

# Relationship between Study Habits and Academic Performance of Public Secondary School Students in Etche Local Government Area, Rivers State: Implication for Counselling

**Maxwell Eremie and Jane Ngozi Achi**

Department of Educational Foundations  
Rivers State University, Port Harcourt,  
Nigeria

**Abstract:** *The study examined the relationship between study habit and academic performance of public secondary students in Etche Local Government Area, Rivers State. The statement of problem was clearly stated and the purpose was specifically highlighted. Three research questions were formulated to guide the study and three null hypotheses were tested. The literature was duly reviewed in line with the study variables. The correlation research design was adopted with a population of 540 public secondary school students, out of which 225 was drawn as the sample size from the target population, with the aid of Online Fluid Survey Sample Size Calculator. A self-structured questionnaire with 12 items was drafted and coded using modified 4 point Likert scale of strongly agree, agree, disagree and strongly disagree. The instrument was subjected to face and content validity and it yielded a reliability index of 0.65. The research questions were answered using mean and standard deviation, while the hypotheses were analyzed using Pearson Product Moment Correlation Coefficient with the aid of Statistical Package for Social Sciences at 0.05 level of significance. The results reveal that, there is a significant relationship study habit and academic performance, Therefore, recommended that every public school should at least employ one counselor that will guide students on how best to go by their study habit in school.*

**Key words:** *Relationship, Habit, Academic Performance, Implication, Counseling.*

---

## INTRODUCTION

Education is a process in which and by which knowledge, characters and behaviour of human beings are shaped and molded. Learning is both a process and an outcome. As a process, it is part of living in the World, part of the way our bodies work. As an outcome, it

is a new understanding or appreciation of something. It is the most important invention of mankind, it has a very wide meaning and it is not possible to give it a precise meaning. Different philosophers and scholars have defined education according to their own ideas and philosophies. Education helps an individual to give his/her identity. It is not limited to four walls of the classroom, but also outside in the environment. Education begins from womb and ends with the death of an individual. An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed.

A habit is a routine of behaviour that is repeated regularly and tends to occur subconsciously (Butler & Hope, 1995). According to *Wood and Neal (2017)* habit, is defines as “the standpoint of psychology, [as] a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience.” Habitual behaviour often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory. When behaviours are repeated in a consistent context, there is an incremental increase in the link between the context and the action. This increases the automaticity of the behaviour in that context (*Wood & Neal, 2017*). Habit formation can be referred to as the process by whereby behavior, through regular repetition, becomes automatic or habitual. This is modelled as an increase in automaticity with a series of repetitions up to an asymptote (Lally, van Jaarsveld, Potts & Wardle, 2010).

It has been thought that there is relationship between a student’s academic performance and their study habits (Febregat & Blanch, 2004). Fielden (2004) stated that a good study habits have good effects towards the academic performance of the student. Study habits, with proper environment, feedback and guidance help the individual to develop a balanced personality. In school, the teachers while at their home the parents should guide the student for his/her study habits. Thus, it is the duty of the teachers and parents to identify student’s good study habits and guide them accordingly. The study habits and Socio-economic status of an individual go hand in hand. They may be regarded as the two faces of the same coin; they are proportional to each other. If either of these factors is absent or has been lacking, it leads to an incomplete personality development of an individual. The individual constantly evaluates himself/herself in relation to his/her society.

Counselling services are among the school educational services. It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children. Counselling and guidance can provide a good basis for a broader education for life. Hence, the Role of Guidance and Counselling in Effective Teaching and Learning in Schools for the Child Future Success.

### **Social Learning Theory by Albert Bandura (1977)**

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: “Learning can be extremely labourious, not to mention hazardous, if people had to rely solely on the impacts of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this

coded information serves as a guide for action.” Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral, an environmental influences.

The component processes underlying observational learning are:

- (1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement)
- (2) Retention, including symbolic coding, cognitive organization, symbolic \rehearsal, motor rehearsal)
- (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and
- (4) Motivation, including external, vicarious and self reinforcement. Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks. Bandura’s theory improves upon the strictly behavioral interpretation of modeling provided by Miller and Dollard (1941). Bandura’s work is related to the theories of Vygotsky and Lave which also emphasize the central role of social learning.

