

## **Enhancing Academic Performance of Nigerian Undergraduates through Proper Study Habits: A Look At Ebonyi State University, Abakaliki.**

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**ABSTRACT:** The study considered ways of enhancing the academic performance of university undergraduates through proper study habits. Four research questions guided the study that adopted a simple survey design. The population of the study was 5,071 final year students of 2015/2016 academic session of EBSU. Stratified Random Sampling Technique was used to select two faculties out of the seven in the university. Again, five departments of the faculties were randomly selected. Simple random sampling technique was adopted to select two hundred and fifty students; (50 from each department) as the sample size. The instrument for data collection was a 20-item structured questionnaire that was duly validated and its reliability determined. The data collected were analysed using frequency count and percentages. The study findings revealed among others that proper homework and assignment doing, time management and peer interaction enhance students' academic performance in EBSU. Based on the findings, recommendations were made like proper monitoring and programming of students' academic activities among others.

**Keywords:** Enhancing, Academic Performance; Nigerian undergraduates and Study habits.

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Date of Submission: 27-06-2019

Date of acceptance: 13-07-2019

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### **I. INTRODUCTION**

The teacher is the custodian, catalyst or facilitator of the learning process and provides the necessary resources to stimulate the learners in the classroom. According to [1], students are perpetually in search of academic success to achieve excellence. Their efforts are rewarded in form of good scores and prizes in various assessments used. Students' performance may be assessed in variety of ways which include: participation in written or oral assignments; individual or group activities; projects and diverse presentations. [2] sees academic performance as the aggregate of behaviours measured in terms of educational performance based on the three domains of objectives. On the whole, academic performance is the outcome of education measured through students' performances in continuous assessments and examinations. However, [3] posits that academic performance should not be limited to formal classroom activities, but also the co-curricular activities. He explains that it should be seen as the total useful activities that have aided proper character and learning acquisition during learning process in the school and this entails proper study habits.

Furthermore, [4] reiterates that study is devotion of time and thought to get knowledge. It can be a conscious effort of the individual directed at the acquisition of knowledge in any area of human endeavour. This implies that all persons are involved in one form of study or the other as they attempt to gain knowledge in their interactions with persons and objects in their environment. [5] emphasizes that the process of studying psychologically affects the individuals' thinking, teaching, personality, social interaction and physical activities. That it is not just limited to reading or forcing facts into the brain, but includes such diverse activities as attending to academic assignment, practical activities, concentrating, learning, absorbing facts among others. He emphasizes that achieving academic excellence involves forming good habits.

Habits are first formed at home like being neat, respecting elders, honesty and friendliness among others. When a child gets to school, s(he) learns more habits directly or indirectly or being taught and monitored by teachers. [6] emphasizes that the new habits learnt in school include: ownership rights, effective study patterns, listening and carrying out activities that is worthwhile. Therefore good study habits are important ingredients in the life of a successful student in their course of study to enhance their academic performance. Study habits refers to a particular pattern an individual develops for study or approach adopted [7]; [8]. Study habits do not just happen, but is acquired. [9] believes that students who form good study habits do not spend much time studying before they can achieve good academic performance. The author explains that once a student develops effective study habit, his learning skills, memory processing strategies and examination

performances are appreciably improved. Practice and repetition in class work are essential in building basic knowledge and skills. Homework enables students to master a process by practice and increases comprehension and retention of information. Assigning homework to students frees in-class time for more structured activities like investigations, explorations and cooperative learning opportunities. Assigning homework is thus an opportunity for students to practice skills without rigid time constraints [10]. Again [11] posits that homework enables students to master a process by practice and to increase retention and comprehension of information.

Another enhancer of students' academic performance is good time management. Whatever time a student spends judiciously on study makes a significant impact on his academic performance. [12] asserts that time management is usually a personal issue that needs to be properly planned and utilized to solve problems. Time management is as important as human and material resources in any organization. [13] in a study carried out observes that poor time planners seems to be faced with low productivity, inefficiency, ineffectiveness, low morale, stress and frustration and these may lead to procrastination. [14] shares in this view and states that students a times may be overwhelmed by other tasks to the extent of putting off academic assignments till later date. Academic pressure then results when students now feel the pressure of examinations, tests or quiz. This leads to rushing through homework, getting minimal which results to tension and worry. He advises that effective time management techniques should not only be applied to students' academic life alone, but to their overall schedule to achieve success and peace of mind.

