

EFFECTS OF STUDY HABITS ON ACADEMIC ACHIEVEMENT OF BUSINESS STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN DELTA STATE

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Abstract

The study investigated the effects of study habits on the academic achievement of Business Studies students in junior secondary schools in Delta State. To guide the study, four research questions and four hypotheses were raised. The study adopted a quasi-experimental design. The study population comprises all Delta State public junior secondary class (JSS2) students. The study sample consists of 376 Business studies students from nine mixed secondary schools in the three senatorial districts in Delta State. The purposive and stratified sampling techniques were used for the study. The instrument used for the study was the Business Studies Achievement Test (BSAT),

consisting of 50 multiple-choice items. Kuder Richardson formula 21 was applied to determine the instrument's reliability, and a co-efficient r of 0.77 was obtained. The mean and standard deviation were used to answer the research questions, while the hypotheses were tested using Analysis of Variance (ANOVA) and t -test statistics at a 0.05 significance level. The study's findings showed a difference in the mean scores of Business Studies Students who study using the study time, group and individualized study habits. Based on these findings, it was recommended, among others, that the government at all levels should provide adequate quality human and material resources in rural schools to bridge the gap in the academic achievement of rural and urban students.

Keywords: Study habit, academic achievement and business studies

Introduction

Business studies is a pre-vocational elective subject offered at the upper school level of the Basic Education programme in Nigeria. Business studies help in the student's intellectual, physical and emotional development. According to Kpolovie (2014), Business studies are concerned with acquiring pedagogical and professional competencies in industry and education necessary for personal use, for entry into the business world as an employer, employee or self-employed. Business studies is a skill-oriented subject and vital for advanced-level proficiency. It is an integration of office practice, bookkeeping, commerce and keyboarding.

The concept of study habits consists of study attitudes, study skills and study methods. Attitude towards study significantly impacts academic achievement, and successful students adopt a positive attitude towards study. Study habit refers to the degree to which students engage in regular activities characterized by appropriate study **routines**. Charles-Ogun and Alamina (2014) see study habits as a desired repetitive pattern of studying a subject. Some prefer to study alone; others prefer to study in groups; others study for a particular time frame. Study habits have also been described as those techniques, such as note-taking and outlining materials, that learners employ to assist themselves in inefficiently learning the materials at hand. Ogbodo (2012) defines study habit as learning which leads to achieving a learning goal through a prescribed study pattern. Furthermore, Anwar (2013) stated that the study habit concept comprises study attitude, method, and skills. He added that successful students adopt a positive attitude towards study and do not

waste time and energy on irrelevant activities. Different students adopt different and unique study habits. What may be a good study habit for a student or group of students may be detrimental to other students. Undoubtedly, different people study in different ways, and it is a near certainty that what works for one may not work for another (Katelyn, 2013). Study time refers to a specific time a student is assigned to study to acquire knowledge and skills. Aduke (2015) argued that study time is a skill that helps in organizing, planning, arranging, and accounting for one's time to create more productivity and efficient work. Chaturvedi (2016) argued that study time is essential as it helps to enhance productivity and grades.

Group study refers to a learning environment where students are encouraged to take intellectual risks and to communicate about the learning task with each other. It allows students to express themselves in the subject's language and establish more intimate contact with other students. Noreen and Rana (2019) described group study as a purposeful teaching technique where the teacher involves the students in the construction of knowledge through activity-focused participation facilitated by the teacher. The purpose of group learning is to help learners discover the relationship among concepts of their subject through focused interaction with their peers.

Individualized study refers to attaining knowledge through teacher instruction and individual practice attitude towards the subject matter. The individualized study encourages the development of critical thinking and inquiry spirit through clarification of essential content or ideas because students enjoy the liberty to advance their ideas and benefit from the ideas of others. The issue of which study habit yields better academic achievement has been a bone of contention for researchers. Miqdadi, Almomani, Masharqa and Elmoousel (2014) found that students perform better using the study time routine. Furthermore, Bankole and Ogunsakin (2016) Ladley, Wikinson, and Young (2015) in their various studies concluded that group study habit is associated with high academic achievement.

