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**PERCEIVED PSYCHOLOGICAL EFFECTS OF STUDENTS ATTITUDE TOWARDS  
STUDY HABIT AND ACADEMIC PERFORMANCE IN JUNIOR SECONDARY  
SCHOOLS IN POTISKUM METROPOLIS, YOBE STATE, NIGERIA**

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**Abstract**

*This study examined the perceived psychological effects of students attitude toward study habit and academic performance in junior secondary schools in Potiskum, Metropolis, Yobe State, Nigeria. The study was guided with five objectives which were to determine perceived attitude toward study habits and .academic performance of Junior Secondary School Student in Potiskum Metropolis: level of academic performance among Junior Secondary School Students in Potiskum Metropolis; difference perceived attitude of students study habit and academic performance of Junior Secondary School Students in Potiskum according to gender; difference perceived attitude of students study habit and academic performance of Junior Secondary School Students in Potiskum according to age; difference between student study habit and their academic performance of Junior Secondary School Students in Potiskum based on school type (school ownership). Similarly, five research questions were answered and three research hypotheses were tested. The population of the students was all junior secondary school students in Potiskum Metropolis, Yobe State, out of which a sample size of three hundred and sixty four (364) was drawn through proportionate stratified sampling technique. The research instrument for data collection was adopted from Rezual and Sultna titled "Study Habit Questionnaire " with internal consistency coefficient of 0.91 and reliability' index of 0.78. Data were analyzed using mean and standard deviation for the research questions 7o while ANOVA was used to test the three hypotheses. From the analysis of the data, the following findings were found: the perceived attitude of students study habit and academic performance was high; the level of academic .performance of Junior Secondary School Student was above average; there was*

*significant difference in the perceived attitude of student study habit and academic performance according gender; there was no significant difference in the perceived attitude of student, study habit and academic performance according age; there is significant difference in the perceived attitude of student study habit and academic performance according school type. It was concluded that achievements can be attributed to the students' attitude towards the study habit. It was recommended that school counsellors should give orientation to newly admitted student on effective study habit counselling to improve their academic performance. Similarly, school counsellors, teachers and school authorities should motivate, encourage otherwise enforce reading culture or "prep rime" into the curricula/" and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance. Counsellors, parents, and significant others should show appreciation for student strong points and identify their weaker area, then initiate corrective practices such as improvement of organizing time for study, lime management, visiting library: controlling of exam phobia as these would boost their morale.*

**Key Words:** *Academic Performance; Perceived Attitude; Attitude; Study Habit; School Type; Psychological*

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## **Introduction**

The goal of education in Nigeria as enshrined in the National Policy on Education 2013 is to encourage the government to provide substantial resources to the secondary school education for its citizenry. Despite this obligation and commitment by the government, the academic performance of students as in both internal and public examinations. This state of affairs calls for immediate action (s) to remedy the situation so that the nations' scarce human and material resources used on education can be justified and not wasted (Ajai, Shiaki & Bulus, 2020). Part of the remediation as debated by counselling psychologist and educationist is an exploration into the salient reasons for poor performance and taking appropriate actions to avert the further occurrence.

The attitude of human being plays significant role in their behaviors. Olayinka 1996 in Alabi (2003) stressed that the study of students attitude assists counseling psychologist to understanding the relation for their behavior and

provide basis for prediction and assistance. The study of human habit and attitude can before be described as relevant and essential to counseling.

Attitude is a fairly stable emotional tendency to respond consistently to some specific object, situation, person, or category of people (Ogazie, 2019). It has three components: cognitive core, affective values and behavioral action tendencies. The cognitive aspect of attitude consists of beliefs and ideas that a person has about the attitude object. The affective component includes the feelings of like and dislike toward any object, and the behavioral aspect consists of intentions to respond in a particular way toward the object. The making of perceptual and cognitive, organization, with reference to formation of attitudes, depends upon the individual's social environment. The process of social interaction, which starts from the family, brings about certain developments, including formation of attitudes (Uroog, 2000). The study attitude is one of the main factors that affect academic performance of learners. Similarly, academic performance is a function of study attitude of the students (Hussain, 2006).

Attitude can alter every aspect of a person social life; including education student attitude on learning determine their ability and willingness to learn. If negative are not altered a student is unlikely to continue his education beyond what is required changing student negative attitude and using this information to bring about change. A positive learning attitude requires motivation and gratification in order achieve.

Students habit is define as a way and manner a student's plans his or her private reading habit outside reading hour in other to master a particular subject or topic (azikiwe 1998). Study habit are consulting those behavior's and activities associated with planning and organizing of time for reading as well as motive and habit, learning remembering strategies notes taking planning and preparation of assignment and project and use of library (Carew 2004).

Academic performance on the other hand is the total level of success of student over a period of time which could be at the end of the lesson, day, week month, term, session, or level . of education in various school subjects (Graba, & Abdullahi, 2019). The academic performance of students in secondary schools is seemingly abysmal as evidenced in final term examinations.

However, poor academic performance can be traced to several factors. Several researchers and educationists tend to blame students' poor academic performance on the teachers' teaching methodology, poor moral support overcrowded classroom, lack of sense of duty and commitment on the part of the

teachers and inadequate funding by the government at various level to provide quality textbooks and other facilities (Ajai, Shiaki & Bulus, 2020). • These might not be the only reasons why the students perform poorly during both internal and external examinations since some of the students under this same condition have good academic performance. It seems that students perform poorly in the junior secondary school examination. This is probably because of the notion they have that the subjects been taught are not just so difficult and should not be given adequate time to studied. Therefore, they tend to laze around in studying, which might be the reason they end up with poor grades and performance. On similar note; numerous studies have reported a positive correlation between attitudes toward study and academic performance (Oiuwatimilehin & Ovvoyle. 2012).

