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Learning Habits and Academic Performance of Students: A Study of Human Resource Management Department Delta State Polytechnic (DSPG), Ogwashi-Uku, Nigeria

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ABSTRACT

The study examined the learning habits and academic performance of students. A study of human resources management department in Delta State Polytechnic, Ogwashi-Uku. The main purpose of the study was to investigate the relationship between learning habits and academic performance of students. The population size was 250 students and a sample size of 154 was derived using the Taro Yamane formula techniques. This research used questionnaire to collect data from respondents. The data collected was analysed using the sample percentage method and weighted average to test the hypothesis. However, the results revealed that there is relationship between learning habits and academic performance, that students acquire effective learning habits through listening to lecturers in class, going to the library always, personal study, group discussions. The researcher recommended that students should make use of the school library rather than depend on lecture note and complete reliance on the library will expose the students to a wider range of knowledge, it was also recommended that lectures and school guidance councillors should collaboratively guide students on how to develop good learning habits thereby enhancing their academic performance. Based on the findings, the researcher suggested that future researchers should examine the general learning habits of students in the school of business (SBS) Delta State Polytechnic Ogwashi-Uku.

Keywords: Learning Habits, Academic Performance, Students: Human Resource Management, DSPG, Nigeria.

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1. INTRODUCTION

Learning involves a particular kind of change as a result of experience or practice. They are many learning habits as there are different people on earth some students prefer to read with music in the background while others may prefer extremely quiet place, some can read for a very few hours with clear concentration and others can read for several hours. Individuals learning habits varies, learning includes all permanent changes in behavior both desirable and undesirable changes result from experience whether in school or outside school. In the field of education and psychology learning has been discovered all over the world to be a highly complex problem. Learning habits may be acquired through training or instinct, for example if a student receives lectures for three hours in a sitting he/she can acquire the habits of hearing for such a lengthy time as a result of the training in taking lectures for hours on the other hand, students will find himself or herself in a particular learning habits by instinct.

In line with what has been said above, we can deduce that good learning habits will definitely yield positive academic performance and achievement and also inefficient or poor learning habits leads to academic failure. Students attitude and learning habits towards any course has been described as a function of passion coupled with their belief on that particular course which has a long way to go on their academic performance. However, many factors have been heightened to influence the ability of a students to cultivate effective and efficient learning habits such factor include; student's intellectual ability, emotional and social factor, environmental factor, lecturer's personality.

In institution of higher learning according to Dibua (2009), good learning habits accounts for a major part of the student bad learning habits on the other hand usually result to failure or it leads to lowering of grades. Nnoil (2005) learning is pervasive, it pervades everything we do and think for instance, it has a vital role to play in the language we speak, our attitude and even our perception. It reaches a aspect of human life interest and learning are positively related. An individual learning bests those things which he is interested in, for instance most male find learning to play football easier than learning to and fraction. Positive academic performance depends upon the student's ability to schedule his time, plan his study, the habit concentration, note-taking, mental review and over learning etc. in other words positive academic performance is a function of proper learning habits.

1.1 Statement of the Problem

Learning is a continuous modification of bahavoieur, it continues throughout life and it depends on readiness and motivation. A student learn to read books when he or she is physically able and has a desire to read. The problems associated with learning habits has a major effect on a student's academics, it is believed that everyone has a different learning habits and it is important to find out the best personal way to learn. Students in the various departments in Delta State Polytechnic Ogwashi-Uku have often disagreed over who have better learning habits. This study attempts to enlighten these students that tends to adopt of follow particular learning habits without understanding the implication of how they promote or inhabits academic performance.

1.2 Objective of the Study

1. To investigate the relationship between learning habit and academic performance of students
2. To determine how students can acquire effective learning habits to improve their academic performance.

1.3 Research Question

1. Is there relationship between learning habit and academic performance of students?
2. Do you agree that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group discussion, personal study?

1.4 Research Hypothesis

The following research hypothesis are proposed to guide the research

H₀: There is no significant relationship between effective learning habits and academic performance.

H₁: There is significant relationship between effective learning habits and academic performance.

H₀: Students do not acquire effective learning habit through listening to lecture in class, going to library always, group discussion, personal study.