**a). Concept of Study Habit**

A habit (or wont as a humorous and formal term) is a routine of behaviour that is repeated regularly and tends to occur subconsciously. The concept of study habit according to Husain (2000) is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individual’s response to all objects and situations with which is related. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive attitude towards study, and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner’s attitude and motivation is usually positive, and if the learning experience is not pleasant he tends to avoid it. Negative attitude towards study sometimes finds expression in comment such as “I study but cannot remember what I study” or “the lessons are too long”. Attitude serves as index on how we think and feel about people, objects and issues in our environment. Study attitude, according to Husain (2000) refers to the predispositions which students have developed towards private readings through a period of time. According to him, study attitude offers great possibilities for successful achievement in studies. Study method is the knowledge and application of effective study skills or techniques by students. Several study methods have been identified several effective study methods and skills that could be used by students based on the learning environment (Husain, 2000). Kelli (2009) posits that for students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form. What is fundamental is the ability of a student to acquire effective study habits. Many students feel that the hours of study are the most important. However, students can study for hours on end and retain very little. The more appropriate question is how students should study more effectively. Developing good time management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to

socialize and time to just be alone.

The critical issue is recognition that there must be an appropriate balance. Students should also have vision. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to students' success in school. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives. Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their degree programs. The sooner a student starts practicing and developing good habits, the better chance he will have that he will continue with them. Procrastination can be overcome with proper study habits and improving one's study habits is the key to better studying.

### **b). Academic Performance**

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests. Academic performance or "academic achievement" is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts (*Ward, Stoker, & Murray-Ward (1996)*). Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

### **Method of Measurement**

Individual differences in academic performance have been linked to differences in intelligence and personality (*von Stumm, Hell, & Chamorro-Premuzic, 2011*). Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness (*von Stumm, Hell, & Chamorro-Premuzic, 2011*). Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement (*Bossaert, Doumen, Buyse, & Verschueren, 2011*). Student performance is measured using grade point average (GPA), high school graduation rate, annual standardized tests and college entrance exams. A

student's GPA is typically measured on a scale of zero to four with higher GPAs representing higher grades in the classroom. Graduation rates are collected by state and federal education officials as a baseline measurement of secondary education performance.

### **c). Effective Reading**

When studying, especially at higher levels, a great deal of time is spent reading. Academic reading should not be seen as a passive activity, but an active process that leads to the development of learning. Reading for learning requires a conscious effort to make links, understand opinions, research and apply what you learn to your studies. Creating a positive learning environment is essential for success in the classroom. Teachers should create a welcoming atmosphere where students feel safe and willing to share. Classrooms should represent the students equally and everyone should know each other's name. Teachers who use humor in the classroom also create more positive environments.

Structuring the physical environment of a classroom means strategically placing desks, students, decorations, and playing music. Desks arranged in a circle give the impression of sharing, while coupled desks work well as workstations. The colour of the walls and the decorations on the walls also send impressions. Light colours open up spaces and warm colours are welcoming. Classrooms should be a place where students feel respected and feel their contributions matter. No student should be singled out or secluded in the classroom. Every student should feel accepted, wanted and respected.

### **d). Note-Taking**

Many different formats are used to structure information and make it easier to find and to understand later. The format of the initial record may often be informal and/or unstructured. One common format for such notes is shorthand, which can allow large amounts of information to be put on paper very quickly. Historically, note-taking was an analog process, written in notebooks, or other paper methods like Post-It notes. In the digital age, use of computers, tablet PCs and personal digital assistants (PDAs) is common. The note taker usually has to work fast, and different note-taking styles and techniques try to make the best use of time. The average rate of speech is 2–3 words per second (which is 120–180 words per minute), but the average handwriting speed is only 0.2–0.3 words per second (which is 12–18 words per minute) (Piolat, Olive, & Kellogg, 2015). Notes are commonly drawn from a transient source, such as an oral discussion at a meeting, or a lecture (notes of a meeting are usually called minutes), in which case the notes may be the only record of the event. Note-taking has been an important part of human history and scientific development. The Ancient Greeks developed hypomnema, personal records on important subjects. In the Renaissance and early modern period, students learned to take notes in schools, academies and universities, often producing beautiful volumes that served as reference works after they finished their studies (Eddy, 2018). Note-taking is a central aspect of a complex human behavior related to information management involving a range of underlying mental processes and their interactions with other cognitive functions. The person taking notes must acquire and filter the incoming sources, organize and restructure existing knowledge structures, comprehend and write down their explanation of the information, and ultimately store and integrate the freshly processed material. The result is a knowledge representation, and a memory storage (Piolat, Olive, & Kellogg, 2015).

### **e). Time Management**

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands upon a person relating to work, social life, family, hobbies, personal interests and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending/managing activities at their own time and expediency (Cottrell, 2013). Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope. It is also important to understand that both technical and structural differences in time management exist due to variations in cultural concepts of time.

