
RELATIONSHIP AMONG STUDENTS' STUDY HABITS, ACHIEVEMENT, MOTIVATION AND ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS IN KWARA STATE

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ABSTRACT

The main purpose of this study was to determine the relationship among students study habits, achievement motivation and academic performance in tertiary institutions in Kwara State. The study was also to determine which of the variables is more related to academic performance. Hence, correlation survey research design was used for the study. The sample for the study was made up of 384 students proportionately selected from the six tertiary institution used in Kwara State. The instruments used were questionnaires adopted from Bakare Study Habits Inventory, (1977) Bakare Need Achievement Scale (1977). Four hypotheses were postulated in the course of the study. The data were analysed and presented with the use of multiple regression and Pearson Product Moment Correlation 'r'. The findings among others were that students of Kwara State tertiary institutions were effective in their study habits, high in the achievement motivation and academic performance, study habits and academic performance shows positive and significant relationship. However, the learning process in the course of proper guidance and counselling would lead the students to develop the ability to make decisions wisely and solve their problems independently., a deliberate policy should be put in place by both the state and federal government for the establishment of full fledge and guidance and counselling centres in tertiary institutions in the country. Achievement motivation and academic performance are significantly related, achievement motivation was more related to academic performance than study habit, there is also significant relationship between study habits and achievement motivation.

Introduction

Education is the best legacy parents can leave for their children. It is the most valuable possession a person can have. Without it, poverty, diseases and ignorance cannot be significantly curtailed. Agwu (1995), observed that Education is both a costly investment but cheaper than ignorance. It is an instrument with which a nation can develop. He argued further that, since education is seen as an inevitable tool for national development, it must therefore begin with the knowledge and the total development of a whole person in all spheres of life.

No nation can be better than its educational system. Therefore people must be developed or built up accordingly so that they too can make their own contribution to the development of the nation, socially, politically, technologically, economically and culturally. Some years back, parents, teachers, the media workers, counsellors, education administrators and sometimes the students themselves, have continued to lament about the perceived falling academic performance of students.

According to some researchers, other factors responsible for the problem include inappropriate syllabus.

Oyekan, (1998) and Fafuunwa, (2004) established that other reasons include wrong curriculum contents, lack of laboratory equivalent and facilities. Apart from these, researchers such as Ajayi (1991); Jegede (1989), Olaniyi (1991); Oniye (1993) observed that it was because of the deteriorating physical conditions of facilities, Equipment and lack of relevant teaching materials. But Sidiq (2009) and Musa (2010) mentioned lack of motivated teachers/lecturers, care-free attitude of parents, students and teachers/lecturers and due to the economic melt down in the nation.

Researchers (Kelly 1998, Oniye 1993) have conducted studies on factors and variables that could be used to enhance academic performance/ achievement of the students. These studies examined the relationship between adolescents' self-concept, academic performance/achievements, study habits, achievement motivation and so on. Their findings revealed that, there exists a positive relationship between study habit and academic performance of adolescents.

A logical extension of this study is the research by scholars (Akinboye, 1994; Banjo, 1989; Durojaiye 1986 and Olaniyi, 1991) that stressed the importance of a dynamic, functional and well articulated study habit in the overall academic performance of students. They observed that the academic achievement of students depends on their reading pattern in search of knowledge and facts.

Statement of the Problem

Research in recent years has shown that, the education provided by a society determines her development. This is because in order for the students to fully develop their innate capabilities, education provided should be a strategic influence in aiding the students to want to learn how to become the best of their potential (Adegoke, 1989).

In spite of the high amount of money spent by government on the provision of education, research conducted have shown that public schools are rated to be only fair in their performance Oniye, 1993; Sidiq, 2009; Musa, 2010. Several studies have been carried out to determine the extent of academic achievement of Nigerian secondary school students (Abdulkadir, 2008; Ajayi, 1991; Bagongon, 2009 and Odeyinka, 2009). The findings of these studies showed that yearly, the academic performance of school students continued to be on the decline (Olaniyi, 1991; Oyekan, 1988). In an attempt to remediate this situation, many studies had been carried out to examine the different variables that could be manipulated to enhance students' academic achievement.

Oniye (1993) carried out a study on study habit, achievement motivation and academic performance in Asa Local Government Area of Kwara State. Also Sidiq (2009) carried out another on study habits and attitudes

of senior secondary school students towards schooling in Kwara State. Odeyinka (2009) focused his work on creativity, study habit and academic performance of senior secondary school students in Sokoto metropolis and found a significant relationship between the independent variable and the dependent variable – academic achievement.