H₁: Students acquire effective learning habit through listening to lecture in class, going to library always, group discussion, personal study.

2. RELATED LITERATURE

2.1 Conceptual Framework

2.1.1 Learning

Learning is relatively permanent change in behavior or potential behavior that result from direct or indirect experience or practice. The phrase “relatively permanent change” distinguishes learning from changed in behavior that could be due to temporary conditions resulting from factors such as fatigue illness learning is also a process of acquiring modifications in existing knowledge, skills, habits or tendsice through experience, practice or exercise Nnaji (2005). Ambrose etal (2010) learning is a process, not a product, learning is a change in knowledge, beliefs, behaviors or attitudes. Polman (2009) learning can take place through listening, testing and observing others. It has to do with any change to behavior as a result of experience which can cause people to face situation differently. According to Leamson (2008) consider learning and thinking as a biological process he defines learning as “stabilizing through repeated use, certain appropriate and desirable synapses in the brain”. This definition implies that learning is not easy and it requires strenuous effort and monetary discomfort to build new brain connection and to work these new synapses and to be stabilize. According to B.F Skinner (2007) view learning in two ways, classical conditioning and operate conditioning of learning.

A person learn to react to a particular event or situation with a specific responses. Thus, learning occurs when the event is associated with some other events which produces responses in the past. He also stressed that Pavion concluded in this experiment that learning occurs due to reputation and contiguity. Classical conditioning of learning could be analyze as practical result to educate. An experiment was conducted which led to “LAW OF EFFECT’ the law state that those who teach learners will acquire and remember these responses that satisfy after effect. Classical conditioning of learning is when a person learn to react to a particular event or situation with a specific responses. In other words, learning occurs if the event is associated with others which produced responses in the past.

2.1.2 Learning Habit

Habit is a thing that one does often and almost without thinking; especially something that is hard to stop doing (Hornby 2000:530). It is identified as a way of doing something. A person’s habit consists of a unique ways of how specific things are allowed or done by such individual or person. Habit is relative to person or people. Each human being acts in a unique way. This is so because nature made things uniquely. The temperament and general attitude of a person is not the same with that of another person or individual. Considering the exposition on the concept of habit and study, it can then be said that study habit refers to the consistent ways a person does with regards to gaining knowledge.

Hussain cited in Braide (2018:2) opines that study habit is the predispositions which learners have acquired regarding isolated studying over time. Since habits exemplify uniqueness in an individual, study routines are the

activities of person related to studies. Study habits are routines of implementing and practicing abilities of learners in learning processes for gaining mastery. Study habit functions as the propeller of learning. A student's learning character is characterized by his study habits. Study habits are the various attitudes, methods techniques and strategies which individual students adopt while studying. Individual behaviour is guided by habit, therefore, in the process of studying, the various habits or techniques students adopt are what define their performance. The above bring to the fore, the importance of both study

2.2 Conceptual Framework

Next we discuss the conceptual framework for the research.

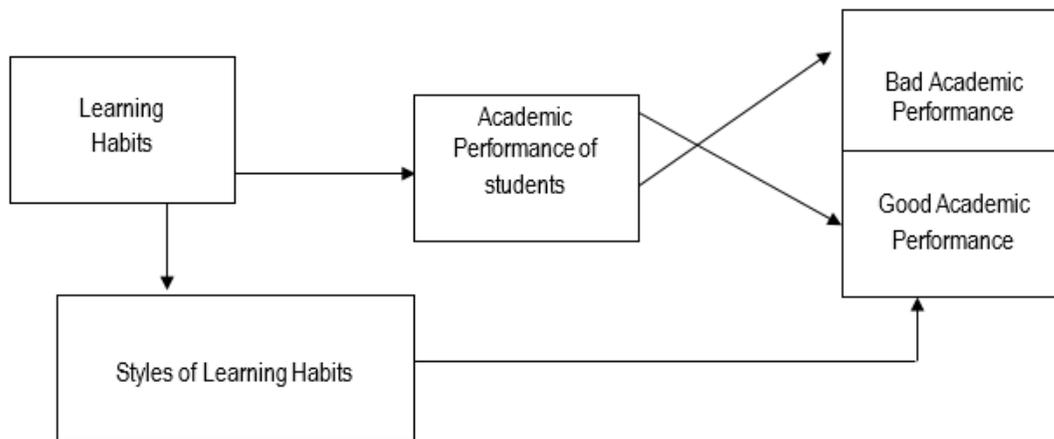


Fig 1: Conceptual Framework

Source: Research Model 2021 Field Survey

The table above shows the conceptual framework on learning habits and academic performance of students. In this conceptual framework, variable while the academic performance is the dependent variable.

