

Study Habit and Examination Anxiety as Predictors of Academic Performance in Mass Communication in Adekunle Ajasin University, Akungba – Akoko

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Abstracts

This study investigated the study habit and examination anxiety as predictors of academic performance. Ex -post facto research design was adopted for the study. The population consists of 100 level students in the department of Mass Communication in Adekunle Ajasin University Akungba which consists of 150 students. Samples of 100 students were selected using simple random techniques. Stratified random sampling technique was used to stratify the students into males and females. Both descriptive and inferential statistics were used for data analysis. The Pearson correlation analysis reported the following findings that study habit had a significant negative correlation with test anxiety ($r = -0.454$, $P < 0.05$), study habits had a significant positive correlation with students performance ($r = 0.694$, $P < 0.05$), test anxiety had a significant negative correlation with academic performance ($r = -0.563$, $P < 0.05$). The sample t - test revealed there was statistically significant gender differences in academic performance and test anxiety, this shows that male scored higher mean of 45.582 and the female with mean of 42.351 ($df = 98$, $t = 1.863$, $P > 0.05$). It is also revealed that female scored significantly higher (25.713) in test anxiety than male (23.565). ($df = 98$, $t = -1.984$, $P > 0.05$) while there is no significant gender differences observed on study habits between male and female 43.231 and 43.242 respectively ($df = 98$, $t = 0.432$, $P > 0.05$).

Based on the findings, it was concluded that study habits have a great significant impact in improving students' academic performance and recommended that parents, teachers, counselors should try and expose the students to different types of study habits and reduced students over test anxiousness to enhance good academic performance of students in mass communication in Adekunle Ajasin University Akungba.

Keywords: Study habit, Examination anxiety Academic performance

Introduction

The social and economic development of countries directly linked with student academic performance (achievement). It plays vital roles in producing good quality graduates who will become the great future leaders. Academic achievement plays a significant role in assuring quality because without some sort of measure, what will be produced are ordinary graduates. Low academic performance of students in high schools has been a problem which results to the production of ordinary graduates. There are several factors which affect students' academic performance such as socio- demographic factors (age, income and gender), psychological factors (motivation, stress, study strategies) and other factor like study time is one of the factors that could play a vital role in students' academic success. This study therefore seeks to investigate the study habits and examination anxiety as predictors of academic performance.

Developing proper study habits is essential for academic and career success at all levels of education system for every learner (Huit, 2004). Study habits of students vary from one student to the other and from one place to another. It is an important aspect of learning because student's achievement in schools depends greatly on their study habits. According to Hills and Ballou (2000), the study habits of students play a vital role in reflecting the standard of education and the students' academic performance.

The problems associated with study habits might have a major effect on a student's academic performances, it is believed that everyone has a different study habit and it is important to find out the best personal way to study. Studying with friends has a long way to go in student's study habits, it has a positive influence in which they discuss what have been read together but also have a negative effect in which they might not read but find themselves discussing throughout the stipulated time for reading which boils down to time wastage. Different reasons can lead students to low academic performance like different levels of intelligence, lack of good libraries and so on. But the major reasons is that students fail to make good effort to learn what their teachers taught them in the school and also do not study at home because they fail to recognize the importance of study habits to their academic achievement. According to Riaz et al (2002), the study habits of the students could play pivotal role in the learning process reflected in the academic performance of the students. Numan and Hassan (2017) refers to study habits as approaches that learner's exhibit during his or her personal study time in order to properly understand the subject matter. To them, it is also refers to as learning techniques that learners use to learn individually. In essence therefore, effective study habits assist students to gain mastery of a topic to learn and ensure the good performance in their study.

Anxiety is one of the emotional components of human life. Every task performance to an extent is accomplished by some measures of anxiety. Anxiety refers to a common psychological problem among human beings with its physical, emotional, and social manifestations. Okeke 1990 refers anxiety to a state of being unease, tensed, or troubled in mind about some uncertain events. Also Nwimo (2006), state that anxiety is the sensation of feelings, fear, or nervousness. The uncertainty of examinations and test taking situations causes examination anxiety in students.

The concept of examination anxiety is not a new educational phenomenon and has been one of the major concerns of educational psychologist as a barrier in promoting effective learning and realizing good academic achievement in any educational institution. Hanem (2016).

Many students experience test anxiety in Nigeria where many examinations are centralized and highly competitive. Such as West African School Certificate Examination (WASCE), National Examination Council (NECO), Unified Tertiary Matriculation Examination (UTME) and post UTME tests are highly competitive and therefore stress the acquisition of knowledge at all costs by the students, since performance in these examinations is necessary for obtaining admission for higher education at Universities, Polytechnics and Colleges of Education. Due to the fact that there is a quota system (which limit the chance of a student being admitted) for entering higher education institutions in Nigeria, students see these examinations as do or die thing in Nigeria and are therefore considerably pressurized which will later result to high levels of stress, nervousness while writing such examination.