Grades in higher institutions often depend on the completion of a range of tasks including those with various deadlines, lengths and priorities. These multiples tasks and their grades are determined by the quality of efforts put in; thus, academic performance would be influenced by time management skills. As a result, increasing demands are placed on students' ability to manage time as this is an essential component for academic success. There are subtle time wasting activities in the universities. It is noted that one may intend to do an important task, but is suddenly confronted with many unrelated tasks that need attention like: reading old books, clearing the room, making phone calls among others. [15] supports this view by saying that when one sits day-dreaming, staring into space, watching computer games for instance are good time wasters. Again, noisy environment may introduce distractions that will make students to shift duties. [16] feels that this may be common to students especially where there are much academic works to cover and they are looking for the best time to do it. Another contributing factor to poor time management is the students' hostel arrangements. In a case where more than two students live in a room, studying may be difficult especially for those who enjoy midnight reading and would not like to disturb others because distraction makes students' attention to be diverted to something else.

Peers have a lot of influence on the behaviour and development of their members. Peers influence increase steadily from the time children first begin to interact with each other until adolescence. According to [17], peer group has so much influence especially on adolescents because, no matter how inappropriate it looks to adults, belonging to a group really help to give something significant to the younger persons. In the universities, the influence of social groups is obvious, as it can make or mar their academic performance. [18] states that peer group influence could be positive or negative depending on the type of group one associates with. It is positive if it teaches the students good morale and study ethics and negative when it leads them to develop deviant and questionable behaviours like gangsters and secret cults. An aspect of peer group relationship in school is described by [19] as the extent students feel personally accepted, respected and supported by others in a school environment. It is an obvious fact the many factors make one to succumb to peer group influence which have strong influence on their academic performance in higher institutions. Lecturers serve as guides to students under their care on how to be high fliers in character and learning. They help to make reference materials for study available to the students for proper acquisition of concepts in their courses.

Buttressing on the process of boosting the study habits of students, [20] explains that the use of good instructional facilities enhance the study process of students and motivates them to learn. With available materials, students engage in study sessions, reviewing of course contents and self-evaluation. These processes make for good study habits. [21] argue that building of curiosity, creative and positive attitude in students depend to a great extent on the application of effective instructional materials. This will trigger and promote active students' inquiry, build natural human inclination to learning and make them part of knowledge economy for sustainable national development. The need to boost proper study habits of university students have led to the present study.

## **II. STATEMENT OF THE PROBLEM**

Academic performance is a measure of educational outcomes expressed in terms of obvious changes in knowledge, skills and attitudes. Students in Ebonyi State University have not formed the habit of proper study to achieve academic excellence and this have resulted in their engaging in odd methods like examination malpractice of all types and sorting of course lecturers to pass their examinations. Lecturers have partly been blamed for not taking their time to expose their students to the course contents, while students are also blamed

for not being serious with their academic activities. The researchers however have discovered that lack of proper study habits is a major contributing factor to poor performance of some students in the university and this have necessitated the present study that thus ask: what are the factors that will enhance proper study habits of students in Ebonyi State University, Abakaliki in order to achieve academic excellence?.

### **III. SIGNIFICANCE OF THE STUDY**

In the views of the researchers, the present study will be beneficial to the University under graduates in Nigeria, Teachers, Parents, Policy makers, other researchers and the society in general.

- For the undergraduates, the findings of the study will enable them to adapt to the good study habits pinpointed in this study to enhance their academic performance.
- Lecturers and teachers in Nigeria through the findings of this work will unravel strategies of utilizing effective methods and materials during teaching in order to boost effective learning in students.
- For the policy makers in Nigeria, the findings of the study will open their eyes to enacting policies that will aid effective teaching and learning in the country to enhance proper study habits of students.
- Nigerian parents through the study findings will be concerned on how best to develop good study habits in learners to enhance their academic performance.
- Again, school administrators would be enabled through the study findings, to provide rich and conducive administrative policies and environment to enhance good study habits of learners in the Nigerian classrooms.
- Furthermore, other researchers through the findings of the study will carry out further researches to identify other similar areas for knowledge expansion in study habits.
- Finally, the Nigerian society at large will see the need to check mate bad group activities of Nigerian students in order to enhance their performance and reduce crime rates in the country.

### **IV. PURPOSE OF THE STUDY**

The main purpose of the study was to examine factors that will enhance proper study habits of undergraduate of Ebonyi State University, Abakaliki to achieve academic excellence; specifically the study sought to unravel how:

1. Proper time management enhances undergraduates' academic performance in EBSU
2. Peer group discussion enhances students' academic performance;
3. Proper doing of academic homework and assignments enhance academic performance of undergraduates in EBSU.
4. Good use of study materials and facilities enhance undergraduate's academic performance in EBSU.

#### **Research Questions**

The following research questions guided the study:

1. In what ways do proper doing of homework and assignments enhance undergraduates' academic performance in EBSU?
2. How does effective time management of undergraduates of EBSU enhances their academic performance?
3. How does peer group interaction enhances the academic performance of EBSU undergraduates?
4. In what ways have the use of good study materials and facilities by EBSU undergraduates helped to enhance their academic performance?