2.3 Theoretical Framework

This study is based on social cognitive theory propounded by Albert Bandura as early as in the 1960s. Social cognitive theory strongly lays emphasis on one's cognition. It suggests that the mind is an active force that constructs one's reality selectively, encodes information, performs behavior on the basis of values and expectations and impose structure on its own actions. It is through an understanding of the processes involved in one's construction of reality that enables human behavior to be understood, predicted and changed. In view of the theory, the student's academic achievement is a product of interaction of his personality and consequently, study behavior he develops basing on his expectations of the outcome of his actions

2.4 Related Researches on Study Habits

Study habits is a well planned and deliberate pattern of study, which has attained a form of consistency on the part of the students towards understanding academic subjects and passing examination (Pauk, 1962; Deese, 1952; Akinboye, 1974 cited by Oyedeji). Therefore, study can be interpreted as a planned program of the subject matter.. According to Crow and Crow, (2007), the chief purposes of study are: to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas and to perfect skills. Therefore, successful achievement in any form of academic activity is based upon study, interpretation and application. Everyone has different study habits. All often, students perform poorly in school simply because they lack good study habits. In many cases, students do not know where to begin. Those students in high school who succeed especially well usually study alone and follow a study technique that has been worked out by them and that incorporates desirable procedures.

Good health, sufficient sleep, appropriate exercise and nutritious diet are essential to achievement of good study results. Study conditions that are unfavorable include inadequate lighting, extremes of temperatures, humidity, poor posture, subnormal physical conditions and emotional disturbance The theory of B.F Skinner (2007) is based upon the idea that learning is a function of change in overt behavior. Changes in behavior are the result of an individual's response to events (Stimuli) that occur in the environment. Skinner theory of operant conditioning uses both positive and negative reinforcement to encourage good and wanted behavior whilst determining bad and unwanted behavior used in a variety of situation, operant conditioning has been found to be particularly effective in the class room environment.

3. MATERIAL AND METHODOLOGY

The researcher used descriptive research design methodology. The design is preferred because it is concerned with answering questions such as who, what, which, how, when and how much. The research used target population of 250 students and a sample size of 154 was derived using the Taro Yamane formula techniques. This research used questionnaire to collect data from respondents. Out of 154 questionnaires distributed, only 149 were returned and were used for analysis. The data collected was analyzed using the sample percentage method and weighted average to test the hypothesis Data was collected from both primary and secondary sources whereby questionnaires and literature review were done respectively so as to get detailed information

4. RESULT AND DATA ANALYSIS

In this section, we discuss the results and present our data analysis

Table 1: Question: Is there relationship between learning habit and academic performance of student ts?

S/N	SA 5	A 4	U 3	D 2	SD 1	Total Responses	Mean \bar{x}	Remark
Is there relationship between learning habit and academic performance of students?	33	43	18	30	25	149		
Percentage Responses	22.1%	28.9%	12.1%	20.1%	16.8%	100%		
Weighted Average	165	172	54	60	25	$\frac{476}{149}$	3.19	Accepted

Source: Field Work 2021

The above table shows that 33 (22.1%) of the respondents strongly agree there is a relationship between learning habit and academic performance of students, 43 (28.9%), agree. 18 (12.1%) are undecided while 30 (20.1%)

disagreed and 25 (16.8%) of the respondents strongly disagree. Since the calculated mean is greater than 3.00 it therefore means that it should be accepted. This means that there is a significant relationship between learning habit and academic performance of students

Test of Hypothesis

The hypothesis formulated earlier in this research are tested using the result achieved from weighted average of the mean score using the five-point Likert Scale.

