



## FACTORS INFLUENCING STUDY HABITS OF STUDENTS OF FEDERAL COLLEGE OF EDUCATION (SPECIAL), OYO

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### Abstract

*This study examined factors influencing study habits of Students of Federal College of Education (Special), Oyo. A proportionate sampling was used to select 95 respondents from the study area. Data were collected using questionnaires. Descriptive statistical tools and Chi square analysis were used for data analysis and hypotheses was tested at 0.05 level of significance. The results obtained show that there was no significant association between distraction in the place of study, economic conditions of students, workload and students attending parties and respondents' study habit ( $P=0.003$ ;  $P<0.05$ ). Based on the findings, it was concluded that irrespective of distraction in the place of study and economic condition of the respondents, study habits are not predictable. For instance, some students prefer to study amidst noise without being distracted and some students with poor economic conditions still find time to study amidst hustling and still perform better academically.*

**Keywords:** Factors, Study habits, Students, Academic performance

### Introduction

Study habits are systematic or inefficient methods of learning and are crucial for success, involving learning how to study.

Most students use effective habits to increase their motivation (Arhin, 2018). They include home environment and

planning of work, reading and note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, school environment (Johnson, 2018). According to Rana & Kausar (2011) and Coursera (2023) study habits encompass planning, reading, note-taking, and time management. Time management involves proper planning of period spent preparing for a test or an examination (Razali et al., 2018). The time spent on studying helps students to retain the knowledge learnt, which will eventually boost the students' performance/outcome during tests or examinations. Note-taking aids learning. Some researchers have found note taking activity as study habits variable to be beneficial to students that may probably lead to overall greater performance and retention of new knowledge while reading/library visits help access materials for studying (Haghverdi et al., 2010; Okorie, 2016).

Good study habits can be cultivated and developed by students, which makes learning more productive, effective, and pleasant. Moreover, cultivating effective study techniques and learning tactics, helps students to stay motivated and accomplish their objectives efficiently (Orb, 2023). A student's success is determined by their abilities, intelligence, and actions, with effective study habits such as completing homework, active class participation, time management, focus, and hard work (Tus, 2023). Amri, Aridah & Iswari (2020) opined that study habit is an element in students' learning process and has the power to affect

students' success academically. Furthermore, students' study habits have a considerable effect on their academic success (Kwakye, Arhin & Brown, 2020). In their study, Micari & Pazos (2021) observed that students who exhibited a positive approach toward their studies tend to excel in their academic pursuits and perform better academically.

On the other hand, bad study habits cause damage to the learning experience of students (Powell, 2020). Capuno et al. (2019) was of the opinion that students who were engaged in bad study habits due to stress and anxiety encountered difficulties attaining their academic success. As a result, according to Alcontin (2021), one must make intelligent choices when it comes to their study habits because they play a significant role in deciding their future. Many students fail not because they lack ability, but because they do not have adequate study skills. In Nigeria, there are many factors influencing the ability of students to cultivate effective and efficient study habit. Such factors include personal traits (e.g., self-discipline, learning style), environmental factors (e.g., home environment, school facilities), social influences (e.g., family, peers, teachers), psychological aspects (e.g., stress, motivation, health), and organizational skills like time management and eliminating distractions. It may be apparent from all indications that most students may have poor study habit which might lead to poor academic performance. As true as this might sound, it is yet to gather adequate research evidence to prove that it is a key factor on why students fail.

Therefore, this study examined factors that affect study habits of students of Federal College of Education (Special), Oyo.

### **Objectives of the Study**

The objectives of this study were to;

1. Examine factors influencing the study habit of students of Federal College of Education (Sp.), Oyo in terms of peer group pressure, conducive study environment, and availability as well as adequacy of study materials.
2. Analyze the effect of students' school environment, personality and peer group on their study habit.

### **Hypothesis of the Study**

H<sub>01</sub>: There is no significant association between factors influencing students' study habit and their study habit.