Performance of student is one of the main indicators used to evaluate the quality of education is JSSS. Academic performance is a complex process that is influence by several factors, such as study habits different individual behavior in relation to studying and is a combination of study method and skill in other words study habit include behavior and skill that can increase motivation and convert the study into an effective process with high returns which ultimately increase the learning. This skill is also defined as any activities that facilitate the process of learning about topic, solving the problem or memorizing part or all of the presented materials. Study habits are in fact the gate way to success and differ from person to person.

### **Statement of the Problem**

There is public outcry on the standard of education system and poor academic performance of students in Potiskum Metropolis. Academic performance is the end-product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves better result and be productive. The distressing phenomena; scholastic underachievement and failure have caused serious concern to educationists, guidance counselors.

Over the year (2003-2019) the researcher, as a teacher has observed with keen interest the increasing rate of low academic achievement among junior secondary students in Potiskum metropolis, many student proceed to senior secondary school with low experience which will lead to poor academic performance.

On the other hand some teachers not undergone through teaching line, some they don't have teaching method, while other are not always attending classes. These also lead to poor academic performance of Junior Secondary School in Potiskum. More so a lot of students are facing personal social problem which negatively affect their performance in class.

However some students were not organize and unable to plan for their studies. This arises as a result of not organizing or inability to plan their studies, not copying note, lack or visiting laboratories; not attending class frequently some are coming late to school, lack of revisiting their notes, not doing assignment given to them. It also been observed by the researcher that most student spend their time on watching television, games playing with their handset and solely on teachers work without consulting libraries for their personal reading or reading at home while academic performance. Crow and Crow (1996) define academic as the extend to which learner is profiting from instruction in a given are of learning i.e performance is reflected by the extend to which skills and knowledge has been imparted, academic performance is influence by many factors which include, study habit gender, age and prior knowledge. It is against this background that this study seeks to investigate the perceived attitude toward study habit and academic performance among Junior Secondary School Students Potiskum Metropolis Yobe State. v«.

Therefore, poor study habit among students contribute to the massive failure. **As** such, the main concern of this study was to examine the perceived attitude toward study habit and academic performance among junior secondary school students, in Potiskum Metropolis, Yobe State.

### **Objectives of the Study**

The objectives of the study are to determine the:

1. perceived attitude toward study habits and academic performance of Junior Secondary School Student in Potiskum Metropolis
2. level of academic performance among Junior Secondary School Students in Potiskum Metropolis.
3. difference perceived attitude of students study habit and academic performance of Junior Secondary School Students in Potiskum according to gender.

4. difference perceived attitude of students study habit and academic performance of Junior Secondary School Students in Potiskum according to age.
5. difference between student study habit and their academic performance of Junior Secondary School Students in Potiskum based on school type (school ownership)

### Research Questions

The following research question was raised and answered.

- i. What is the perceived attitude of Students study habit and academic performance among secondary school in Potiskum, metropolis.
- ii. 2." What is the level of academic performance of junior secondary school student in Potiskum metropolis?
- iii. What is the perceived attitude of students study habit and academic performance of
- iv. What is the attitude of student study habit and academic performance of junior secondary school students in Potiskum metropolis according to age?
- v. What is the difference between student study habit and academic performance of junior secondary school students in Potiskum metropolis based on school type?

### Research Hypotheses

- HO<sub>1</sub>: There is no significant difference between attitude of student study habit and academic performance of junior secondary school in Potiskum metropolis according to gender.
- HO<sub>2</sub>: There is no significant difference between attitude of student study habit and academic performance of junior secondary school in Potiskum metropolis according to age.
- HO<sub>3</sub>: There is no significant difference between attitude of student study habit and academic performance of junior secondary school in Potiskum metropolis based on school type.

### Significance of the Study

The findings of this study would enable state government and the school management to appreciate the presence of school counselors in their schools by

allowing the guidance counselors to organized and provide study habit club for the students by acquainting them with available study habit skills. Study habit method, hours to use for study and programmes that would be helpful to improve their study habit.

The results of this study would increase the school counselors' knowledge on the effectiveness of study habit techniques to their students who have poor, study habit skills. Counselors would become aware that study habit techniques would be effective to improve study habit skills of the students. The findings of the study would also provide information to school counselors on age and gender preference toward study for proper implementation. students on the proper use of study skills; this will give students the needed encouragement to have better academic performance.

The findings of this study would be beneficial to the Ministry of Education as a government agency. Results obtained can be use to develop educational programmes in collaboration with the home, educational institutions, non-government organisation and other educational bodies to develop and implement programmes that will enhance student academic performance among junior secondary school students.

Finally. It is hoped that the results of this study will be of help to future researchers in the area of literature review as it will serve as one of the empirical studies on the use of study habit and academic performance and its related fields.

## **REVIEW OF RELATED LITERATURE**

### **Theoretical Framework**

This study used Affective-Cognitive Consistency Theory by Rosenberg (1968) which states that the changes in the individuals' affective component will produce changes in ones' cognitive component so that it will bring consistency between the two components. The students' feelings towards their study will affect how they perform on their final examination. A student with "a poor study habit will think that he or she will not do well in examination. However, a student with a good stud)' habit towards studies would be motivated to perform well because he or she thinks that he or she is capable of achieving in that area. In general, students nowadays developed poor study habit, difficulty in understanding the subject matter and teacher related factors were the primary reasons why these students hate studying. Moreover, the students with poor study habit have poor academic performance.

The theory postulates the following point:

- (i) A person's effect towards or evaluation of the attitude object tends to be consistent with this cognitive structured component.
- (ii) When there is inconsistency beyond a certain level of tolerance, the individual is motivated to reduce the inconsistency and thereby to change one or both components to make them more consistent.
- (iii) The theory, thus suggests that changes in the affective component produce changes in the cognitive component order to bring about consistency between the two.
- (iv) The theory also suggests that persuasive communication can also be used to change the attitudes; by reevaluating the goals the in selves.

