation of these learners than their attitudinal and behavioural dispositions towards study. Thus, many students failed examinations not because they are not brilliant or hardworking but because they have deficient study habits and methods. Similarly, examinations anxiety- the twin brother of poor study habit- is also said to have a deleterious effect on academic performance. Causative factors associated with student's poor academic performance had been

grossly researched into. For example, Bakare (1994) categorized those factors into four principal area, vis: causations resident in the child, the family, the schools and the society. Aremu (2000) added the fifth causative factor, which is the one resident in government. Among the factors, this paper examined the extent to which two of the factors resident in learners study habits and examination anxiety, affect academic performance. According to Uwakwe, Aire and Oke (2000), study habits connote a constellation of skills involved in the process of efficient learning materials. Akinjobi (2004) defined it as the sum total of all goal- directed, purposeful, behavioural dispositions (overt and covert inclusive) elicited by an individual learner towards specific learning task with a view to achieving mastery of the content in question thereby excelling in subsequent evaluative behavioural objectives. When a student's study strategies cannot facilitate adequate acquisition of learning materials and retention plus an easy recall of such material, such will eventually lead to academic failure.

According to White (1989), doing well in test and earning good grades begin with good study habits. Equally, studies of possible relationships between student study activities were significant predictors of academic achievement. Brown and Hoitzman (1996) reported a positive correlation between study habits, attitudes and grade point average. Akinboye (1974) in his study involving 176 Nigerian secondary school students with poor study habits observed that majority of them needed some sort of psychological order support in order to overcome their study habits problem. His finding corroborated Spielberger (1966) assertion that students do not learn automatically, they need guidance and direction before meaningful learning could come about from studying, Efforts directed toward studying and learning should therefore be adequate and appropriate through systematic guidance to guarantee optimal performances in scholarly activities.

Equally, examination anxiety - a situation specific trait state and worry conditions which students experienced during examinations - has been linked to poor study habits. For instance, while explaining the difference in the study related behaviour between high and low test anxious individuals, Loulou (1993) expressed the view that the worry responses generated in the testing situation are a product of both the increased anxiety and the knowledge that there has not been adequate

preparation for the test. Conversely, they concluded that students with good study-skills and who are well prepared would experience less worry and pay more attention to the test during testing. Students who are tensed up in examination condition will actually perform below their capability. Such students may misinterpret questions and/or fail to read instructions. They could also have deficit recall. A moderate level of anxiety, psychologists believe, is not incongruous with success in scholarly activities but overdosage of anxiety has a deleterious effect on performances. Gboyega (1990) studied the performances of a group of college students in relations to self reported levels of state, trait and general testanxiety and found that there is no relationship between state anxiety and Performance, but general test anxiety was related to examination performance. He concluded that test/anxious student may not prepare well examination. Similarly, Anyanwu (2004) examined the effect of anxiety on academic achievement among Nigerian Secondary School Students and discovered that extreme dosage of anxiety has a deleterious effect on academic performance.

Research Hypotheses
The following two hypotheses were tested at 0.05.
1. There will be no significant relationship between the study habits and academic performance of male and female secondary school students.
2. There will be no significant relationship between examination anxiety and academic performance of male and female secondary school students,

Methodology
A descriptive survey research method was adopted for this study. The population samples were all the secondary school students in Oyo town while the participants employed in this study comprised two hundred randomly selected students from four secondary schools in Ibadan, Oyo State. Educational experts suggest that the basis for the 4 randomly selected schools is that comparatively, opinion of these schools are standard with all necessary facilities, amenities and human resource.
They were numerically divided into two equal halves on the bases of sex (i.e 100 males' and100 females and class JSS l-III & SSS 1-3) and

their ages range is between 11 and 24 years with the mean age of 15.5 years.