### **Method of Data Analysis**

#### **Study Area – Federal College of Education (Special), Oyo**

The study was conducted at Federal College of Education (Special), Oyo, which took off initially as Federal Advanced Teachers' College for Special Education in May, 1977, with academic activities taking off on 5th of October, 1977 as result of a need to establish a National Centre for Special Education Studies. The programmes and academic structure have changed a few times over the years but currently the academic structure of the College is organized in School Units equivalent to Faculties and will make for easy synchronization with the University structure. There were five

Schools at its inception but the reorganization in these Schools in accordance with the National Commission for Colleges of Education (NCCE) minimum standards brought about the College having the present eight Schools viz; School of Secondary Education (Arts and Social Sciences, Languages, Vocational and Technical Education and Science), School of General Education, School of Special Education, School of General Studies Education and School of Early Childhood Care, Primary and Adult and Non-Formal Education. Each of these Schools has its various departments where staff and students interact to achieve educational objectives.

### **Sampling Procedure and Size**

A multi-stage sampling technique was adopted for the study. Federal College of Education (Sp.), Oyo is comprised of eight schools. From the eight schools, two schools were randomly selected. In each of the selected schools, two departments were purposively selected. Based on the size of 200 level students in each department; Business Education department (183 students); Social Studies department (183 students); Agricultural Education department (77 students); Economics department (204 students), proportionate sampling of respondents was adopted; i.e. 15 percent of the students in each department were selected. Therefore, 27 students were selected from BED as well as SOS; 11 students from AGE and 30 students from Economics. This makes a total of 95. From each of the selected departments, 200 level students were the subjects (using the scores at their 100

level) because as at the time of this research, the 100 level students were new in the College and did not have any academic record in the departments while 300 level students were on Teaching Practice as part of the requirements for fulfillment of the award of Nigeria Certificate in Education (NCE). However, 80 respondents (84.21% responses) completed the useful surveys.

### Method of Data Collection

Primary data were obtained using a pre-tested structured questionnaire. The instrument was structured into sections. The first section sought information on personal characteristics of the respondents. The second section was on study habits of the respondents. Face and content validities of the instrument were determined by a panel of experts. Reliability test of the instrument was carried out at Business Education Department using the test-retest method at

an interval of two weeks. The  $r$  value of 0.83 was adjudged satisfactory.

### Statistical Tools for Data Analysis

The data collected were subjected to descriptive statistics such as frequency distribution, percentage, mean and chi-square analysis. The students' questionnaires were analyzed using the frequency count of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) as well as percentages. The frequency of each response was multiplied by their normal values for example, SA = 4, A = 3, D = 3 and SD = 1. The overall score for each item was divided by the sample to obtain the means. Any mean equal to or greater than 3.5 implies tending towards strongly agree; any mean between 2.5 and 3.49 implies tending towards agree; any mean between 1.5 and 2.49 implies tending towards disagree and any mean less than 1.5 implies tending towards strongly disagree.

## Results and Discussion

### Personal characteristics of the respondents

**Table 1: Personal Characteristics of the Respondents (N =80)**

Personal Characteristics	Frequency	Percentage	Mean	Standard deviation
<b>Age</b>				
1 - 14	-	-		
15 – 19	9	11.25		
20 – 24	70	87.50	19.00	0.34
25 – 29	1	1.25		
<b>Sex</b>				
Male	23	28.80		
Female	57	71.20		
<b>Religion</b>				
Christianity	46	57.50		
Islam	27	33.75		

Traditional	7	8.75
<b>Parent's Occupation</b>		
Farming	9	11.25
Trader	22	27.50
Civil Servant	25	31.25
Self Employed	24	30.00
<b>Course Combination</b>		
Economics	29	36.25
Business Education	20	25.00
Agricultural Education	10	12.50
Social Studies	21	26.25

Source: Field survey, 2023

The study showed that majority of the respondents (87.5%) were between ages 20 and 24 years; there were more female students (71.2%) than male students (28.8%). There were more students of

Christian persuasion (57.5%) than other religions. Also, majority of the respondents indicated that their parents' occupation were civil servants (31.25%)