Academic achievement refers to the index of general mental abilities based on the individual's response to tests of different types. Some researchers have argued that the achievement of students was gender influenced. However, some researchers dispute that gender does not affect students' study habits. Similarly, Mosha (2014), Adepoju (2012) and Onoyase (2015) in their studies concluded that students in urban located schools performed better than their rural counterparts. According to them, urban schools are better favoured regarding the distribution of human and material educational resources. Bosede (2012) and Okorie and Ezech (2016) showed no difference in the academic achievement of students because of location.

Business studies is a skill-oriented subject that equips the individual learner with the necessary skills and knowledge that will enable them to contribute to the country's development. Ogumayi (2013) describes Business studies as the type of education that assists individuals in acquiring skills they can apply to solve problems in business and office occupations. The general objectives of Business studies are as follows;

- Develop basic skills in office occupations.
- Provide the orientation and basic skills to start an occupation for those who may not have the opportunity for further studies.
- Provide basic business skills for personal use now and in the future.

- Relate the knowledge
- and skills to the national economy.

However, the full realization of these objectives has not been achieved due to several problems, including students' study habits. Students' performance in Business studies has been relatively poor compared to other disciplines, especially in the Basic Education Certificate Examination (BECE). Below is a summary of students' performance in Business studies for the last three years: 2019, 23.4% credit, 40.2% failure; 2020, 28.2% credit, 46.4% failure; and 2021, 29.4% credit and 42.4 % failure. From the above, it is evident that much still has to be done to ensure the realization of the objectives of the Business studies curriculum and to improve the student's academic achievement. The pertinent question is, which study habits will yield better academic achievement? Is it the study time, group or individualized study habits? Thus, the study will proffer solutions to these questions.

Purpose of the study

The general purpose of the study is to investigate the effect of study habits on the academic achievement of Business studies students in public junior secondary schools in Delta State. Specifically, the study will examine the following.

1. If there is any effect of individualized, group and study time habits on students' academic achievement.
2. Examine any difference in the mean achievement scores in Business students who studied using individualized, group and study time habits.
3. Compare male and female students' achievement scores in Business studies using individualized, group and individualized study habits.
4. Compare the difference in the mean achievement scores in Business studies between urban and rural students who study using individualized, group and study time habits.

Research questions

1. Is there any effect of individualized, group and study time habits on students' academic achievement in Business Studies?
2. Is there any difference in the mean achievement scores in Business Studies between students using individualized, group and study time habits?
3. Is there any difference in the mean achievement scores in Business Studies between male and female students who use individualized, group and study time habits?
4. Is there any difference in the mean achievement scores in Business Studies between urban and rural students using individualized, group and study time habits?

Hypotheses

The following null hypothesis was formulated and tested at a 0.05 significance level.

H₀₁: There is no significant effect of individualized, group and study time habits on students' academic achievement in Business studies.

Ho₂: There is no significant difference in the mean achievement scores in Business studies among students using individualized, group and study time habits.

Ho₃: There is no significant difference in the mean achievement scores in Business studies between male and female students who use individualized, group and study time habits.

Ho₄: There is no significant difference in the mean achievement scores in Business studies between urban and rural students who use individualized, group and study time habits.

Methods

The design of the study was quasi-experimental. The study population comprises all public junior secondary school students in Delta State. The sample of the study consists of (376) public junior secondary school (JSS2) students from (9) mixed secondary schools from the three senatorial districts in Delta State. The purposive sampling technique and stratified random sampling were used for the study to ensure that the selected sample met the needs of the study. The instrument used for the study was the Business Studies Achievement Test (BSAT), consisting of (50) multiple-test items. The test questions covered the scheme of work for JSS 2. Kuder Richardson's formula (21) was used to estimate the instrument's reliability. A coefficient r of 0.77 was obtained. Data collected for the study were analyzed using mean and standard deviation to answer the research question. In contrast, Analysis of Variance (ANOVA) was used to test the hypotheses at a 0.05 significance level.