Therefore, the above theory relevant to this present study as the theory states that individuals' actions are interpreted by the way he or she interpret others and ones' actions are most of the time influenced by others and not of ones' own free will as he or she would expect. Similarly, in the case of the students wherein, most of them think that studying is a difficult task, they will tend to have the same feelings with it. Thus, whenever they do not understand the lessons, they will have the possibility of thinking that they are not alone. So, one will justify his/her performance on the premise that most of the students do not like studying because it is difficult and so he/she does. However, if the student feels the other way. then-he would develop a positive attitude towards his or her study because can justify why he likes studying. With these, the willingness of the student to study can help in developing good study habits on which the student has a positive attitude.

Positive and good study habits are important factors in achieving good performance in school, it is expected that students must perform well in school so that they will be able to meet the standards set by school in order to be promoted to the next level. Failure to do so will result the students' to be demoted. It is in this context that students opportunity to learn m school. The teachers to ensure learning inside the classroom should address whatever are the shortcomings of the students. Teachers have to encourage students to develop positive study habit towards their stud)<sup>7</sup>. Furthermore, things that would affect their study habits should be minimized in order that a positive



development on the child regarding these variables may be observed. Consequently, a better performance may be achieved.

### **Perceived Attitudes Towards Study Habit and Academic Performance,**

Thus, study habit is one of the greatest students or learning factors that hugely influences students' academic achievements if undermined by students at all levels, teachers, administrators parents and guardian school counselors and the government, then, the trend and menace of students abysmal performance in both internal and external examinations world continue to boom and become more devastating and alarming (Ebele & Olofu, 2017).

Mark and Howard (2009) opined that the most common challenge to the success of students in all ramification is a lack effective or positive (good study habit he further maintain that if students can develop a good study habit and with good discipline, they are bound to perform remarkably well in their academic pursuit. Hussain (2000) lamented that lack of effective or positive (good) study habit is a critical study problem among students at all levels. Grace (2013) reported that the process of learning is skill a little mysterious but studies do show that the most effective process for studying involves highly active behavior over a period of time in other word, to study effectively one must read, draw compare, memorize, and test himself over time. The concept of study habit according to Hussain (2000) nearly all other sub-concepts such as study attitude, study method and study skills. Attitude is mental and natural state of readiness organized through experience exerting a direct influence on the individuals response to all object and situations with which is related.

Attitude towards study has great contribution on academic achievement, and good study-paltes successful learners adopt positive attitude toward study, and do not waste time or energy over what they have to do. If the learning experience is pleasant he tends to avoid it. Negative attitude towards study sometimes finds expression in comment such as "I study but cannot remember what is study of, the lessons are too long. Attitude serves as index on how we feel about people objects and issues in our environment. According to Hussain (2000) also added that to the predisposition which students have developed towards private reading through a period of time. According to him, study attitude offers great possibilities for successful achievement in studies.

However students can study for hours on end and retain very little. The-more appropriate equation is how students should study more effectively. Developing

good time management skill is very important. Students must realize that there is a time to be in class, a time for study time for family time to socialize and time to just be alone.

Marc (2011) revealed that students with learning problems, however, may still have generally in efficient and in effective study habits and skills becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observed that good study habits are essential to educational success, as they contribute to a successful academic future good study habit lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to great reward. Developing good study habits to make is very crucial for every student irrespective of his level of education. It boosts student ability to be self-disciplined, self-directed and ultimately successful in their degree programs.

#### **Level of Academic Performance among Junior Secondary School Students.**

Academic performance has long been recognized as one of the important goals of education the world over, however, it is general observation that learners placed in an identified set of academic situation vary in their scholastic achievement. Academic performance is the criteria for selection, promotion or recognition on various walks of the life. The academic performance of the same individual differs from time to time, from one class to another and for one educational level to another.

Academic performance of students is one of the main indicators used to evaluate the quality of education in schools. Academic performance is a complex process that is influenced by several factors, such as study habits.

According to (Hijazi & Naqvi. 2006) the academic performance is not affected by age, gender and place of residence but they also said those who live<sup>1</sup> near to university can perform much better than others who live far from university. Also weak students if group with good students will do better in academic and it will lead students to graduate on time. According to (Alimi, Ehinola & Alabi. 2012) said the poor rate of academic performance also can result to the economy of the country.

Sharma (2001) revealed that although there are wide variation among successful students and among the failure with regard to the self-concept, the level of expectations is much higher from the most successful student in academic

performance. The most successful student aspire to get good markets in. the examinations and adjust their performance accordingly, ':

Nuthan (2007) opined that, despite the efforts made by the government and the parents, the academic performance of students at different levels of education appears to be deteriorating every year. The low level of understanding accompanied by discouraging performance of the students have become a cause of great concern particularly to educationists; parents, government ' and even the non-professionals. The situation applies to all fields of education. At the primary school level, this problem is not quite noticeable as the pupil's graduation automatically from primary school to Junior Secondary School.

Akin and Ugborugbo (2009) conducted a study on influence of teachers classroom effectiveness on student academic performance in public secondary schools in Delta State. Nigeria. A descriptive survey used which is in nature was and involved 779 teachers, made up of 450 males and 519 females, drawn from 72 out of the total 361 public secondary schools in the state by stratified random sampling technique. Academic performance records of 50 students per teacher., which is 48,950 students' scores were also used. Two questionnaires and a rating scale were used to collect data for the study. Cronbaclr s alpha value of 0.98 and 0.72 respectively were obtained from the two questionnaire used for the study. Four hypotheses were tested on the 0.05 level of significances using correlation, simple regression, test, and single factor analysis of variance. The result showed that effective teachers produced better performing students. It was recommended that teacher's effect is not the only determinant on student's academic achievement.