Three instruments were used for this study which includes Study Habits Inventory (SHI), Examination Anxiety Scale (EAS) and Students Academic Achievement Assessment Scale (S3 AS).Study Habits Inventory (SHI) was developed and validated by Bakare (1977). It is a 45-item self- reported inventory which enables a testee to identify efficient/deficient study methods. The grouped into 45-item which is scored on a five point scale is grounded into eight sections, and the r. quotient is 0.64. Examination Anxiety Scale (EAS) was developed and validated by Sokan (2000). It is an eighteen item standardized psychological test designed to obtain information about students' feeling towards examination. Respondents are to circle T' for True and F' false in the column provided at the end of each item as it applied to them. The r quotient of the test is 0.78. Students Academic Achievement Assessment scale (S3As) is a self-constructed achievement test. It has twenty items of mathematics, English, science and social studies. It has a reliabity of 0.76.

A total of two hundred questionnaires were administered by the researcher to two hundred students of the four selected schools. Each student was given 3 separate questionnaires. The testees were implored to be objective and honest in their responses having been assured of confidential treatment of the information to be given. An average of thirty-three minutes was spent on the test instruments by the testees. All the questionnaires administered to 50 students in each of the 4 schools were immediately retrieved after administration.

Chi-square was used to test the two hypotheses at 0.05 level of significance.

Result

Hypothesis One
There will no significant relationship between the study habits and academic performance of male and female secondary school students.

Table 1: The test of relationship between the study habits and academic performance

Variable	Male	Female	Df	X^2 calculated	$X^2 = 0.05$ critical
Study Habit	6943	7051	1	0.55	3.84
Academic	2946	2956			

Cal X^2 = 0.05, 1.1= 3.84 therefore, Ho is accepted

From the above table, it is observed that the calculated value
of 0.55 is less than the critical value 3.84; therefore the hypothesis
is accepted.

Hypothesis Two
There will   be no significant relationship between examination anxiety and academic performance of male and female secondary school students.

Table 2: The test of relationship between examination anxiety and academic performance.

Variety	Male	Female	Df	X2 calculated	X^ 0.05, critical
Examination Anxiety	289	286	1	0.12	3.84
Academic performance	2915	2919			

Cal X2 = 0.12< x 2 0.05, 1.1= 3.83, therefore, HO is accepted

The calculated value (0.12) obtained in the table 2 above is less than the critical value (3.84) J therefore, the hypothesis is accepted.

Discussion

Result in table one showed the acceptance of the hypothesis since the calculated chi- square is less than the tabulated chi-square at 0.05 significance level. This means that no significant relationship exists between study habits and academic performance with reference to gender. This result is in consonance with Oniwinde (2001) and LouLou (1993) who found no significant difference in the study habits of male and female students. The reason for this may not be unconnected to the equal educational opportunity both sexes enjoy nowadays as opposed to yester years when girls' education was underestimated.

The result in table two by implication showed that there is significant relationship between examination anxiety and academic performance of students based on gender.

The result agreed with Akinboye (1976) and Anyanwu (2004) findings on their studies of academic achievement among secondary school students where they concluded that extreme dosage of anxiety has deleterious effect on academic performance. Equally, a mild dose

of anxiety and stress tends to spur individuals to spur individuals to excellence, quick actions and concentrated efforts.

Conclusion and Recommendation

Findings of this study revealed   the influence which gender has on study habits, examination anxiety and their academic performance. It shows that no significant exists between the participant scores on both criterion variable and the dependent variable. When there is poor study habit, there is the tendency to induce anxiety and invariably poor performance. This result becomes invaluable to subject teachers, the school guidance counsellor, the parents among other stakeholders in   educational the development of our secondary school students in designing appropriate academic activities and creating an enabling environment that will facilitate positive outcomes from teaching learning activities.

It is recommended that students' study habits be enhanced through the teaching of appropriate and adequate study skills, such as concentration, time management, self management, study skills procedures, test taking, etc. All these would go a long way in enhancing academic achievement of student.

They should equally be assisted in a way that will condition them to be well disposed to their studies and this will go a long way in reducing their high test anxiety rate which is an inhibition to good performance. Parental involvement is equally recommended in the academic activities of the students from polygamous homes to forestall negative effect of family on learner's achievement. Home environment equally should be made conducive by providing rich learning facilities such as textbooks, chairs and table, good light and well ventilated space for serious academic endeavours. Professional competent and effective guidance counsellor should , as a matter of urgency, be employed in each school to realistically assist in school adjustment, time management and study habits problem of student, all in relation to good academic achievement and scholastic attainment.

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