### **Summary of Related Literature**

The study is concern with the manner and attitude by which students performed in both internal and external examination in Etche Local Government Area in Rivers State. Two theories were employed, but the study anchored on Bandura's learning theory. Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programmes. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (Bandura, 1997). Other variables were duly conceptualized base on their importance in the study.

### **Statement of the Problem**

In Nigeria, there are so many factors that influence the ability of students to cultivate effective and efficient study habit towards better academic performance. Such factors that are capable of influencing the academic performance of students are state of health, motivation, anxiety, effective reading, adequacy of infrastructures like textbooks and well equipped libraries. Some of these factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self concept, low socio-economic status of the family, poor family structure and so on. The differential scholastic achievement of students in Nigeria has been and still a source of concern and research interest to educators, government and parents. This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria.

In other words, to study effectively, one must read effectively, draw, compare, memorize and test himself over time. Parents and government are in total agreement that their huge investment on education is not yielding the desired dividend. Teachers also complain of student's low performance at both internal and external examination. This problem are attributed to ineffective reading, poor note taking habit, poor time management among students as well as other factors such poor funding of education by government and negligence by parents. It is against these constraints that the researcher

sees the subject matter as an empirical problem worthy of investigation.

Meanwhile, the best way to handle matters of this magnitude is by seeking the services of counsellors that will talk to students on how to plan their study habit. Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. It is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems. Hence, school counselors are expected to supervise, caution, and train the individual student on how best to plan their study habit in order to perform well in their academic career.

### **Purpose of the Study**

This study focused on the relationship between study habit and academic performance of public secondary school student in Etche Local Government Area in Rivers State. Specifically, the study sought:

- 1.) To examine the relationship between effective reading and academic performance of public secondary school student in Etche Local Government Area, Rivers State.
- 2.) To examine the relationship between note taking and academic performance of public secondary school student in Etche Local Government Area, Rivers State.
- 3.) To determine the relationship between time management and academic performance of public secondary school students in Etche Local Government Area, Rivers State.

### **Research Questions**

The study was guided by these research questions:

1. What is the relationship between study effective reading and academic performance of public secondary school students in Etche Local Government Area, Rivers State?
2. What is the relationship between notes taking academic performance of public secondary school student in Etche Local Government Area, Rivers State?
3. How does time management relate to academic performance in public secondary school students in Etche Local Government Area, Rivers State?

### **Hypotheses**

The following null hypotheses were tested for this study at 0.05 level of significance

1. There is no significant relationship between effective reading and academic performance of public secondary school students in Etche Local Government Area, Rivers State.
2. There is no significant relationship between note taking and academic performance of public secondary school students in Etche Local Government Area, Rivers State.
3. There is no significant relationship between time management and academic performance in public secondary school in Etche Local Government Area, Rivers State.

### **Significance of the Study**

The following are the significance of this study:

1. The finding from this study will educate the stakeholders in the education sector and the general public on the factors that can influence student's academic performance with special focus on study habit and factors that can reshape students study habit towards better academic performance.
2. This research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field subsequently, if applied will go to an extent to provide new explanation to the topic.

### **METHODOLOGY**

The study which adopted correlation research design was carried out in Etche local government area in Rivers State, with a population of 540 out of which 225 was drawn as the sample size with the aid of Online Fluid Survey Sample Size Calculator (OFSSSC). While, the simple random sampling technique was used in selecting the respondents. A self-structured questionnaire with 12 items was use to elicit information from the respondents on how student study habit influence academic performance in public secondary schools in Etche LGA. The instrument was coded using modified four 4 point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).The instrument was dully validated, and it yielded a reliability index of 0.65. To ensure precision in the use of instrument, the researcher employed the services of three researches assistant that assisted in the distribution and retrieval of the instrument back from the respondents. Out of the 225 copies that were distributed, only one copy got torn, while 224 were properly filled and retrieved. The research questions were answered using descriptive statistics. A decision rule was taken on a criterion mean value of (2.50). Above 2.50 were considered strongly agree or agree, while 2.49 below were considered disagree or strongly disagree. While the hypotheses were tested using Pearson Product Moment Correlation (PPMC) with the aid of Statistical Package for Social Sciences (SPSS) version 21 at 0.05 level of significance.

### **RESULTS AND DISCUSSION**

Result presentation and discussion of findings.

**Research Question 1:** What is the relationship between study effective reading and academic performance of public secondary school students in Etche Local Government Area, Rivers State?