## Study Habits of the Respondents

**Table 2: Study Habits of the Respondents**

S/N	Items		SA	A	D	SD	Total	Mean	Remark
			4	3	2	1			
1	I study between 5 am and noon	Freq	9	30	20	21	80		
		Points	36	90	40	21	187	2.34	D
2	I study between noon and 6 pm	Freq	9	26	42	3	80		
		Points	36	78	84	3	201	2.51	A
3	I study between 6 pm and 9 pm	Freq	20	13	41	6	80		
		Points	80	39	82	6	207	2.59	A
4	I study between 9 pm and 12 am	Freq	13	25	27	15	80		
		Points	52	75	54	15	196	2.45	D
5	I study between 12 am and 5 am	Freq	10	15	36	19	80		
		Points	40	45	72	19	176	2.20	D
6	I study 20-24 hours a day	Freq	9	18	28	25	80		
		Points	36	54	56	25	171	2.14	D
7	I study 15-19 hours a day	Freq	6	25	21	28	80		
		Points	24	75	42	28	169	2.11	D
8	I study 10-14 hours a day	Freq	12	22	24	22	80		
		Points	48	66	48	22	184	2.3	D
9	I study 5-9 hours a day	Freq	13	31	18	18	80		
		Points	52	93	36	18	199	2.49	D
10	I study 1-4 hours a day	Freq	33	25	12	10	80		
		Points	132	75	24	10	241	3.01	A
11	I study less than 1 hour a day	Freq	18	24	24	14	80		
		Points	72	72	48	14	206	2.58	A
12	I feel increased stress or anxiety leading up to exam time	Freq	30	15	28	7	80		
		Points	120	45	56	7	228	2.85	A

13	The college workload is much	Freq	28	24	12	16	80		
		Points	112	72	24	16	224	2.80	A
14	I rarely have time to study due to the academic workload	Freq	20	27	25	8	80		
		Points	80	81	50	8	219	2.74	A
15	I repeat points out loud when I study	Freq	18	39	9	14	80		
		Points	72	117	18	14	221	2.76	A
16	I try to memorize word for word most of the information from notes	Freq	25	33	6	16	80		
		Points	100	99	12	16	227	2.84	A
17	I write out outlines/highlight text when I study	Freq	28	36	16	-	80		
		Points	112	108	32	-	252	3.15	A
18	I try to relate things I learnt in school to other people's ideas in texts, and other instructional materials	Freq	40	22	12	6	80		
		Points	160	66	24	6	256	3.2	A
19	I try to judge how what I learnt in school make sense	Freq	22	36	13	9	80		
		Points	88	108	26	9	231	2.89	A
20	I make reference to other materials to add to my knowledge	Freq	16	40	21	3	80		
		Points	64	120	42	3	229	2.86	A
21	I make notes on my own when lecturers do not give us notes	Freq	25	31	12	12	80		
		Points	100	93	24	12	229	2.86	A
22	I have a note I read to prepare for exams	Freq	31	31	15	3	80		
		Points	124	93	30	3	250	3.13	A
23	I make photocopies of other students' note to prepare for exams	Freq	13	24	33	10	80		
		Points	52	72	66	10	200	2.5	A
24	I take notes on what I'm reading	Freq	37	30	13	-	80		
		Points	148	90	26	-	264	3.3	A
25	I underline some parts of what I'm reading	Freq	24	27	13	16	80		
		Points	96	81	26	16	219	2.74	A
26	I consult my jottings when I'm reading	Freq	31	27	3	19	80		
		Points	124	81	6	19	230	2.88	A

Source: Field survey, 2023

Table 2 revealed that majority of the respondents study during the day (between noon and 9pm). This may be because they attend lectures in the morning and will want to focus on other things at night and/or rest in preparation towards the next day lecture. The Table also revealed that majority spent not more than 4 hours a day to study. The result obtained shows that hours spent on study do not have any relationship with academic performance;

this is an indication that students may spend over five hours studying without understanding the concept of what is being read while another may spend less and understand. This may be due to rate of assimilation that differs in students. This corroborates the findings of Orb (2023) that by deliberately cultivating effective study techniques and employing prudent time management, students can stay

motivated and achieve their goals more efficiently.