Most of the work reviewed focused their attention on secondary school students while the present study is on students of tertiary institutions in Kwara state. The main thrust of this study is to examine the relationship among study habits, achievement motivation, self other motivation and academic performance of students in tertiary institutions in Kwara State.

Research Questions

The following research questions are formulated for the study:

- i. Is there any relationship among study habit, achievement motivation and academic performance of students in tertiary institutions in Kwara state?
- ii. Is there any relationship between study habits and students' academic performance in tertiary institutions in Kwara state?
- iii. Is there any relationship between students' achievement motivation and their academic

performance in tertiary institutions in Kwara state?

- iv. Is there any relationship between students' achievement motivation and their study habits?

Objectives of the Study

The main aim of this study is to investigate the relationship among students' study habits, achievement motivation and academic performance in tertiary institutions in Kwara state. This study therefore, specifically wants to examine whether there is any relationship:

- i. between study habit, achievement motivation and academic performance of students in tertiary institutions in Kwara state.
- ii. between study habits and students' academic performance of students in tertiary institutions in Kwara state.
- iii. between students' achievement, motivation and their academic performance in tertiary institutions in Kwara state.
- iv. between students study habits and their achievement motivation in tertiary institutions in Kwara state.

Research Hypotheses

Based on the above research questions, the following hypotheses were generated:

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- Ho₁ There is no significant relationship among study habits achievement motivation and academic performance of students in tertiary institutions in Kwara state.
- Ho₂ There is no significant relationship between students' study habit and their academic performance in tertiary institutions in Kwara state.
- Ho₃ There is no significant relationship between achievement motivation and students' academic performance in tertiary institution in Kwara state.
- Ho₄ There is no significant relationship between students' achievement motivation and their study habit in tertiary institutions in Kwara state.

research design. According to Hassan (1995), correlational survey is one frequently employed in descriptive research when the focus is on determining the degree/strength of the relationship existing between two or more variables (Adana, 1990).

Since the main thrust of this research is to determine the extent of the relationship among the variables; study habit, achievement motivation and academic achievement of students, this research deems it justifiable to use correlation survey study.

Population of the study

All the students in the ten tertiary institutions in Kwara state constitute the population of this study.

The following table shows the list of 200L students in tertiary institutions in Kwara State.

Research Methodology

Research Design

The research design that was adopted for this study is correlational survey

Table 1: Institutions in Kwara State

S/N	Schools	Population	Male	Female
1.	University of Ilorin	3,500	2,000	1,500
2.	Kwara State University, Malete	500	300	200
3.	Kwara State Polytechnics, Ilorin	2,000	1,200	800
4.	Federal Polytechnics, Offa	1,700	1,000	700
5.	Kwara State College of Education, Ilorin	2,200	1,200	1,000

6.	Kwara State College of Education, Oro	1,800	1,000	800
7.	Kwara State College of Education, Lafiagi	1,400	800	600
8.	Kwara State College of Arabic and Islamic Legal Studies	1,600	900	700
9.	Kwara State College of Health Technology, Offa	1,750	1,000	750
10.	Kwara State School of Nursing and Midwifery	550	184	366
Total		17,000	9,584	7,416

Source: Ministry of Education, Science & Technology, Kwara State (2011)

Sample and Sampling Technique

Purposive sampling technique was employed in selecting the six tertiary institutions used for the study, while proportionate random sampling technique was employed to select the 384 (three hundred and eighty-four)

students from the six tertiary institutions selected in the state.

List of sampled institutions with the population of male and female students used for the research (200L students).

Table 2: Sampled Institutions for the study

S/N	Schools	Sample Size	Male	Female
1.	University of Ilorin	154	76	76
2.	Kwara State University, Malete	44	22	22
3.	Kwara State Polytechnics, Ilorin	66	33	33
4.	Kwara State College of Education, Ilorin	50	25	25
5.	Kwara State College of Arabic and Islamic Legal Studies	36	18	18
6.	Kwara State College of Health Technology, Offa	34	17	17
Total		384	192	192

Source: Researcher' field work (2011)

Research Instruments

The following instruments were employed by the researcher for data collection.

- i. Adopted version of Bakare (1977) Study Habits Inventory to measure student study habit.
- ii. Adopted version of Bakare (1977) Academic Need Achievement scale to measure achievement motivation.

