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STUDY HABITS AND LEARNING STYLES AS PREDICTORS OF ACADEMIC ACHIEVEMENT IN MATHEMATICS OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT

This study aimed at examining Study habits and learning styles as predictors of academic achievement in Mathematics of secondary school students in Anambra State. three research questions and three hypotheses guided the study. Correlational survey research design was adopted for this study. The population for this study comprises 18,787 Senior Secondary School two SS II students from 261 secondary schools situated in the six education zones in Anambra state. The sample for this study comprised of 825 SS II students. The instruments adopted for the study are: Bakare developed Study Habits Scale (SHS) in 1977 and the Kolb Learning style developed in 1971 are standardized instruments. They have been previously adopted and validated by experts and used in conducting studies in Nigeria. The instruments have all been subjected to internal consistency reliability test using Cronbach alpha statistics among other reliability statistics. The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of 6 regular teachers who serve as research assistants. The research questions and hypotheses were tested using multiple regression analysis to determine the R, R-square and R^2 adjusted. The findings of the study revealed that secondary school students study habit contributed 4.30 percent of their academic achievement in Mathematics; secondary school students learning style contributed 1.10 percent of their academic achievement in Mathematics; secondary school students study habits and learning styles have a R squared value of 0.002, 0.20 percent predictive power on their academic achievement in Mathematics; there is no significant prediction of secondary school students' study habit on their academic achievement in Mathematics; there is no significant prediction of secondary school students' learning style on their academic achievement in Mathematics; there is no significant prediction of secondary school students' study habit and learning style on their academic achievement in Mathematics in Anambra State. conclusion was made and it was recommended that counsellors should emphasize the importance of good study habits in

achieving academic success. They should work with students to set specific study goals and create structured study plans for English. Since study habits and learning styles have a lesser impact on Mathematics achievement, counsellors should explore other factors affecting performance in this subject. This can involve working with students to reduce math anxiety, providing strategies for problem-solving, and encouraging a positive mindset towards Mathematics.

Keywords: Study habits, learning styles, academic achievement, Mathematics, secondary school, students

Introduction:

The role of education in driving growth and development of an economy has been emphasized in neoclassical growth literature. This assertion is situated within the context of human capital theory that healthy and educated labour force will be more productive than unhealthy and uneducated labour force, and also that the ability of labour force to adopt and utilize modern technology depend largely on level of education. Now, since the secondary education level is one of the cardinal institutions that produces educated labour force, understanding what determines quality of academic achievement among secondary school students becomes extremely important. According to Duraji, Azuh and Oviasogie (2014) the trend in Nigerian educational system is the issue of poor results in external examinations such asthe West African Examinations Council and the National Examination Council as well as otherorganized examinations have raised concerns as to the factors responsible for this scenario.Academic achievement as identified by Busari in Ikechukwu (2017) is the display of knowledge attained or skills developed orperformed in the school subject. It is the extent to which a student, teacher or institution have achieved their educationalgoals. Similarly, Ogudokun and Adeyemo (2010) identified test scores or marks assigned by teachers as indicators ofacademic achievement. These marks or grades assigned by schools could either be high or low, which means thatacademic achievement, could either be good or bad.

As reported by Olufemi (2021), in the 2019/2020 WAEC examination, only 39.82% made credit in five subjects (including english langauage and mathematics). The result indicates a decline in the achievment of students from examination records of the previous years, this state of affairs raises concern among some parents and caregivers. According to Akunne and Anyamene (2021), the West African Examination Council (WAEC, 2021) reported the May/June WAEC examinations stating that 786,016 candidates representing 49.98 per cent obtained credits and above in a minimum of five subjects including English Language and Mathematics. This further revealed fluctuation and decline in the performance of students when compared with that of 2016 which was 52.97 per cent, and in 2017 which was 59.22 per cent. This has prevailed

in many states of the federation including Anambra state.

Learning style is examine as a variable in this study. In the opinion of Gabal and Hussien (2021), learning is the inherent nature of a human; thus, it is an essential issue to address challenges in educational systems by discovering factors that affect the educational system. One of the fundamental factors that affect the educational process is the learning style, as it influences how learners master the goals and objectives of an educational program. Ikechukwu (2017) stated that the ideology of learning styles was adapted to incorporate multiple ways people think, respond, see, hear, touch, rationalized, and formulate knowledge or learning. Once an individuals' learning style has been identified and nurtured, the individual learner may have a better understanding on how to function effectively in the school environment and satisfy intellectual and emotional needs. The awareness of learning preferences and an understanding of individual learning styles can help educators develop instructions using multiple resources to ensure optimum learning.