Table 1 below shows grand mean scores of 2.66 and 2.56 respectively, which are greater than the criterion mean value of 2.50. This indicates that, there is a strong relationship between effective reading and academic performance in public secondary schools in Etche LGA in River State.

**Table 1: Mean Response on the Relationship between Effective Reading and Academic Performance.**

S/N	Items	Male (10)			Female(18)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remarks
1	Reading is the number one factor for better academic performance.	3.33	0.88	SA	3.67	1.02	SA
2	Whether a student read or not, he/she can still pass exams.	1.11	1.13	SD	1.63	0.89	D
3	A prepare student make performs well in both internal and external exams.	3.11	0.80	SA	3.57	0.98	SA
4	Reading is every students' hobby.	3.09	1.10	SA	1.37	1.01	SD
<b>Grand Mean</b>		<b>2.66</b>	<b>0.78</b>	<b>A</b>	<b>2.56</b>	<b>0.98</b>	<b>A</b>

*Source: Field Survey, 2020*

**Research Question 2:** What is the relationship between notes taking academic performance of public secondary school student in Etche Local Government Area, Rivers State?

**Table 2: Mean Response on the Relationship between Notes Taking and Academic Performance.**

S/N	Items	Male Student(112)			Female Student(112)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
5	The best thing that can happen to any student is to have a complete note on all the subjects.	3.16	0.82	SA	3.67	1.02	SA
6	Note taking is a key to students' success.	3.50	0.95	SA	3.50	0.95	SA
7	Note reminds student of previous term work.	2.50	0.71	A	3.28	0.86	SA
8	The essence of note taking is to dump it at home.	1.50	1.90	SD	1.67	0.88	D
<b>Grand Mean</b>		<b>2.66</b>	<b>1.50</b>	<b>A</b>	<b>3.03</b>	<b>0.93</b>	<b>SA</b>

*Source: Field Survey, 2020*

The Table 2 reveals that notes taking has a strong relationship with academic performance in public secondary schools in Etche LGA, with grand mean scores of 2.66 and 3.03; which are greater than the criterion mean value of 2.50.

**Research Question 3:** How does time management relate to academic performance in public secondary school students in Etche Local Government Area, Rivers State?

**Table 3: Mean Response on how Time Management Relate to Academic Performance.**

S/N	Items	Male Student (112)			Female Student (112)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
9	Time management is the key to students' success.	3.75	1.06	SA	3.31	1.10	SA
10	Student who fails to manage their time does not do well in exams.	3.75	1.06	SA	3.80	1.09	SA
11	Timing is part of our school life.	2.50	0.71	A	2.50	0.71	A
12	Student who do not manage will always missed classes.	3.21	0.84	SA	3.20	0.84	SA
<b>Grand Mean</b>		<b>3.30</b>	<b>0.92</b>	<b>SA</b>	<b>3.20</b>	<b>0.94</b>	<b>SA</b>

*Source: Field Survey, 2020*

From the Table 3 above has means scores of 3.30 and 3.20 respectively, which are greater than the criterion mean of 2.50. This implies that time management influence academic performance in public secondary schools in Etche LGA in Rivers State.

**Test of Hypotheses**

**Hypothesis 1:** There is no significant relationship between effective reading and academic performance of public secondary school students in Etche Local Government Area, Rivers State.

**Correlation**

**Table 4: PPMC Analysis of Hypothesis 1**

Variables		Effective Reading (X)	Academic Performance (Y)
Effective Reading	Pearson Correlation	1	.215
	Sig. (2-tailed)		.183
	N	112	112
Academic Achievemnt	Pearson Correlation	.215	1
	Sig. (2-tailed)	.183	
	N	112	112

*Source: SPSS Output, Version 21, 2020.*

*P > 0.05 significant*

The table 4 above revealed that 0.215 is significant at P. This means that P > 0.05. This implies that, there is significant relationship between effective reading and academic

performance of public secondary school students in Etche LGA. Hence, the null hypothesis was failed to accept.

**Hypothesis 2:** There is no significant relationship between notes taking and academic performance of public secondary school students in Etche Local Government Area, Rivers State.

**Correlations**

**Table 5: PPMC Analysis of Hypothesis 2**

Variables		Notes Taking (X)	Academic Performance (Y)
Notes Taking	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	112	112
Academic Performance	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	112	112

**Source:** SPSS Output, Version 21, 2020. *P > 0.05 significant*

From the table 5 above, 0.575 is significant at P. This implies that, there is significant relationship between notes taking. Meanwhile, the null hypothesis was rejected.