The two instruments mentioned here are standardized instruments that had been used widely by various researchers since 1977.

General studies result was used to measure the academic achievement/performance of the students.

Table 3: Gender Distribution

Gender	Frequency	Percentage (%)
Male	192	50.00
Female	192	50.00
Total	384	100.00

Source: Researcher' field work (2011)

Table 3 shows that out of 384 respondents (students), 192 (50%) were male and female respectively.

Data Presentation Hypothesis Testing

Four hypotheses were generated in the course of this study. Hypothesis 1 was tested with the use of multiple regression, hypotheses 2-4 were

Method of Data Analysis

The data collected were presented in a simple tabular form, using frequency counts and percentages to describe some of the data collected. Hypothesis 1 was tested with the use of multiple regression while hypotheses 2-4 were tested with the use of Pearson product moment correlation 'r' statistical technique.

Data Presentation And Discussion Of Results

Demographic Characteristics of the Respondents

Frequency count and percentages were used to describe the demographic characteristics of the respondents (students) as stated below.

tested with the use of Pearson Product Moment Correlation 'r' statistical technique.

H₀₁: There are no significant relationships among study habit, achievement motivation and academic performance of students in Kwara State tertiary institutions.

In order to test this hypothesis, data collected from the respondents on study habit and achievement motivation and academic performance were collated on

statistical coding sheets and subjected to multiple regression statistical analysis on SPSS 17.0 at level of significance 0.05 as shown below.

Table 4: Multiple Regression Analysis Showing Relative Contributions of study habit, Achievement Motivation to Students' Academic Performance

Model	R	R ²	Adjusted	SE	Beta	Sig.
Constant (Academic performance)	10.958	52.877	.018	2.060		.000
Study habits	.004	0.58	.006	.009	1.13	.000
Achievement Motivation	.008	.139	.011	.012	2.71	.000

Source: Researcher's field work (2011)

Table 4 shows that the beta value 2.71 indicates that achievement motivation is a better predictor of academic achievement than study habit.

Ho₂: There is no significant relationship between students study habit and students' academic performance in tertiary institutions in Kwara state.

In order to test this hypothesis, responses of the respondents (students) to study habit inventory were collated. The academic performance of these students scores on general studies were also collated both on the coding sheets. The two categories of data were subjected to Pearson Product Moment Correlation 'r' statistic on SPSS 17.0 as stated below.

Table 5: Pearson 'r' Showing Relationship Between Students' Study Habit and their Academic Performance

Variables	X	Mean	SD	Df	Cal r- value	Crit. r- value	Remarks
Study habit	384	140.37	63.40	382	0.601	0.088	Ho3
Academic performance	384	47.48	11.06				rejected

Source: Researcher's field work (2011)

Table 5 shows that the calculated r-value is 0.601 while the critical r-value is 0.088 with 382 degree of freedom and at level of significance 0.05. Since the calculated r-value is greater than the critical r-value, the hypothesis is rejected and the alternative hypothesis accepted. That, there is a significant positive relationship between study habit and students' academic performance.

Ho₃: There is no significant relationship between students' achievement

motivations and academic performance of students in tertiary institutions in Kwara state.

In order to test this hypothesis, responses of the students to achievement motivations were collated on the statistical coding sheets. The academic scores of these students on general studies were also collected. The two categories of data were subjected to Pearson Product Moment Correlation statistics on SPSS 17.0 as shown below.

Table 6: Pearson 'r' Showing Relationship Between Achievement Motivation and Academic Performance

Variables	X	Mean	SD	Df	Cal r- value	Crit. r- value	Remarks
Achievement motivation	384	124.68	45.48	382	0.77	0.088	Ho2
Academic performance	384	47.48	11.06				rejected

Source: Researcher's field work (2011)

Table 6 shows that the calculated r-value is 0.77 while the critical r-value is 0.088 with 382 degree of freedom and at level of significance 0.05. Since the calculated value is greater than the critical value hypothesis 2 is hereby rejected and

the alternative hypothesis upheld. That, there is a significant positive relationship between achievement motivation and students' academic performance.

Ho₄: There is no significant relationship between students' achievement motivation and students' study habit

achievement motivation and student study habit scales were collated on the statistical coding sheets and subjected to Pearson Product Moment Correlation 'r' statistical technique on SPSS 17.0 as stated below.