Learning style is defined by Brown in Gabal and Hussien (2021) as the manner by which individuals understand and process information in learning circumstances. Similarly, McLaughlin in Ikechukwu (2017) defined learning style as adopting a habitual and distinct mode of acquiring knowledge. Fleming in Ikechukwu (2017) who authored the VARK Model in like manner defined it as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. In other words, it is the consistent pattern of behaviour and performance by which an individual approaches educational experience. It is the way an individual concentrate and his method in processing and obtaining information, knowledge, or experience.

Observations have shown that each students learn and process information in different ways. Nevertheless, extant researches have consistently established that an effective learning style adopted by students is one of the major strategies to ensure good academic achievement (Ghanney, Appiah and Esia-Donkoh, 2019). In the same vein, Ghanbari and Chermahini (2013) averred that learning style is generally used to explain an individual's natural or habitual pattern of acquiring and processing information in learning situations. Learning style is a distinctive and habitual manner through which knowledge, skills or attitudes are acquired based on study or experience. According to Liang (2012), when students are aware of their best learning style it helps to heighten acquisition of knowledge within a specific time frame. This suggests that learning style is directly linked to student learning outcomes and also, individual learning styles in most cases depend on cognitive, emotional and environmental factors, as well as one's prior experience. Many students fail to realize this because they may have attended schools where teachers delivered instruction in one way and never encouraged students to learn and understand their unique styles (Ghanney, Appiah and Esia-Donkoh, 2019). They further stated that learning style is

derived from cultural socialization and individual personality as well as form the broader influence of human development.

Another factor that can affect the academic achievement of students is their study habits. According to Badau (2018), study habit is students' ability to manage time and other resource to complete an academic task successfully. Study habit is the amount and kind of studying routines which the student is used during regular period of study that occurred in a conducive environment. Crede and Kuneel in Badau, (2018) defined study habits as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment. Study habits are commonly referred to as regular patterns in approaching study tasks. These patterns are made up of a combination of one or more individual tactics or techniques such as note taking. When these techniques aroused deliberately in particular study situations, they are called study strategies. A study strategy and in turn study habits, is a direct sequence of activities applied by the learner to a set of information rather than a single random event.

Thus, study habit is one of the greatest learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counsellors and the government, then, the trend and constant issue of students' poor achievement in examinations will persist irrespective of measures put in place (Mahraj and Qamar, 2012). Badau (2018) in his opinion suggested that the most common challenge to the success of students in all ramifications is a lack of effective or positive (good) study habit. Study habit is fast disappearing in Nigeria educational system, this is mostly attributed to distractions from a number of activities such as study groups, poor library attendance among others. On the contrary, students can develop good study habits and with good discipline, they are bound to perform remarkably well in their academic pursuit. Husain in Badau (2018) stresses that lack of effective or positive (good) study habits is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behaviour over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time.

Despite the existing empirical studies conducted by different researchers on the issue of academic achievement among secondary school students in English language and Mathematics, whichreveals vast information on other factors that could be affecting their academic achievement. No study known to the researcher seem to have been conducted with focus on the predictive values of study habit and learning styles on academic achievement. Hence, there is still much to bother on and an impounding unsatisfactory state of affairs in the body of knowledge relating to academic achievement. This informs the present study

which sought to examine study habits and learning styles as predictors of academic achievement of secondary school students in Anambra State.

Purpose of the Study

The main purpose of this study is to examine study habits and learning styles as predictors of academic achievement in Mathematics of secondary school students in Anambra State. Specifically, the study determined:

1. The predictive value of secondary school students study habit on their academic achievement in Mathematics in Anambra State.
2. The predictive value of secondary school students learning styles on their academic achievement in Mathematics in Anambra State.
3. The joint predictive values of secondary school students study habit, learning style on their academic achievement in Mathematics in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the predictive value of secondary school students study habit on their academic achievement in Mathematics in Anambra State?
2. What is the predictive value of secondary school students learning styles on their academic achievement in Mathematics in Anambra State?
3. What are the joint predictive values of secondary school students study habit, learning style on their academic achievement in Mathematics in Anambra State?