Presentation of Results

Research question 1

Is there any effect of individualized study habits, group study habits and study time habits on students' achievement in Business studies?

Table 1: Comparison of Pretest and Posttest Mean Achievement Scores in Business Studies among students who study using individualized study habits, group study habits and study time habits.

Teaching Styles	Group	N	Mean (\bar{X})	Mean (\bar{X}) Difference	Std. Deviation
Individualized study habit	Pretest	136	56.24	5.74	16.23
	Posttest	136	61.97		20.15
Group study habit	Pretest	130	67.77	5.21	17.11
	Posttest	130	72.98		13.61
Study time habit	Pretest	110	67.08	4.97	17.46
	Posttest	110	72.05		13.29

Table 1 compares pretest and posttest mean achievement scores among business studies students using individualized, group, and study time habits. Students with individualised study habits had a pretest mean of 56.24 and a posttest of 61.97. The group study students had a pretest of 67.77 and a posttest of 72.98. A Pretest score of 67.08 and a posttest of 72.05 were recorded for students who study using study time habits. A mean difference of 5.74, 5.21 and 4.97 was shown for the three study habits. This means there is a difference between the pretest and posttest

mean achievement scores in Business Studies among students using individualized, group and study time habits.

Research Question 2

Is there any difference in the mean achievement scores in Business Studies among students using individualized, group, and study time habits?

Table 2: Comparison of mean achievement scores in Business Studies among students using individualized, group, and study time habits.

Study Habits	N	Mean (\bar{X})	Std. Deviation
Individualized study habit	136	73.10	11.75
Group study habit	130	62.23	13.68
Study time habit	110	65.92	18.16

Table 2 shows the mean achievement scores in Business Studies among students using individualized, group, and study time habits. It showed that the students taught using individualized study habits had a mean of 73.10 and a standard deviation of 11.75, and students taught using group study habits had a mean of 62.23 and a standard deviation of 13.68. In contrast, the students taught using study time habits had a mean of 65.92 and a standard deviation of 18.16. This means there is a difference in the mean achievement scores in Business Studies among students who study using individualized, group, and study time habits.

Research question 3

Is there any difference in the mean achievement scores in Business Studies between male and female students who study using individualized, group, and study time habits?

Table 3: Comparison of Mean Achievement Scores in Business Studies between Male and Female Students who Study using the Individualized Study Habit, Group Study Habit and Study Time Habit.

Study habits	Gender	N	Mean (\bar{X})	Mean (\bar{X}) Difference	Std. Deviation
Individualized study habit	Male	63	64.63	2.86	14.31
	Female	73	61.77		11.12
Group study habit	Male	62	65.45	6.16	14.39
	Female	68	59.29		12.39
Study time habit	Male	60	56.07	-6.37	16.83
	Female	50	62.44		12.04

Table 3 compares mean achievement scores in business studies between male and female students who study using individualized, group, and study time habits. The male who studied using the individualized study habit had a mean of 64.63 and a standard deviation of 14.31, while the female had a mean of 61.77 and a standard deviation of 11.12. Comparatively, a mean difference of 2.88 indicated no difference between male and female means achievement scores in Business Studies among students using individualized study habits. The males who studied using group study habits had a mean of 65.45 and a standard deviation of 14.39, while females had a mean of 59.29 and a standard deviation of 12.39. The males who studied using study time habits had a mean of 56.07 and a standard deviation of 16.83, while females had a mean of 62.44 and a standard deviation of 12.04.

59.29 and a standard deviation of 12.39. Comparatively, a mean difference of 6.16 indicated no difference between male and female means achievement scores in Business Studies among students who study using group study habits. The male taught with study time habit had a mean of 56.07 and a standard deviation of 16.83, while the female had a mean of 62.44 and a standard deviation of 12.04. Comparatively, a mean difference of -6.37 indicated no difference between male and female means achievement scores in Business Studies among students who study using study time habits.