Furthermore, majority of the respondents agreed to repeat points out loud when studying; a condition known as GIGO-Garbage-In-Garbage-Out (Memorization). This is an indication that students struggle to read and pass examination, and forgetting most of the things almost immediately after the examinations or tests. This is not a good study habit. However, Table 2 also revealed that majority of the respondents had good

study habits as revealed by responses to items 17 – 26. This implies that the respondents incorporate note-taking, concentration while studying, and consultation of other materials; to their study habits. This finding is in agreement with the reports of Sebesta & Bray Speth (2017) and Hora & Oleson (2017) who stated that completing practice exams, taking notes, reviewing notes and textbooks as strategies of study habits.

### Place of Study and Study Break as Factors influencing Study Habit

**Table 3: Frequency Distribution of Study Place and Study Break of the Respondents**

Items	Frequency	Percentage
<b>Study Place</b>		
Hostel room	15	18.8
Bedroom	34	42.5
Hostel common room	6	7.5
Library	25	31.2
Total	80	100.0
<b>Study Break</b>		
Exercise/sport	24	30.0
Watching TV/Movie	28	35.0
Surfing the net	13	16.2
Napping	9	11.2
Socializing	3	3.8
Playing video games	3	3.8
Praying/meditating	-	-
Total	80	100.0

Source: Field survey, 2023

Table 3 shows that 18.8% of the respondents studied in the hostel room, 42.5% studied in the bedroom, 7.5% studied in the hostel common room and 31.2% studied in the library. This is an indication that majority of the respondents studied in the bedroom. This implies that maximum concentration is guaranteed

when alone in the room as compared to crowd in the hostel room. Hence effective study that will lead to greater academic achievement will be enhanced. Also, the results of the respondents' study break (Table 3) indicate that 30% of the respondents have exercise/ sporting activities as their study break. Studies have

shown that physical activity can increase neurotic activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory (Ma et al., 2025). Thus academic performance will be enhanced. Also, 35% of the respondents watched television or movie to relax, 16.2% surf the net to relax, 11.2% took naps and 3.8% socialized and played video games. This implies that majority of the respondents watched television or movies to relax. This

may indicate that students usually perform better after relaxation when they are tensed. This finding is corroborated by Singh & Sharma (2022) who reported that technology factors, such as the amount of time spent watching TV shows have less of an impact on students' study habits. They added that despite watching TV, respondents still exhibited more effective study habits.

### Other Factors influencing the Study Habits of the Respondents

**Table 4: Other Factors influencing the Study Habit of the Respondents**

S/N	Items		SA	A	D	SD	Total	Mean	Remark
			4	3	2	1			
1	The library is conducive for reading	Freq	38	20	3	19	80		
		Points	152	60	6	19	237	2.96	A
2	I find current and relevant books in the library for me to study	Freq	14	29	19	18	80		
		Points	56	87	38	18	199	2.49	D
3	The classrooms are conducive for me to study	Freq	14	29	19	18	80		
		Points	56	87	38	18	199	2.49	D
4	Facilities in the library are enough for students	Freq	18	25	15	22	80		
		Points	72	75	30	22	199	2.49	D
5	Sitting arrangement in the library encourages good study habit	Freq	29	32	4	15	80		
		Points	116	96	8	15	235	2.94	A
6	My friends and I rarely have time to study	Freq	6	35	12	27	80		
		Points	24	105	24	27	180	2.25	D
7	My caucus organizes tutorial prior exams	Freq	14	42	21	3	80		
		Points	56	126	42	3	227	2.84	A
8	I join my friends for group discussion	Freq	30	40	6	4	80		
		Points	120	120	12	4	256	3.20	A
9	I enjoy group discussion with my friends	Freq	33	40	6	1	80		
		Points	132	120	12	1	265	3.31	A
10	My friends' attitude towards academics motivates me to study	Freq	33	38	6	3	80		
		Points	132	114	12	3	261	3.26	A
11	My friends' performance motivates me to study hard	Freq	34	40	6	-	80		
		Points	136	120	12	-	268	3.35	A