Research Hypothesis

The hypothesis for this study was tested at 0.05 level of significance.

1. There is no significant prediction of secondary school students' study habit on their academic achievement in Mathematics in Anambra State.
2. There is no significant prediction of secondary school students' learning style on their academic achievement in Mathematics in Anambra State.
3. There is no significant joint prediction of secondary school students' study habit and learning style on their academic achievement in Mathematics in Anambra State.

Methods

Correlational survey research design was adopted for this study. According to Nworgu (2015), a correlational research design seeks to establish relationship between two or more variables as well as indicates the direction and magnitude of the relationship between the variables. Anambra State is the area of study. The population for this study comprises 18,787 Senior Secondary School two SS II students from 261 secondary schools situated in the six education zones in Anambra state (Aguata =

1899, Awka = 4476, Nnewi =2863, Ogidi = 3075, Onitsha = 5674 and Otuocha = 800) (Source: Anambra State Post Primary School Commission, PPSC, 2021/2022). The sample for this study comprised of 825 SS II students. The multistage sampling procedure was employed in selecting the sample size. Instruments for data collection are: Bakare (1977) Study Habits Scale, Kolb Learning style inventory and Students Academic Achievement Scores in Mathematics.Study Habits Scale (SHS): The SHI was developed by Bakare in 1977. It is a self-report inventory which enables the individual student to describe the situations, habits and conditions which affect his use of study time and his subsequent performance on tests and examinations. Learning Style Inventory (LSI): In 1971, David Kolb developed the learning style inventory (LSI) to assess individual learning styles while individuals tested on the learning style inventory show many different patterns of scores. In the same vein the terms academic achievement score of SS II students in mathematics 2022/2023 academic session was be collected and included for the prediction and data analysis.

The instrumentsadopted for the study are: Bakare developed Study Habits Scale (SHS) in 1977 and the Kolb Learning style developed in 1971 are standardized instruments. They have been previously adopted and validated by experts and used in conducting studies in Nigeria. Based on this affirmation, they were adopted as instrument for data collection in the present study. The instruments have all been subjected to internal consistency reliability test using Cronbach alpha statistics among other reliability statistics. The standardized instruments adopted have been used to conduct studies in Nigerian setting among secondary school students. The administration of the instrument was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of 6 regular teachers who serve as research assistants. The classroom teachers/research assistants from the secondary schools sampled were enlightened on how to assist in matching each student's questionnaire response with their corresponding academic achievement result in Mathematics. A total of 825 copies of the questionnaires was distributed while 821 copies were retrieved. This represents 99.51% retrieval rate. The research questions and hypotheses were tested using multiple regression analysis to determine the R, R-square and R^2 adjusted.

Results

Research Question One: What is the predictive value of secondary school students study habit on their academic achievement in Mathematics in Anambra State?

Table 1: Linear regression analysis on the predictive value of secondary school students' study habit on their academic achievement in Mathematics.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added
Secondary School Student's Study Habit	0.043	0.002	0.002	-0.038	0.043	4.30

Table 1revealedthat secondary school students' study habit had standardized Beta coefficient of 0.043. This indicates that secondary school students study habit contributed 4.30 percent of their academic achievement in Mathematics in Anambra State.

Research Question Two: What is the predictive value of secondary school students learning styles on their academic achievement in Mathematics in Anambra State?

Table 2: Linear regression analysis on the predictive value of secondary school students' learning style on their academic achievement in Mathematics.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added
Secondary School Student's learning style	0.425	0.170	0.170	0.015	0.015	1.10

The results inTable 2 showedthat secondary school students' learning styles had standardised Beta coefficient of 0.015. This indicates that secondary school students learning style contributed 1.10 percent of their academic achievement inMathematics in Anambra State.

Research Question Three: What are the joint predictive values of secondary school students study habit, learning style on their academic achievement in Mathematics in Anambra State?

Table 3: Multiple regression analysis on the predictive value of secondary school students study habit and learning style jointly on their academic achievement in Mathematics.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added
	0.045	0.002	0.002	63.732		0.20
Study habits				-0.038	-0.043	
Learning styles				0.014	-0.015	

In Table 3 showed that secondary school students study habits and learning styles have a R squared value of 0.002, this implies 0.20 percent predictive power on their

academic achievement in Mathematics in Anambra state.