Research question 4

Is there any difference in the mean achievement scores in Business Studies between urban and rural students using individualized, group, and study time habits?

Table 4: Comparison of Mean Achievement Scores in Business Studies between Urban and Rural Students who Study using the Individualized Study Habit, Group Study Habit, and Study Time Habit.

Study habits	School Location	N	Mean (\bar{X})	Mean (\bar{X}) Difference	Std. Deviation
Individualized study habit	Urban	104	63.66	8.57	13.29
	Rural	32	55.09		9.83
Group study habit	Urban	100	63.65	6.15	13.30
	Rural	30	57.50		14.09
Study time habit	Urban	50	55.88	5.65	17.57
	Rural	60	61.53		12.30

Table 4 compares mean achievement scores in Business studies between urban and rural students who study using individualized, group, and study time habits. The urban students had a mean of 63.66, 63.65, and 55.88 and a standard deviation of 13.29, 13.30, and 17.57, respectively, in the three study habits. Rural students had a mean of 55.09, 57.50, and 61.53 and a standard deviation of 9.83, 14.09, and 12.30, respectively, in the three study habits. Comparatively, a mean difference of 8.57, 6.15, and 5.65 was shown, indicating a difference between urban and rural means achievement scores in Business Studies among students using the three study habits.

H_{01} : There is no significant effect of individualized, group, and study time habits on students' achievement in Business Study.

Table 5: t-test Comparison of Achievement Scores in Business Studies between Pretest and Posttest of Students who study using Individualized Study Habits, Group Study Habits, and Study Time Habits on Students' Achievement in Business Study.

Study habits	N	Mean (\bar{X})	Std. Deviation	Df	t-value	p-value	Decision
Individualized study habit	136	56.24	16.23	270	2.585	.010	Ho ₁ is rejected
Pretest	136	61.97	20.15				
Posttest							
Group study habit							

Pretest	130	67.77	17.11	258	2.716	.007
Posttest	130	72.98	13.61			
Study time habit						
Pretest	110	67.08	17.43	218	2.377	.018
Posttest	110	72.05	13.29			

Table 5 shows the t-test comparison of achievement scores in Business Studies between the pretest and post-test of students taught with individualized study habits, group study habits, and study time habits on students' achievement in Business Studies. The result showed that individualized study habits, group study habits, and study time habits on students' achievement in Business Studies had a t-value of 2.585, 2.716, and 2.377 and a p-value of .010, .007, and .018, respectively. Testing at an alpha level of .05, the p-value is less than the alpha level; the null hypothesis, therefore, was rejected. Hence, individualized study habits, group study habits, and study time habits significantly affect students' achievement in Business Studies.

Hypothesis 2

Ho₂: There is no significant difference in the mean achievement scores in Business Studies among students using individualized, group, and study time habits.

Table 6: Summary Analysis of Variance (ANOVA) of Pretest Mean Achievement Scores in Business Studies among Students who Study using the Individualized Study Habit, Group Study Habit, and Study Time Habit.

Study habits	Sum of Squares	Df	Mean Square	F	P-value	Decision
Between Groups	80.172	2	40.086			
Within Groups	11328.942	182	62.247	.644	.526	Retained
Total	11409.114	184				

Table 6 shows the Summary of the Analysis of Variance (ANOVA) of mean achievement scores in Business Studies among students using individualized, group, and study time habits. The result showed an F-value of .644 and a p-value of .526. Testing at an alpha level of .05, the p-value is less than the alpha level. This means that there is no significant difference in the pretest mean achievement scores in Business Studies among students using individualized, group, and study time habits. For this reason, ANOVA was appropriate for testing hypothesis 2.

Table 7: Summary of Analysis of Variance (ANOVA) of Mean Achievement Scores in Business Studies among Students who Study using the Individualized Study Habit, Group Study Habit, and Study Time Habit.