**Hypothesis 3:** There is no significant relationship between time management and academic performance in public secondary school in Etche Local Government Area, Rivers State.

**Correlations**

**Table 6: PPMC Analysis of Hypothesis 3**

Variables		Time Management (X)	Academic Performance (Y)
Time Management	Pearson Correlation	1	.201
	Sig. (2-tailed)		.213
	N	112	112
Academic Performance	Pearson Correlation	.201	1
	Sig. (2-tailed)	.213	
	N	112	112

**Source:** SPSS Output, Version 21, 2020. *P > 0.05 significant*

The Table 6 above shows that 0.201 is significant at P. This indicates that, there is a relationship between time management and academic performance. Hence, the null hypothesis was rejected.

**Discussion of Findings**

The study analysis revealed the extent to which effective reading, note-taking and time management can be of help to students' academic performance in both internal and

external examinations. Three hypotheses were all rejected following the fact that there is relationship between the aforementioned variables and academic performance.

### **IMPLICATION TO COUNSELLING**

Meanwhile, the best way to handle matters of this magnitude is by employing the services of counsellors that will talk to students on how to plan their study habit. Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge. It is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems.

### **CONCLUSION**

Based on the study findings/analysis, it can be reasonably concluded that there is a relationship between effective reading and academic performance among public secondary school students in Etche LGA. So far, all hand must be on deck to unravel the mystery that had befallen secondary schools' students in both internal /external examinations. Meanwhile, counselling service is not an exceptional in this scenario. Therefore, the services of counselors should be employed to get rid of this menace (poor study habit) among public secondary school students in Etche LGA as well as Rivers State at large.

### **RECOMMENDATIONS**

From the findings and conclusion reached in this study, the following recommendations are worth considering:

- 1) Government and the school community should try as much as possible to build both analogue and electronic library in all the public secondary schools in Etche LGA.
- 2) Parents should provide all the necessary materials that will enhance student in note taking.
- 3) Both teachers and parents should ensure that every student has a study time table.

### **REFERENCES**

- Annie Ward; Howard W. Stoker; Mildred Murray-Ward (1996), "Achievement and Ability Tests - Definition of the Domain", Educational Measurement*
- Bandura, A. (1969). *Principles of Behavior Modification*. New York: Holt, Rinehart & Winston.
- Bandura, A. (1973). *Aggression: A Social Learning Analysis*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Bossaert, G; S. Doumen; E. Buyse; K. & Verschueren. (2011). "Predicting Students' Academic Achievement After the Transition to First Grade: A Two-Year Longitudinal Study". Journal of Applied Developmental Psychology. 32(2): 47-57.*

- Butler, G. & Hope, T. (1995). *Managing your mind: The mental fitness guide*. Oxford Paperbacks.
- Eddy, Matthew Daniel (2018). "The nature of notebooks: How enlightenment schoolchildren transformed the tabula rasa". *Journal of British Studies*. 57 (2): 275–307. doi:10.1017/jbr.2017.239
- Fielden, K. (2004). Evaluating Critical Reflection for Post-graduate Students in Computing. Informing Science and Information Technology Education (Joint Conference 2005, Flagstaff, Arizona). Retrieved from <http://www.informingscience.org/Proceedings/InSITE2005/138f36Field.pdf>
- Husain, A. (2000). Developing Study Habits. Wikipedia, the free encyclopedia.
- Kelli, K. (2009). Developing Good Study Habits. Retrieved from [monster.com.media/ads.11/3/2016](http://monster.com.media/ads.11/3/2016).
- MarcK (2011), The Importance of Good.
- Lally, P., van Jaarsveld, C. H. M., Potts, H. W. W., & Wardle, J. (2010). How are habits formed: Modelling habit formation in the real world. *European Journal of Social Psychology*. 40 (6), 998–1009.
- Miller, N. & Dollard, J. (1941). *Social Learning and Imitation*. New Haven, NJ: Yale University Press.
- Piolat, A., Olive, T. & Kellogg, R. T. (2015). Cognitive effort during note-taking. *Applied Cognitive Psychology*, 19, 291–312.
- von Stumm, S., Hell, B., & Chamorro-Premuzic, T. (2011). "The hungry mind: Intellectual curiosity is the third pillar of academic performance". *Perspectives on Psychological Science*. 6 (6): 574–588.
- Wood, W. & Neal, D. T. (2017). "A new look at habits and the habit-goal interface". *Psychological Review*. 114 (4): 843–863.