Testing Hypothesis

Hypothesis One: There is no significant prediction of secondary school students' study habit on their academic achievement in Mathematics in Anambra State.

Table 4: Regression analysis on the significant prediction of secondary school students study habit on their academic achievement in Mathematics in Anambra State.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added	df	Cal t.	Alpha value	Pvalue	Remark
Secondary School Student's Study Habit	0.043	0.002	0.002	-0.038	-0.043	-4.30	819	-1.227	0.05	0.220	NS

NS = Significant

Table 4 revealed that at 0.05 alpha level, with 1df numerator, 819df denominator, the calculated t-1.227 and a Pvalue of 0.220, which is greater than 0.05 level of significance, the second null hypothesis is accepted. There is no significant prediction of secondary school students' study habit on their academic achievement in Mathematics in Anambra State.

Hypothesis Two: There is no significant prediction of secondary school students' learning style on their academic achievement in Mathematics in Anambra State.

Table 5: Regression analysis on the significant prediction of secondary school students' leaning style on their academic achievement in Mathematics.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added	df	Cal. t	Alpha value	Pvalue	Remark
Secondary School Student's learning style	0.425	0.170	0.170	0.015	0.015	1.5	819	0.442	0.05	0.659	NS

NS=Significant

In Table 5, it was revealed that at 0.05 alpha level, with 1df numerator, 819df denominator, the calculated F 0.196 and a Pvalue of 0.659, which is greater than 0.05 alpha level, the fourth null hypothesis is rejected. Hence, there is no significant prediction of secondary school students' learning style on their academic achievement in Mathematics in Anambra State.

Hypothesis Two: There is no significant joint prediction of secondary school students' study habit and learning style on their academic achievement in Mathematics in Anambra State.

Table 6: Regression analysis on the significant prediction of secondary school students' study habit and leaning style on their academic achievement in Mathematics.

Variable	R	R^2	R^2 Changed	B	BETA	% var. added	df	Cal. F	Alpha value	Pvalue	Remark
	0.045	0.002	0.002	63.732		0.20	818	0.840	0.05	0.432	NS
Study habits				-0.038	-0.043						
Learning styles				0.014	-0.015						

NS=Significant

Table 6, revealed that at 0.05 alpha level, with 2df numerator, 818df denominator, the calculated F 0.840 and a Pvalue of 0.432, which is greater than 0.05 alpha level, the sixth null hypothesis is accepted. There is no significant prediction of secondary school students' study habit and learning style on their academic achievement in Mathematics in Anambra State.

Discussion of Findings

The findings revealed that secondary school students study habit contributed 4.30 percent of their academic achievement in Mathematics, indicating a non- significant prediction of secondary school students' study habit on their academic achievement in Mathematics in Anambra State. the study found that students' study habits had a smaller, non-significant impact on their academic achievement in Mathematics. This indicates that while study habits do play a role, other factors might be more influential in determining students' performance in Mathematics. Moreover, Siahi and Maiyo's examination of the relationship between study habits and academic achievement in a higher secondary school in India also underscored the critical role of study habits in student performance.

The study on secondary school students' learning styles and academic achievement in Anambra State reveals that the majority of students exhibit a reflective observation learning style. A significant portion of students adopt an abstract conceptualization learning style, while a smaller group prefers a concrete experience learning style. These findings align with the research conducted by Gabal and Hussien in 2021, which found that a unimodal pattern of learning was most prevalent among surveyed students, with nearly half favoring a visual learning style. Conversely, the trimodal learning style was the least common. Similarly, the study by Ghanney, Appiah, and Esia-Donkoh in 2019 revealed that the visual learning style was the most preferred among students, followed by kinesthetic and auditory learning styles.

However, the present study used the Kolb Learning Style Inventory, categorizing students' learning preferences into reflective observation, abstract conceptualization, and concrete experience. The emphasis on reflective observation and abstract conceptualization suggests that students in Anambra State tend to process information

by reflecting on their experiences and forming abstract concepts, rather than relying on hands-on activities. These insights highlight the diversity of learning styles among students and suggest that educational strategies should be tailored to accommodate various learning preferences. By understanding and addressing the dominant learning styles, educators can create more effective teaching methods that enhance students' academic performance. This approach ensures that all students, regardless of their preferred learning style, can achieve their full academic potential.