Achievement Scores	Sum of Squares	Df	Mean Square	F	P-value	Decision
Between Groups	8129.077	2	4064.538			
Within Groups	78703.899	373	211.002	19.263	.000	Ho ₂ is rejected

Total	86832.976	375
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Table 7 shows the Summary of the Analysis of Variance (ANOVA) of mean achievement scores in Business Studies among students using individualized, group, and study time habits. The result showed an F-value of 19.263 and a p-value of .00. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means a significant difference in the mean achievement scores in Business Studies among students using individualized, group, and study time habits. Therefore, there is a need for post hoc analysis to determine where the differences lie.

Table 8: Post Hoc of Scheffe Multiple Comparisons of Individualized Study Habit, Group Study Habit, and Study Time Habit.

(I) Study habits	(J) Study habits	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Individualized study habit	Group study habit	10.872*	1.782	.000	6.49	15.25
	Study time habit	7.185*	1.863	.001	2.61	11.76
Group study habit	Individualized study habit	-10.872*	1.782	.000	-15.25	-6.49
	Study time habit	5.453	1.844	.014	-8.31	.94
Study time habit	Individualized study habit	-7.185*	1.863	.001	-11.76	-2.61
	Group study habit	5.453	1.844	.014	-.94	8.31

Table 8 shows the Post hoc tests of the mean difference between the individualized study habit and group study habit as 10.872 and a p-value of .000 while between individualized study habit and study time habit as 7.185 and a p-value of .001. These comparisons significantly differ since the p-values are less than .05. The mean difference between group study habit and study time habit is 5.453 and a p-value of .014. These comparisons are significantly difference since the p-values are less than .05.

Hypothesis 3

There is no significant difference in the mean achievement scores in Business Studies between male and female students using individualized, group, and study time habits.

Table 9: t-test comparison of Achievement Scores in Business Studies between Male and Female Students who Study using the Individualized Study Habit, Group Study Habit, and Study Time Habit.

Study Habits	N	Mean (\bar{X})	Std. Deviation	df	t-value	p-value	Decision
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Individualized study habit							Ho ₃ is retained
Male	63	64.63	14.31	134	1.314	.191	
Female	73	61.77	11.12				
Group study habit							
Male	62	65.45	14.39	128	2.657	.326	
Female	68	59.29	12.39				
Study time habit							
Male	60	56.07	16.83	108	2.251	.327	
Female	50	62.44	12.04				

Table 9 shows the t-test comparison of achievement scores in business studies between male and female students using individualized, group, and study time habits. The result showed that individualized study, group, and study time habits had a t-value of 1.314, 2.657, and 2.251 and a p-value of .191, .326, and .327, respectively. Testing at an alpha level of .05, the p-value is greater than the alpha level; the null hypothesis was accepted. Hence, there is no significant difference in the mean achievement scores in Business Studies between male and female students who use individualized, group, and study time habits.

Hypothesis 4

Ho₄: There is no significant difference in the mean achievement scores in Business Studies between urban and rural students using individualized, group, and study time habits.

Table 10: t-test Comparison of Achievement Scores in Business Studies between Urban and Rural Students who Study using the Individualized Study Habit, Group Study Habit, and Study Time Habit.

Study Habits	N	Mean (\bar{X})	Std. Deviation	Df	t-value	p-value	Decision
Individualized study habit	104	63.66	13.29	134	3.370	.001	Ho ₄ is rejected
Urban	32	55.09	9.83				
Rural							
Group study habit	100	63.65	13.30	128	2.191	.030	
Urban	30	57.50	14.09				
Rural							
Study time habit	50	55.88	17.57	108	1.282	.015	
Urban	60	61.53	12.30				
Rural							

Table 10 shows the t-test comparison of achievement scores in Business Studies between urban and rural students who study using individualized, group, and study time habits. The result showed that individualized study habits, group study habits, and study time habits had a t-value of 3.370, 2.191, and 1.282 and a p-value of .001, .030, and .015, respectively. Testing at an alpha level of .05, the p-value is less than the alpha level; the null hypothesis was rejected. Hence, there is a significant difference in the mean achievement scores in Business Studies between urban and rural students using the three study habits.