### **Different: Perceived Attitudes of Student Study Habit of Junior Secondary School according to Gender**

Gender plays an important role in human development and behaviors, just as effective study habit skills promote academic progress. One can also say that the way a human being view himself/herself has significance in developing effective study skills finding on gender difference in study habits have been very interesting and illuminating though findings have differed from one study to another for example. Aluya and Blanch. (2004) Found that female scored higher on study habit measure. '

Gender is a social connotation built on assumptions based on the biological nature of the sexes (Nnachi, 2008) Human perception very from culture to

culture such that the way a man is perceived in one culture may be different from the way he is perceived in another culture. Similarly women could be perceived differently from one culture to the other. According to Taylor (1994), gender is a set of assumption about the nature of ideas and social practices that have determinate influence upon the identity, social opportunities, and life experiences of human actors study habit skills are processes of gaining knowledge usually from books and are key to success or failure in academics. Amu da (2006) reported study habits as systematic conscious effort to acquire specific knowledge general toward a set standard. It is a behaviour that is easily manifested without conscious exertion on the part of the learner.

Malgwi (2006) reported from empirical evidence that study habits promote effective learning and subsequent high academic performance the important point of the habit is centered on planning and programming of study, how to use library, taking note and lectures, how to learn about remembering and how to prepare for examinations. Ossai<sup>3</sup> study showed significant differences in the study of the students on the basis of age and gender, while Mushoriwa (2009) found no significant difference in the study habits of male and female student in Zimbabwe. Gender factor in academic attainment has been the concern of educational researchers administrators over the years. Different researchers have offered varying hypothesis to explain their observed gender differences in academic attainment. Yang (2010) define gender as the social attribute and opportunities associated with being male and female and the relationship between men, girls and boys as well as the relations between women and those between men. This attribute, opportunities and relationship are socially constructed and are learned through socialization processes, Gender refers to the social meaning associated with being a male or female, including the construction of identities, expectation behaviors and power relationship that are derived from social interaction (Ambe-uwa, Iwuchukwu and Jibirin 2008).

Gender differences have become critical issues of concern around world most especially to educators and researchers. Hansman, Tyson and Zahidi (2009) reported that there is no country in the world that has yet reached parity between men and women in different critical areas- such as in economic participatory and education. In Nigeria, and perhaps the whole of Africa, gender bias is still prevalent (Arigbabu & Mji. 2004). This is a view to which Onyeizugbo (2003) has also alluded in pointing out that sex roles are somewhat rigid in Africa particularly in Nigeria, gender differences are emphasized. It is a common place

to see gender stereotypes manifested in the day to day life of an average as men's profession (medicine, engineering, architecture) and others as women's (Nursing, catering, typing, arts). Typically, parent call boys to wash cars cut grass, fix bulbs, or climb ladders to fix or remove things.

In education, gender inequalities have always existed and can be viewed from different perspectives which includes subjects allocated to a particular gender as being more relevant to the disposition and academic performances of students, on the other hand, chores such as washing dishes, cooking, cleaning and so on, are reserved for the girls, in a nutshell, what are regarded as completed and difficult tasks are allocated to boys, whereas girls are expected to handle the relatively easy and less demanding task as a result of this way of thinking the larger society has tended to see girls as the "weaker sex", consequently an average Nigeria child goes to school with these fixed stereotypes. Gender issues, both on the part of the teachers and students, have been documented affect achievement generally (Erinosho, 2005, Kennedy, 2000).

Teachers also encourage gender stereotype by giving different treatment to males and females in class. Teacher often goes further to give different career guidance to males and females the society also frowns at -seeing a male cooking or female climbing a tree. Since Nigeria gained her independence, she never produces a female president governor (Ezendu and Obi 2013).

Koki and Abdullahi (2014) conducted a study on gender differences in study habit skills of undergraduate student of Yobe State University. Yobe State, Nigeria. The study proceeded to determine in addition whether the students study habit skills differences (where they exist) varied from faculty to faculty total population of one thousand eight hundred and seventy (1870) part III students. A survey design was adopted for the study. Simple random techniques was used to select the sample of the study Pearson's product moment correlation was used to test the hypotheses. The sample was 200 undergraduate students in the four faculties of the university.

### **Different Perceived Attitudes of Student Study Habit of Junior Secondary School according to Age.**

There is significant difference in the study habits on the basis of age study habits tend to improve the age as indicated by the higher mean performance of the 16-19 years old students. The older students reported better study habits in time scheduling concentration, note taking and writing skills Felipe (2018).

Age of the individual, as it increases usually affects the various development changes and it affects every area of human performance (Ukneze, 2007). In addition it is often been said that, older students being more highly motivated and being more experienced in many realms of life, should obtain higher grade point average (Sturman, 2003). Similarly, Morris (1995) reported that younger students obtain higher grade than older students, because of their relative freedom from cares. He also observed that age of the students while he/she attended college might be of some important about his academic success in college (NaderL Abdullahi & Kumar, 2009), Ng & Feldman (2008) found a moderate positive relationship between age and performance. He added, on the" other hand, found that age was largely unrelated to performance. While Sturman (2003) found that, the age and performance relationship took an inverted u shape. j

Powell (2011) investigated the relationship between age and deep level study habits in vocation nursing program, at Angela College. The result indicates that there are differences between and older vocational nursing students in the vocational nursing programme at age 23 and older tend to use deep and strategic approaches to learning more frequently than students age 18 - 22 in addition, the result indicate that younger students utilize superficial approaches to learning more often than the older students learn.