The findings of the study indicate that secondary school students' learning styles do not significantly predict their academic achievement in either Mathematics in Anambra State.Similarly, the contribution to performance in Mathematics was minimal and also not significant. These results suggest that other factors beyond learning styles play a more critical role in students' academic achievements in these subjects. This challenges the common perception that tailoring education to individual learning styles will necessarily enhance academic outcomes. Interestingly, these findings contrast with several other studies. For example, Ita, Ghanney, Appiah, and Esia-Donkoh (2019) conducted research on learning style preferences among junior high school pupils in Ghana, revealing a strong and statistically significant positive relationship between learning styles and academic achievement. This indicates that in other contexts, learning styles can be influential. Additionally, Ikechukwu's (2017) study in Rivers State found that learning styles were statistically significant predictors of students' academic achievement. Similarly, research by Gabal and Hussien (2021) at Ain Shams University in Egypt showed that learning styles predicted academic achievement among medical students. Furthermore, Nja, Umali, and Asuquo (2019) demonstrated that learning styles influenced academic performance among Science Education undergraduates at the University of Calabar, Nigeria.

The findings revealed that secondary school students study habits and learning style had a 0.20 percent predictive power on their academic achievement, indicating that there is no significant prediction of secondary school students' study habit and learning style on their academic achievement in Mathematics in Anambra State. The study found that these same factors have an almost negligible impact on students' academic achievement in Mathematics. This suggests that other variables might be more influential in determining students' performance in Mathematics, and that study habits and learning styles alone do not significantly predict success in this subject. These findings align with previous research to some extent. For instance, the study by Attah and Nchor (2017) in Calabar metropolis, Cross River State, Nigeria, found that study habits significantly predicted students' academic performance in English. This supports the idea that study habits are crucial for academic success in language subjects. Moreover, their research highlighted a significant combined effect of study habits and learning styles on students' science

achievement, suggesting that these factors do play a role in academic performance, though possibly more so in some subjects than others.The modest predictive power of study habits and learning styles on English achievement in the current study aligns with Ita, Attah, and Nchor's findings, reinforcing the notion that these factors are important, but not solely determinative. The difference in predictive power between English and Mathematics suggests that while study habits and learning styles are relevant for subjects that require extensive reading and comprehension, other elements, such as mathematical aptitude, instructional quality, and perhaps more subject-specific study strategies, are more critical for success in Mathematics.

The study by Ghanney, Appiah, and Esia-Donkoh (2019) also supports the significance of learning styles in academic achievement, particularly highlighting the dominant preference for visual learning styles among students. This indicates that understanding and catering to students' preferred learning styles can enhance their academic performance, at least in subjects where such preferences can be more easily accommodated. This highlights the need for a multifaceted approach to education that considers a broader range of factors influencing student success, particularly in subjects like Mathematics where other influences may be more substantial.

Conclusion

The analysis shows that study habits significantly contribute to academic achievement in English, accounting for a substantial portion of the variance. However, the contribution of study habits to Mathematics achievement is less significant. Similarly, learning styles do not significantly predict academic achievement in either subject, with a minimal and sometimes negative predictive power. Interestingly, the combination of study habits and learning styles has a small but significant predictive power for academic achievement in English, indicating that these factors together can influence performance in this subject. However, this combined effect is negligible for Mathematics achievement. Thus, the study highlights the importance of focusing on study habits to improve academic outcomes in English, while also highlighting the need for additional factors to be considered for enhancing Mathematics performance. These findings suggest that educational strategies in Anambra State should prioritize improving study habits and consider a more holistic approach to address the diverse factors influencing academic achievement.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Counsellors should emphasize the importance of good study habits in achieving academic success. They should work with students to set specific study goals and create structured study plans for English.
2. Since study habits and learning styles have a lesser impact on Mathematics achievement, counsellors should explore other factors affecting performance in this

subject. This can involve working with students to reduce math anxiety, providing strategies for problem-solving, and encouraging a positive mindset towards Mathematics.

3. Counsellors should implement programs that not only focus on academic skills but also on emotional and psychological support. Developing a growth mindset, resilience, and motivation can help improve students' overall academic performance and well-being.

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