Statement of the problem

Certainly, investigating the interrelationship of non-cognitive factors such as examination anxiety and study habit will be beneficial by providing better opportunities for students especially, in a society like Nigeria where students at all level display high test anxiety in their examinations as a result of inadequate learning skills or insufficient preparedness, which on many occasions, result to poor

performance, high proneness to examination malpractices and consequently, low academic achievement. It is in view of these that this study was designed to investigate the extent to which examination anxiety and study habit combine to predict academic performance.

Research questions:

1. Is there any relationship between study habits, test anxiety and academic performance?
2. Are there statistically significant of gender differences in the variables in the study.

Methodology

The study was executed using an ex- post facto research design. The population of the study comprises of all 100 level students in the department of mass communication in Adekunle Ajasin University Akungba. The total population of the students is 150. Stratified random sampling technique was used to stratify the students into males and females (50 males and 50 females) and simple random sampling was used to select 100 students which is the sample size. The instrument used for the study was a 29 – item study skills inventory (SSI) developed by the researcher. The second instrument was adapted from Sarason (1980) and used to measure the test anxiety levels of the courses (TAI). Items on the questionnaires were rated on a four point response option of: Always (4), Sometimes (3); Rarely (2); Never (1). The rating was reversed for negatively skewed items. The internal consistency estimate obtained for SSI using Cronbach alpha was 0.72 while that of TAI was 0.85. Data were presented using t-test statistics was used to test the null hypothesis.

Research question 1: Is there any relationship between study habits, test anxiety and academic performance?

Table 1: The correlation between study habits, test anxiety and academic performance

VARIABLES	MEAN	SD	1	2	3
1 Study Habits	43.234	6.4533	1.00		
2 Test Anxiety	27.786	5.4815	-.454	1.00	
3 Academic performance	47.483	4.8354	.694	-.563	1.00

(N = 100), Correlation is significant at the 0.05 level

Table 1 shows the result of Pearson correlation coefficient which indicated that there was negative significant correlation between study habits and test anxiety ($r = -0.454, p < 0.05$). Also study habits had significant positive correlation with academic performance ($r = 0.694, p < 0.05$) while test anxiety had a significant negative correlation with academic performance ($r = -0.563, p < 0.05$)

Research question 2: Are there statistically significant of gender differences in the variables in the study?

Table 2: T- test statistics of gender differences in the variables

Variables	Male (N=50)	Female(N=50)	t-value	df	sig		
	Mean	SD	MEAN	SD			
Study habits	43.231	3.7644	43.242	3.0256	0.432	98	0.583
Test anxiety	23.563	4.2781	25.713	3.3342	-1.984	98	0.003

Academic performance	45.382	5.432	42.351	4.472	1.863	98	0.003
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The result of t-test analysis in table 3 revealed that there are statistically significant gender differences in academic performance and test anxiety. This shows that the academic performance mean scores of male students is higher than that of the female students, also female students scored significantly higher test anxiety score than the male students. However there is no significant gender differences observed on study habits. (df =98, t = 0.432, p>0.05).

Discussion

The result of this study shows student' study habits have significantly and positively relation to students' academic performance. For students who have good study habits also show good academic performance. In line with this, Yalew, (1997) concluded, that study skills, study habits, study attitudes, and study motivation play a critical and central role in determining students' academic performance. Also the findings of the previous scholars and researchers such as Helen(2013) and Tambawal, (2014) are in line with the result of this study. Thus it is clear that the study habits have an impact on the academic performance of students.

The result of this study also revealed that there is a significant negative correlation between study habits and test anxiety, in contrary to the current study Olaitan and Moroluyo, (2014) on their study reported that academic achievement positively correlated with test anxiety. The findings of this study are in line with the study of Hakan and Hasan, (2013) who findings revealed that, there was negatively significant relationship between test anxiety and academic achievement which means that when test anxiety increases academic achievement falls and if test anxiety decreases academic achievement rises. Thus, students with high test anxiety are likely to be low academic achievement.

In line with this present study Ossai (2004 a,b; 2011); Samy (2007) found no significant difference in the study habits of male and female students. This seems to the fact that both female and male students have equal tendencies. The present study shows significant gender difference on students' test anxiety. In line with this study the findings of Zeidner, 1990; Volkmer and Feather, 1991; reveals that that females have been found to report higher levels of overall test anxiety than males.

With regards to gender differences in academic achievement, the result of this study revealed that there was a statistically significant gender difference in students' academic performance. Consistent with the finding of Tadesse (2011) and Amare (2014) the result of the present study revealed that male students had higher mean scores in academic performance than their female counterparts.

Conclusion

Based on the findings of this study, it was concluded that study habits have a great significant impact in improving students' academic performance which implies that students that possess good study habits can achieve better academic score than those students who don't have such vital skills.

With regard to gender differences in study habits, test anxiety and academic performance, although there is no significant differences among males and females students in their study habits but there are gender differences in their academic performance which is favouring male students with low test anxiety and low academic performance with high test anxiety in female students.

Recommendation

1. It is recommended that parents should encourage their children to develop their study habits by improving their time management skills, and the students should be aware of different kinds of study habits through the teachers and the school counselor.
2. Also recommended that early intervention and proactive prevention programs would aid the reduction of anxiety and nervousness in students be developed and implemented.

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