Amuda and Ali (2018).. Conducted a study on relationship among study habit, gender. marital status, age and parents' level of education and academic performance; of NCE students in Kashim Ibrahim College of Education Maiduguri, Borno State, Nigeria. Five objectives were raised, five hypotheses were tested. The researchers adopted survey and correlational design for the study. A sample of 142 NCE 2 and 3 students was selected through simple random and stratified sampling techniques. That is .20 NCE II and NCE III students' (Male 71 and Female 71) were involved. The instrument used for the study was study habits and examination techniques inventory (SHETI) form P. a 20 items study habits inventory adapted from the unginia state university, checklist was used for the study. The instrument was invalidated using cronach Alpha measure of internal consistency which yielded elpha index of 0.70 for the entire instrument. Tinding, age and gender are significant variable accounting difference in the study-habits of students. Study habit lend to improve with age female students seem to have better study habits than their male counter parts. Recommended as proactive counselling strategies should be.adopted in helping students improve their study

habit in order to attain better academic achievement in the senior school certificate examination conducted by West African examination council.

This study is related to the present study in that both studies focuses on study habit and academic performance based on gender both studies adopt simple random, This study differs from the present study in research design, the present study used survey correlational design while this study will used survey research design, this study also differs from the present study in the location of the study, population and sample of the study. This study adopted 5 objective, research, 5 question, and three hypotheses to guide the study while the present study five objective raised five hypotheses were tested.

Ossai (2012) conducted a study on age and gender differences in study habit in Delta State. In a framework for proactive counselling against low academic performance it has 92 two research question and two (2) hypotheses, the export facto descriptive survey design was used in the study. No conscious effort was made to amputate the variable of study habits, gender and age of the students rather 289 secondary school student attending a study skill. The sample consisted of student in two age ranges of 12 - 15 years and 16-19 years. 178 of the students belonged to the age range 12 - 15 years with mean age of 13.5 years and 111 student age 15 sample further consisted of males and 138 females.

This study related, to the present in that, both studies focuses of study habit on age differences of secondary school. The study differs from the present study in location, population and sample size of the study. This study has 5 objective, 5 research question and 3 null hypotheses to guide the study while the present study, adopt two research questions and two hypotheses were formulated to guide the study.

### **Difference between Student Study Habit and their Academic Performance of Junior Secondary School based on School type.**

Education is an important part of raising children and preparing them to live successful lives. As public schools face badge cuts that lead to larger class size and fewer resources many private schools continue to flourish. However, a private school can be expensive to decide if it's worth the investment, examine these major differences between public and private schools.

Our educational system suffers from a lot of hazards, one of them is the lack of guidance to be provided to students regarding how to study effectively and get a maximum benefit of reading material. The performance of a student in an

academic environment is a function of a number of valuables. In diligence and cognitive aptitude are the two well known factors used for the prediction of academic performance. Non-cognitive factors like attitude, materials study habits and study orientation also play an important role in determining the academic performance & students study habits and study attitude are factors that are determinant of an individual's approach towards study. The problem under study, here is to timeout difference in study habits of students of public and private sector's schools.

Ali, Ali and Naz (2012) reported that study habits of students of student in the private sector are better from public sector in the following ways. 'The private sector student's parents take more interest in their children education. They help in study of their children at home private sector student study throughout the year. They do not study just before the examination. Their study hours were also greater than public sectors students they study more than 4 hours. Some of them even study 12 hours in their daily routine.

In some area the performance of government sector is better than private sector, for example; students of all public sector schools study in silence. They do not like doing any other thing during their study. Though majority of private sector students study in silence, but some of them listen music or watch T.V during their study.

According to Mctighe (2007). private schools already have a lot of accountability even if the state is not involved at all. (P.56). the parents have other options, but they choose to pay for private schooling so they must be getting what they want. Schools are created for a purpose to teach the next generation. The nation is aware that the future depends on our youth. The work of one generation does not last forever, and jobs that keep our nation running will have to be passed to the younger generation. ;

## **METHODOLOGY**

### **Research Design**

The study used survey research design. The survey research is a type of research in which data are collected from a representative sample using a questionnaire, interview, observation and test. The main purpose of survey is to describe the characteristics of a population, according to Akuezib and Agu (2020) a survey research is the one in which a group of people or item study by collecting and analyzing data from only few people or item considered to be representative of



the entire group therefore, this design will be relative to present study that seek to investigate the perceived attitude toward study habit and academic performance among junior secondary school in Potiskum.

### Population and Sample

The target population of the study consists of all the students' of public and private junior secondary school in Potiskum Yobe State. Schools were purposively selected based on the division of the metropolis. Four (4) schools were selected because of the need to avoid undue proportion of one type of unit in the sample (Koul & Liloyd, 1997). Moreover, the selected schools from each of the division of the metropolis include Government Day Junior Secondary School Bukar Ali Ibn El-Kanemi; Government Day Junior Secondary School Bindigari; Legacy Private Secondary School Potiskum and Nana Aisha Islamic Theology Potiskum with the total population of six thousand five hundred and thirty eight (6,538) students. Three hundred and sample size. From the study population of six thousand five hundred and thirty eight (6,538), the researcher randomly selected the sample from the each school (strata) from four secondary schools. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population in to different subgroup of strata, then randomly selects the final results proportionally from different strata (Daniel, 2.007),

**Table 1.1: Population and Sampling Size of the Study**

Ward	Schools	Students Population	Sample Size	Sampling Technique.
Bolewa B.	Ciroma Ibrahim Islamiya	2,022	22	Proportionate Stratified
Bolewa A.	GDJSS Kara School	4,026	203	Proportionate Stratified
Dogo Nini	GDJSS Arikime	175	97	Proportionate Stratified
Hausawa Asibiti	King Abdul'aziz	313	42	Proportionate Stratified
	TOTAL	6,538	364	

Source: Yobe SUBEB (2021)