				0					
12	I source for means to meet my needs at school due to financial constraints	Freq	12	26	12	30	80		
		Points	48	78	24	30	180	2.25	D
13	My parents/guardians provide all I need in school	Freq	17	32	12	19	80		
		Points	68	96	24	19	207	2.59	A
14	I combine other jobs with academics to survive	Freq	9	12	25	34	80		
		Points	36	36	50	34	156	1.95	D
15	I attend party regularly even some days to my exams to socialize	Freq	4	18	11	47	80		
		Points	16	54	22	47	139	1.74	D
16	I attend religious functions some days to my exams	Freq	20	25	18	17	80		
		Points	80	75	36	17	208	2.60	A
17	I have access to a conducive reading room	Freq	30	35	15	-	80		
		Points	120	105	30	-	255	3.19	A

Source: Field survey 2023.

In Table 4 majority of the respondents agreed that the library was conducive for reading and the sitting arrangement in the library encourages good study habit. Majority however disagreed that the classrooms were conducive for them to study; facilities in the library were adequate for students to study effectively and that materials found in the library were obsolete. This scenario may discourage students to study effectively. For students to study effectively, they need a conducive learning environment. Buco et al. (2023) reported that students are motivated to study better when all the learning materials they need are available for them which is evident on their level of academic performance.

Items on peer group revealed that peer group of the students have a positive influence on the study habit of the respondents. The findings of the study corroborate the study of Singasing (2019) who showed that students' study habits

could be influenced by their peers, who could make them more or less responsible learners. Furthermore, items on the economy of the respondents revealed a positive influence, the respondents did not search for means to meet their needs at school but rather their parents/guardian provided all they needed. This is an indication that students would not be distracted while searching for means of surviving. An extra job could divide student's attention in studying and is more likely to result to physical tiredness, lack of enough sleep and lack enough time to study because of their working schedule and job demands. This finding is supported by the work of Dionesio et al. (2024) who found out that having an extra job could divide student's attention in studying and is more likely to result to physical tiredness, lack of enough sleep and lack enough time to study because of their working schedule and job demands

## Results of Hypothesis Tested (Table 5)

**Table 5: Chi-square analysis of Factors Influencing Students' Study Habit and their Study Habit**

Factors	(X <sup>2</sup> Value)	Df	X <sup>2</sup> crit.
Place of study	53.80	3	15.06
Duration of study	12.30	3	11.34
Distraction in the place of study	9.20	3	11.34
Economic condition	10.90	3	11.34
Party	1.90	3	11.34
Group discussion	56.30	3	11.34
Workload	8.00	3	11.34

\*P<0.05.

Source: Field survey, 2023

Results of chi-square analysis of the association between factors influencing students' study habit and their study habit are presented in Table 5. Chi-square calculated values for distraction in the place of study, economic condition of students, workload and students attending party were less than chi-square critical values. Since, chi-square calculated values were less than chi-square critical values; the hypothesis was accepted. This implies that distraction in the place of study, economic conditions of students, workload and students attending part are independent of respondent's study habit. This is an indication that irrespective of distraction in the place of study and economic condition of the respondents, study habits are not predictable. For instance, some students prefer to study amidst noise without being distracted. However, chi-square calculated values for place of study, duration of study and group discussion were greater than chi-square critical values. Since, chi-square calculated values were greater than chi-square critical values, the hypothesis was rejected. This

showed that duration of study, place of study and group discussions were not independent of respondents' study habit.

### Conclusion and Recommendations

Study habits have a significant role in a student's academic performance and can sometimes even become a deciding factor, and this can be significantly improved by developing these study habits and creating strategies. In a nutshell, the ability to organize daily activities and make sure that the limited time is spent productively is crucial for academic success. Based on the findings of this research, it was observed that there existed both good and bad study habits (memorization) among the students of Federal College of Education (Sp.), Oyo therefore, the following recommendations were made;

1. Adequate textbooks should be available in the library through different sources such as government, Non- Governmental Organizations, (NGOs), electronic library, private and public organizations, individual donors

(publishers), authors in the school etc.

2. Also, electronic compilation of colleges' edition of journals, conference proceedings etc. should be done by the college and made accessible to students to inculcate good study habit in students who have.
3. Relevant and current materials should be made available in the library.

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