Decision Rule

Reject H_0 and accept H_1 , if the calculated mean rating using the five-point likert scale falls below 3.00 for each question that means rejected and if it falls above 3.00, it should be accepted.

Hypothesis 1

The following hypothesis was formulated and will be tested in their null form

H_0 : There is no significant relationship between effective learning habits and academic performance.

H_1 : There is a significant relationship between effective learning habits and academic performance.

Decision Rule

Reject H_0 and accept H_1 , if the calculated mean rating using the five-point likert scale falls below 3.00 for each question that means rejection and if it falls above 3.00, it should be accepted.

Since the calculated mean is greater than 3.00 it therefore means that it should be accepted. This means that there is a significant relationship between learning habit and academic performance of students.

Table 2: Question: Do you agree that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group discussion, personal study?
 Strongly Agree = SA, Agree = A, Undecided = U, Strongly Disagree = SD

S/N	Questions	SA 5	A 4	U 3	D 2	SD 1	Total Response	Mean \bar{x}	Remark
5	Do you agree that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group discussion, personal study?	40	39	30	22	18	149		
	Percentage Response	26.8%	26.2%	20.1%	14.8%	12.0%	100%		
	Weighted Average	200	156	90	44	18	$\frac{508}{149}$	3.4	Accepted

Source: Field Work 2021

The table above shows that 40 (26.9%) of the respondents strongly agree that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group

discussion, personal study, 39 (26.2%) agree, 30 (20.1%) are undecided while 22 (14.8%) Disagree and 18 (12.0%) of the respondents strongly disagrees.

Since the calculated mean is greater than 3.00, it is therefore accepted. that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group discussion, personal study

Test of Hypothesis

The hypothesis formulated in chapter one of this study would be tested using the result achieved from weighted average of the mean score using the five-point likert.

Decision Rule

Reject H_0 and accept H_1 , if the calculated mean rating using the five –point likert scale falls below 3.00 for each question that means rejected and if it falls above 3.00, it should be accepted.

Hypothesis 2

The following hypothesis was formulated and will be tested in their null form

H_1 : Student acquired effective learning habit through listening to lecture in class, going to library always, group discussion, personal study.

H_0 : Student does not acquired effective learning habit through listening to lecture in class, going to library always, group discussion, personal study. .

Decision Rule

Reject H_0 and accept H_1 , if the calculated mean rating using the five-point likert scale falls below 3.00 for each question that means rejection and if it falls above 3.00, it should be accepted.

Since the calculated mean is greater than 3.00 it therefore means that it should be accepted. This means that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group discussion, personal study

5. FINDINGS

The findings of hypothesis 1 indicates that there is a significant relationship between learning habit and academic performance of students..

Findings from hypothesis 2 pointed that students can acquire effective learning habit to improve academic performance through listening to lecture in class, going to library always, group discussion, personal study

6. CONCLUSION

This study on the learning habit and academic performance of students revealed that there is a significant relationship between learning habit and academic performance. However, the various styles involve in the learning process must be properly followed to ensure effective learning habit and academic performance. This study further revealed that the importance of learning habit cannot be over emphasized in the life of every student as it has been identified as a factor that can improve the students performance.

7. RECOMMENDATION

In line with the findings of the study the researcher recommends the following,

1. Students should develop determinable learning habits and most of the time used in attending parties should be devoted to learning
2. Students should make enough use of the library rather than depending on the provision of lecturers, complete reliance on the library will expose the students to a wide range of knowledge in that particular subject.
3. Lecturers should issue course outline at the beginning of the session before commencing lecturers so that students can read ahead and consult a wider source of information rather than relying on lecturers note.
 4. Lecturers and school guidance counselors should collaboratively guide students on how to develop good learning habits hereby enhancing their academic performance.

8. SUGGESTION FOR FURTHER RESEARCH

The research work focused solely on the learning habits of student in human resources management department delta state polytechnic Ogwashi- Uku. As a result of the scope of limitation of the study, it is suggested that future researchers should study on different variables and leaning habit that will assist the student to increase their academic performance in the school of business studies (SBS).

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