### Research Instrument

The instrument developed by Rezual and Sultana (2020) was adopted to collect data on perceived attitude of students toward study habit. The questionnaire has an internal consistency coefficient of 0.91 and reliability index of 0.78 was obtained. End of term exams score of English language was also collected for the selected students as to determine the academic performance using a Proforma. The Questionnaire was divided into two sections "A" section contain demographic information of respondents such as school, class, age and gender. Section "B" contain four (4) Items use of library note taking, learning and remembering . use of time table under each of the above Item (5) five questions were raised by the Researcher, the questionnaire is based on five point Likert rating scale For example:

Strongly Agree -	SA	= 5
Agree -	A	= 4
Disagree -	D	= 3
Strongly Disagree -	SD	= 2
Undecided -	UD	= 1

The primary data was collected by administering closed ended questionnaire with five likert format response scales to the student with aid of research assistant who have been selected from the selected school and train on how to distribute and retrieve the questionnaire. The responded were asked to complete the questionnaire on the spot and give back to the research through the research assistant. The complete exercise for Distributing and retrieval was lasted for one week.

### Method of Data Analysis

The data obtained was analyzed using both descriptive and inferential tools. Descriptive statistic was used to answer the research questions 1-5 while (ANOVA) statistic was used to test the three hypotheses at 0.05 level of significance.

### Results and Discussion

Performance among Junior Secondary School Students in Potiskum Metropolis, Yobe State, Nigeria. A total of 364 respondents were sampled for the study.

The demographic characteristics of the respondents were analyzed using frequency count, and simple percentage, while the analysis of the research

questions was done using mean and standard deviation, whereas all the research hypotheses were analyzed through Analysis of Variance (ANOVA).

**Table 2.1:** Demographic Characteristic of the Respondents

	S/N	Variables	Frequency	%
<b>Gender</b>	1.	Male	192	52.7
	2.	Female	172	47.3
		Total	364	100.00
<b>Age</b>	1.	10 – 13 years	174	47.8
	2.	14 – 16 years	190	52.2
		Total	364	100.00
<b>Class</b>	1.	JSS 1	124	34.1
	2.	JSS 2	143	39.3
	3.	JSS 3	97	26.6
		Total	364	100.00
<b>School Type</b>	1.	Private	64	17.6
	2.	Public	300	82.4
		Total	364	100.0

Table 2.1 shows the demographic characteristic of the respondent based on gender, age, class and school type. The male students constitute N=192(53.7%); female students' constitute N=172(47.3%), Similarly, the age group of the students' between 10-13 years constitute N=174(47.5%) and those between 14-16 years constitute N=190(52.2%). Students in JSS 1 class constitute N=124(34.1%), JSS 2 class constitute N=143(39.3%), while students in JSS 3 class constitute N=97(26.6%). Based on school type, students in private schools constitute N=64(17.6%), and public schools constitute N=300(82.4%) respectively.

4.1,2 Answer to Research Questions

**Research Question 1:** What is the perceived attitude of students study habit on academic performance among secondary school in Potiskum, Metropolis?

**Table 2.2:** Mean and Standard Deviation on the perceived attitude of students study habit on academic performance

S/N	Item Statement	N	Mean	SD	Decision
1.	I make use of material from library in getting more information on my lesson topics.	364	2.9341	1.09647	HA

2.	I don't have time in my daily routine to visit library.	364	1.6566	.65990	LA
3.	Library is not suitable reading place for study.	364	1.3516	.50066	LA
4.	When time is against me during examination, I use to visit library of my study.	364	3.0110	1.40831	HA
5.	I find it difficult to visit library unless during examination.	364	2.4566	1.32373	LA
6.	I can take note in class, keep up with the teacher and understand the lesson at the same time.	364	3.4973	1.40149	HA
7.	I have an efficient system of note taking.	364	3.0275	1.51732	HA
8.	I reviews my note after each class.	364	2,9698	1.30550	HA
9.	I jot down notes as I read my class material.	364	2.8819	1.61937	HA
10.	I know what is important stuff to write down.	364	3.1621	1.41366	HA
11.	I use to study in an area free from noise and distractions.	364	2.5626	1.50676	HA
12.	I use to study for at least an hour without getting up, walking about, talking snack of phone break.	364	1.5110	.50057	LA
13.	I use to jot down notes while reading my notes.	364	2.5192	1.76347	HA
14.	I use to budget my time for each subject in my personal time table	364	3.2005	1.68967	HA
15.	I make use of mnemonic, scanning, skimming while reading.	364	2.6264	1.60679	HA
16.	I have my personal reading timetable.	364	2.8736	1.63988	HA
17.	I find it difficult to organise my study time.	364	2.2099	1.37531	HA
18.	I budget time for each question during test or examination.	364	3.8709	1.67705	LA

19.	I plan my reading timetable ahead of examination	364	2.6868	1.20867	HA
20.	I don't know how to draw a personal timetable.	364	1.8736	1.30076	LA
21.	I feel confident that I have prepared for examination.	364	3.3874	1.11388	HA
22.	I usually get a good night rest prior to a scheduled examination.	364	2.8516	1.50663	HA
23.	I study in a group or with friends.	364	3.1264	1.67479	HA
24.	I prepare my writing materials such as math-sets, pen and papers.	364	2.6758	1.27245	HA
25.	I try to imagine possible test questions during my preparation for an exam.	364	3.2198	1.66011	HA
26.	I take time to understand the exams questions before starting to answer.	364	2.5247	1.22955	HA
27.	I answer the exam questions I know best first.	364	2.7637	1.81035	HA
28.	I study enough for exams.	364	2.7225	1.36563	HA
29.	I follow direction carefully when taking an exam.	364	3.3379	1.25027	HA
30.	I finish my exams in the allotted time.	364	3.4203	1.62512	HA

**Cumulative Mean: 2.763**

Keys: HA (High Attitude); LA (Low Attitude)