In order to test this hypothesis, responses of the students to

Table 7: Pearson 'r' Showing Relationship Between Achievement Motivation and Study Habit

Variables	No	Mean	Std	Df	Cal r-value	Crit. r-value	Remarks
Achievement motivation	384	124.68	45.48	382	0.638	0.088	Ho ₅ rejected
Study habit	384	140.38	63.40				

Source: Researcher's field work (2011)

Table 7 shows that the calculated r-value is 0.638 while the critical r-value is 0.088 with 382 degree of freedom and at level of significance 0.05. Since the calculated r-value is greater than the critical r-value, hypothesis 5 is rejected and the alternative hypothesis upheld. That means a significant positive relationship exists between achievement motivation and study habit.

Discussion of Findings

The findings of the study revealed that achievement motivation is seen as the most significant variable that influence academic performance than study habit. The beta value 2.71 indicates that an achievement motivation contributed 2.713 higher than the other predicted variables.

Hypothesis one stated that there is no significant relationship among study habits, achievement motivation and academics performances of students in tertiary institutions in Kwara state. The finding of the study revealed a significant relationship among study habit, achievement motivation, and their academics performance. Achievement motivation however, is a better predictor of academic achievement.

Hypothesis two proposed that there is no significant relationship between study habit and students' academic performances in tertiary institutions in Kwara state. The finding of the study indicates a significant positive relationship between students' study habit and their academic performance. This finding supports the finding of the studies by Akwada (2000), Aminu (2001), Ayson

(2001), Olaniyi (1991), Sidiq (2009) who also revealed a positive relationship between study habit and academic performance.

Hypothesis three stated that there is no significant relationship between students achievement motivation and academic performances of students in tertiary institutions in Kwara state. The finding of the study revealed that there is a significant positive relationship between students' achievements motivation, and their academic performances. This finding is in line with the earlier finding of Ajayi (1991), Aminu, (2001) and Ayson (2001) Banjo (1989), and who all found a positive and significant correlation between student's achievement motivation and their academic performances.

Hypothesis four states no significant relationship between achievement motivation and study habit of students' in tertiary institutions in Kwara state. The result of the study shows a high relationship between achievement motivation and study habit of students'. This finding buttresses the finding of earlier studies by Aminu (2001), Ayson (2001) and Odeyinka (2009) that found a positive and high relationship between study habit and achievement motivation of male or female students. It contradicts the finding of Olaniyi (1991) that indicates a low positive relationship between achievement motivation and study habit of students.

Implications, Conclusion and Recommendations

Implications of the Study for Counselling

The implication of the findings of this study for guidance counsellors is that it will assist them to fully comprehend the nature of students' learning process as a function of the interaction of both study habit, achievement motivation which interact together with the individual student's personality. Such knowledge would help the guidance counsellors in the effective counselling of the students, or their parents as the case may be. The findings of this study might in the first instance bring to their awareness, the relationship between these variables. Guidance counsellors will also be able to draw students' attention to their educational abilities and what they could do to enhance these potentialities – study habit and achievement motivation.

Conclusion

From the discussion of the results it was concluded that:

1. The beta value indicates that achievement motivation is a better predictor of academic performance.
2. There is a significant positive relationship between students study habit and students academic performance.

3. That there is a significant positive relationship between achievement motivation and students academic performance.
4. That a significant positive relationship exists between achievement motivation and study habit.

Recommendations

Based on the conclusions, the following recommendations are put forward for further improvement.

1. Since achievement motivation is found to be a better predictor among other variables or factors influencing academic performance, Achievement motivation should be enhanced by the parents rewarding their wards when they achieve in their academic pursuit. The government on the other hand should give commensurate scholarship to students who achieve significantly in order to motivate them to achieve more and to encourage those that have not achieved to that level in order to wake up from their academic slumber to achieve.
2. Since there is a significant, high positive relationship between students' study habits and students' academic performance, the college authorities should look into the study habits of the

students through the use of study habit inventory and providing them appropriate guidance and counselling.

3. Since this study established that when a student is motivated, he tries to see himself as having self-fulfillment and will want to achieve more to stabilize his self-esteem and at the same time having positive self concept. It is recommended that students should be motivated for any significant achievement by the school and stakeholders.
4. A deliberate policy should be put in place by both the states and federal government for the establishment of full fledge and functional guidance and counselling centre in tertiary institutions in the country.

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