Discussion

The result of data analyzed in research question 1 and hypothesis 1, as shown in Tables 1 and 5, revealed that there is a difference between pretest and posttest means achievement scores in Business Studies among students who study using individualized study habits, there is a difference between pretest. Posttest means achievement scores in Business Studies among students using group study habits. A difference between the pretest and posttest means achievement scores in Business Studies among students using study time habits. However, hypothesis 5 showed a significant effect of individualized, group, and study time habits on students' achievement in Business Study. This implies that students taught using the individualized, group, and study time habits performed better after treatment was applied. This supports Aduke 2015, Noran and Rana 2019, and Ladley, Wilkinson, and Young 2019 opined that good study habit is a potent weapon for students to excel.

The results from research question 1 and hypothesis 2 in Tables 2 and 6 revealed a difference in the mean achievement scores in Business Studies among students using individualized study, group, and study time habits. Hypothesis 6 revealed a significant difference in the mean achievement scores in Business Studies among students using individualized, group, and study time habits. This means there is a difference in students' performance using individualized, group, and study time habits. This is related to research carried out by Marc (2012), who stated that good study habits help students attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and exams, take notes, develop independently, and ask relevant questions in class, thereby having good grades at the end of the term.

The result of data analyzed in research question 3 and hypothesis 3 in tables 3 and 7 revealed that there is no difference between male and female means achievement scores in Business Studies among students who study using individualized study habits, there is no difference between male and female means achievement scores in Business Studies among students who study using group study habit, and there is no difference between male and female means achievement scores in Business Studies among students who study taught using study time habit. Hypothesis 7 revealed a significant difference in the mean achievement scores in Business Studies between male and female students using individualized, group, and study time habits. This means that male and female students using the three study habits do not perform differently. This can be attributed to research carried out by Abdul-Raheem (2012), who, in his study on gender differences and student academic achievement, reported no significant difference between the achievement mean scores of male and female students in the experimental and control groups.

The result from data analyzed in research question 4 and hypothesis 4, as shown in Tables 4 and 8, revealed that there is a difference between urban and rural means achievement scores in Business Studies among students who study using individualized study habits, there is a difference between urban and rural means achievement scores in Business Studies among students who study using group study habit and that there is a difference between urban and rural means achievement scores in Business Studies among students who study using study time habit. Hypothesis 8 revealed a significant difference in the mean achievement scores in Business Studies between

urban and rural students using individualized, group, and study time habits. This means urban and rural students using individualized, group, and study time habits performed differently. This is in line with the study of Obe (2004), who observed a significant difference in the urban-rural performance of 480 primary six school finalists on the aptitude test of the National Common Entrance Examination (NCEE) in secondary schools in Nigeria.

Conclusion

The major conclusions drawn from the findings of the study are as follows.

- Individualized study habits, group study habits, and study time habits significantly affect students' achievement in Business Study.
- There is a significant difference in the mean achievement scores in Business Studies among students using individualized, group, and study time habits.
- There is no significant difference between male and female means achievement scores in Business Studies who studied using individualized, group, and study time habits.
- There is a significant difference between urban and rural means achievement scores in Business Studies who studied using individualized, group, and study time habits.
- Business Studies students' academic achievement in Business Studies is not affected by their sexes.
- Business Studies students in urban schools performed significantly better than their counterparts in rural schools.
- Individualized, group, and study time habits influenced Business Studies academic achievement in junior secondary schools in Delta State.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made.

1. School administrators can also sensitize their students on the need to adopt group study and study time habits in addition to their usual individualized study habits. This will help them to achieve better results.
2. Government at all levels should provide quality human and material resources in rural schools to bridge the gap in the academic performance of rural and urban students.
3. Business Studies students should be provided with a conducive learning environment to encourage them to use group study and study time habits.

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