Table 2.2 shows the mean and standard deviation on the perceived attitude of students study habit and academic performance. The items statement 1 "I make use of material from library in getting more information on ray lesson topics" had the mean score of 2.9341. Item statement 2 "I don't have time in my daily routine to visit library" had the mean score of 1.6566. Item statement 3 "Library is not suitable reading place for my study" had the mean score of 1.3516. Item statement 4 "When time is against me during examination I sue to visit library for my study" had the mean score of 3.0110. Item statement 5 "I find it difficult to visit library-class, keep up with the teacher and understand the lesson at the same time" had the mean score, of 3.4973, Item statement 7 "I have an efficient system of note taking" had the mean score of 3.0275. Item statement 8 "I review

my notes after each class" had the mean score of 3.1621. Item statement 9 "I jot down notes as I read my class material" had the mean score of 2.8819. Item statement 10 "I know what is important stuff to write down"<sup>1</sup> had the mean score of 3.1621.

Similarly, item statement 11 "I use to study in an area free from noise and distraction" had the mean score of 2.5626. Item statement 12 "I use to study for at least an hour without getting up. walking about talking snack or phone brake" had the mean score of 1.5110. Item statement 13 "I use to jot down notes while reading my notes" had the mean score of 2.5192, Item statement 14 "I use to budget my time for each subject in my personal time table"<sup>1</sup> had the score of 3.2005. Item statement 15 "I make use mnemonic/scanning/skimming while reading" had the mean score of 2.6264. Item, statement 16 "I have my personal reading time table" had the mean score of 2.8736. Item statement 17 "I find it difficult to organize my study time" had the mean score of 2.2099. Item statement 18 "I budget time for each question during test or examination" had the mean score of 3.8709. Item statement 19 "I plan my reading time table ahead of examination" had the mean score of 2.6868. Item statement 20 "I don't know how to draw a personal time table" had the mean score of 1.8736.

In addition, item statement 21 "I feel confident that I have prepared for the examination"<sup>5</sup> had the mean score of 3.3874. Item statement 22 "I usually get a good night rest prior to a. scheduled examination" had the mean score of 2.8516. Item statement 23 "I study in a group or with friends" had the mean score of 3.1264. Item statement 24 "I prepare my writing materials such as mathsets, pen and papers" had the mean score of 2.6755. Item statement 25 "I try to imagine possible test questions during my preparation for an exam" had the mean score of 3.2198. Item statement 26 "I take time to understand the exams questions before starting to -answer" had the mean score of 2.5247. Item statement 27 "I answer the exam question I know best first" had the mean score of 2.7637. Item statement 28 "I study enough for the exam" had the mean score of 2.7225. Item statement 29 "I follow direction carefully when taking an exam" had the mean score of 3.3379. Item statement 30 "I finish my exams in the allotted time" had the mean score of 3.4203. Furthermore, the aggregate mean score of all the items statement stood at 2.763 which is above the decision rule. Therefore, this implies that, perceived attitude of students study habit and academic performance among secondary schools in Potiskum metropolis was high.

**Research Question 2:** What is the level of academic performance of junior secondary school student, in Potiskum metropolis?

Table 2.3: Showing Frequency count and Percentage of Students Academic Performance

S/N	Academic Performance	Grade	Frequency	Percentage
1.	70 – 100	A	156.	42.9
2.	60 – 69	B	83	22.8
3.	50 – 59	C	52	14.3
4.	40 – 45	D	35	9.6
6.	30 – 39	E	18	4.9
7.	0 – 29	F	20	5.5
		<b>Total</b>	<b>364</b>	<b>100.0</b>

Table 2.3 shows the level of academic performance of junior secondary school students in Potiskum Metropolis. Out of 364 students, 156 (42.9%) had "A" grade; 83(22.8%) had "B" grade; 52 (14.3%) had "C" grade. Similarly 35(9.6%) had. "D" grade; 18(4.9%) had" E" while 20(5.5%) had "F" Moreover, the cumulative number and percentage of students with above credit "C" stood at 291(80%) while those with pass grade stood at 73(20%). Therefore, the researcher upholds that the level of academic performance of students' in junior secondary schools in Potiskum Metropolis was above average.

**Research Question 3:** What is the perceived attitude of students study habit and academic performance of junior secondary school students in Potiskum metropolis according to gender?

Table 2.4: Showing Mean, Standard Deviation and mean difference of Perceived attitude of student study habit and academic performance of junior secondary school students according to gender

Gender	N	Mean	SD	Mean Difference
<b>Male</b>	192	77.5729	19.60780	-9.7469
<b>Female</b>	172	87.3198	14.38514	

Table 2.4 reveals the mean, standard deviation and the mean difference between male and female students' perceived attitude and academic performance of junior secondary school students in Potiskum Metropolis. The mean value of male students' stood at 77.5729 and the standard deviation of 19,60780 while that of female students' stood at 87.3198 and standard' deviation of 14.38514.The mean difference between male and female students' stood at 9.7469. Therefore, the researcher upholds that male have more perceived attitude study habit than the female students'.

**Research Question 4:** What is the perceived attitude of student study habit and academic performance of junior secondary school students in Potiskum metropolis according to age? Table 2.5: Showing Mean, Standard Deviation and mean difference of Perceived attitude of student study habit and academic performance of junior secondary school students according to age.

Age Groups	N	Mean	SB	Mean Difference
10-13 Years	174	81.4080	17.93502	1.4762
14- 16 Years	190	82.8842	18.05217	

Table 2.5 reveals mean, standard deviation and mean differences between age group of the students' perceived attitude and academic performance of junior secondary school students in Daniaturu Metropolis. The mean value of students' between the age group of 10-13 years stood at 81.4080 and the standard deviation of 17.93502 while that of students' between the age group of 14-16 years stood at 82.8842 and standard deviation of 18.05217. The mean difference between the age groups of the students' stood at 1.4762. The difference between the age groups is minor and looking at the standard deviation between the groups it does not separate to the large extent. Therefore, the researcher upholds that all age groups have perceived attitude toward study habit and academic performance.

**Research Question 5:** What is the difference student study habit and academic performance of junior secondary school students in Potiskum metropolis based on school type?

**Table 2.6:** Showing Mean. Standard Deviation and mean difference of Perceived altitude of student study habit and academic performance of junior secondary school students according to school type.

School Type	N	Mean	SD	Mean Difference
Private	64	92.1406	7.90994	12.0873
Public	300	80,0533	18.80983	

Table 2.6 reveals the mean, standard deviation and the mean difference between private and public school perceived attitude and academic performance of junior secondary school students in Potiskum Metropolis, The mean value of private schools stood at 92.1406 and the standard deviation of 7.90994 while that of public schools stood at 80.0533 and standard deviation of 18.80983. The mean difference between private-and public schools stood at 12.0873. Therefore, the researcher upholds that private schools have more perceived attitude towards study habit than their counter part in public schools, . '

**Testing Research Hypotheses**

Hypothesis 1: There is no significant difference between attitude of student study habit and academic performance of junior secondary school in Potiskum metropolis according to gender.



Table 2.7: Result of one way ANOVA on the significance difference of Attitude of Student Study Habit and Academic Performance according to Gender

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	8619.001	1	8619.001	28.672	.000
<b>Within Groups</b>	108818.392	362	300.603		
<b>Total</b>	117437.393	363			

Table 2.7 explain the difference or otherwise in relation to perceived attitude of students study habit and academic performance based on their gender, and the table shows that the significant p-value stood at .000 which is less than .005, therefore, the null hypothesis is rejected saying that there is significant gender difference in the perceived students "attitude study habit and academic performance of junior secondary school in Potiskum Metropolis. . Hypothesis 2: There is no significant difference between attitude of student study habit and academic performance of junior secondary school in Potiskum metropolis according to age. Table 2.8: Result of one way ANOVA on the significance difference of Attitude of Student Stud)' Habit and Academic Performance according to Age

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	197.911	1	197.911	.611	.435
<b>Within Groups</b>	117239.48]	362	323.866		
<b>Total</b>	117437.393	363			

Table 2.8 explain the difference or otherwise in relation to perceived attitude of students, study habit and academic performance based, on their age. and the table shows that the significant p-value stood at .435 which is above .005, therefore, the null hypothesis is accepted saying that there no Is significant age difference in the perceived students attitude study habit and academic performance of junior secondary school in Dam atom Metropolis.

**Hypothesis 3:** There is no significant difference between attitude of student study habit and academic performance of junior secondary school in Potiskum metropolis based on school type.

Table 2.9: Result of one way ANOVA on the significance difference of Attitude of Student Study Habit and Academic Performance according to School type

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	7706.512	1	7706.512	25.424	.000
<b>Within Groups</b>	109730.881	362	303.124		
<b>Total</b>	117437.393	363			

Table 2.9 explain the difference or otherwise in relation to perceived attitude of students study habit and academic performance based on their school type, and

the table shows that the significant p-value stood at .000 which is less than .005, therefore, the null hypothesis is rejected saying that there is significant school type difference in the perceived students attitude study habit and academic performance of junior secondary school in Potiskum Metropolis.

### **Discussions of Findings**

research question one; it was reveals that perceived attitude of students study habit and academic performance among, junior secondary school students in Potiskum Metropolis was high. The finding was in conformity with the finding of Musa and Garba (2019) that student attitude has a significant effect on students' performance and academic. Similarly, this present findings has affirmed the earlier finding of Oladeni and Binbo (2017) that significant relationship occurs between note taking, students use of library, time allocation on students' academic performance in mathematics. Moreover. Ketelyn (2013) have identified that positive or good study habit which students employ in order to improve their academic performance include studying everyday, creating quiet place at home or anywhere to study taking regular break asking for help if one is struggling with his studies, taking note as one studies as well as organizing note in a notebook or folder. Henceforth. Ashish (2013) opined that if students must ensure academic success throughout the entire year, it is important to ditch a bad study habit and establish good ones. In addition, no matter what age or academic level one has to be employing effective study' strategies.

Secondly, the analysis of research question two reveals that the level of academic performance of junior secondary school student was above average in Potiskum Metropolis. Academic performance has long been recognized as one of the important goals of education the world over, however, it is general observation that learners placed in an identified set of academic situation vary in their scholastic achievement. Academic performance is the criteria for selection, promotion or recognition on various walks of the life. The academic performance of academic performance of junior secondary school based on school type were all discussed extensively and the chapter ended up with summary of literature review and uniqueness of the study.

### **Conclusion**

Students generally have a favourable attitude towards study habit in Potiskum Metropolis. Though Positive attitudes alone may not significantly predict good performance as shown by the students' grades, there are other mediating factors including student effort and commitment that connect attitude and performance without-which attitude alone may not reflect performance. Students attribute and their performance mostly to the school environments, abilities, future interest and personal effort. Hence, the students should be motivated through persuasion, use of library, note taking techniques, learning and remembering

strategies, use of perceived attitude towards study habit contributed significantly to students' academic performance of junior secondary school students in Potiskum Metropolis. Yobe State, Nigeria.

### Recommendations

Based on the findings of the study; it was recommended that:

1. School counsellors should give orientation to newly admitted student on effective study habit counselling to improve their academic performance.
2. School counsellors, teachers and school authorities should motivate, encourage otherwise enforce reading culture or "prep time" into the curricula! and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance.
3. Counsellors, parents, and significant others should show appreciation for student strong points and identify their weaker areas, then initiate corrective practices such as improvement of organizing time for study, visiting library, study habits, controlling of exam phobia as these would boost their morale,

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