### **V. REVIEW OF LITERATURE ON STUDY HABITS AND ACADEMIC PERFORMANCE**

Literature related to the present study on students' study habits that enhance academic performance were reviewed thus: conceptual framework; theoretical framework; review of empirical works and summary of literature review

#### **Conceptual framework**

##### **Nature of study and study habits**

Study is a conscious efforts of an individual directed at the acquisition of knowledge in any area of human endeavor. Accordingly, [22] sees study as devotion of time and thought to getting knowledge of or to a close examination of a subject, especially in an institution of learning. Habit formation on the other hand can first be formed at home in the areas of neatness, respect for elders, honesty and friendliness among others. [23] reiterates that these training start from parents and when the child moves to school, he or she acquires habits from peers or teachers. Habit formation helps to save time and energy used in carrying out daily routines.

Study habits have been referred to as a particular pattern an individual develops for studying. It is also seen as an approach a student adopts towards his study. Therefore, good study habits are important ingredients in the life of successful students in their course of study, as these helps them to accomplish tasks effectively and efficiently [24]; [25]. This means that a students' study habit could be viewed from the angle of method of

group studies; time allocation to academic programme; assignment execution method, peer group influence among others.

### **Enhancers of good study habits**

Group studies or cooperative efforts are beneficial to the members as everyone gains from each other's efforts and inputs. In line with this, [26] reiterates that study groups enhance easy comprehension of materials and retention through multiple learning modalities. This involves students discussing, explaining and re-examining concepts and/or processes with their peers, thereby reinforcing their own learning. Time management is also an enhancer for proper study habits. Students need to plan time for all activities they carry out; the time of the day they set aside for work should be planned in such a way to avoid distractions from regular studies. The use of work diary as suggested by [12] is needful. Effective time management techniques should not only be applied to the students' academic life, but also to their overall schedule to achieve success and less stressful situations. Furthermore, [9] emphasizes that students develop effective study technique when the basic materials are available: This help their learning, skills, memory processing strategies that enhance their general performance. [17] notes that proper doing of homework enhances academic performance of students because, it helps to teach students skills and promote responsibility. Homework or assignment doing is indispensable to a student's education. This is because it allows students to review and practice what they are being taught and this aids perfection. [10] concludes that proper development of good study habits will help students learn faster without much time spending to enhance their academic performance.

## **VI. THEORETICAL FRAMEWORK OF THE STUDY**

The present study is backed up by the Gestalt (field) theory which was propounded in 1912 by psychologists like Wertheimer, Koffka and Kohler. The idea of the theory was based on pattern and wholeness. The theorists believe in considering the whole and also to understand the details that led to the whole in the environment. They emphasize the need for the teachers to lead the students to meaningful learning to set their own goals and need to see the interrelatedness among phenomena. Gestalt theory takes into account factors such as motivation, maturation; level of students' experience; background of the learners, intelligence and interest. The above factors influence study habits and if properly considered can boost academic performance. University environment should stimulate proper study habits and skills with the use of diverse learners' backgrounds, teaching methods and study materials. When university undergraduates are properly guided on how to interact with the diverse human and material resources in their learning environment, they can easily adjust themselves to proper study habits for academic excellence.

### **Review of Empirical Works on Study Habits**

Some empirically based study habits works were reviewed.

[2] carried out a study on peer group influence on students' academic performance. He discovered that peer group provides a place where students feel accepted. Again the findings showed that peer group has so much influence especially on adolescents and suggested the encouragement of students to belong to peer groups of their choice with proper mentoring. In line with this, [8] carried out a study on the extent peer group influence their members. The study findings showed that improper monitoring of the students can lead to poor performance as a result of bad groups like cultism.

[7] carried out a study on causes of poor study habits. The findings showed that poor reading skills and comprehension and time management are contributory factors. Furthermore, [14] studies showed that students exposed to study techniques gain insight and confidence which could be more lasting and appreciated than their knowledge of facts. They also discovered that students who received the study habit techniques improve their academic performance significantly.

### **Summary of Reviewed Literature and Gap Created**

The review captured various areas of enhancing academic performance of students. The theoretical framework looked at the Gestalt Field Theory which is based on pattern and wholeness of [5]. The theory emphasized the need for teachers to lead the students to meaningful learning in order to set achievable goals. Finally, the few empirically reviewed works considered some proper study habits attributes and strong influence of peer groups. All the studies reviewed were based outside the country; they did not exhaustively deal with the enhancing pattern of study habits of students which is what the present-study is trying to do in order to fill the academic gap created already.

## VII. METHOD

**Design of the study:** A survey research design was adopted for the study because it involved using a representative sample drawn from a population [20].

**Area of the study:** Ebonyi State University, Abakaliki-Nigeria. The choice was made as the work domain of the researchers who have keenly observed the improper study habits of the students and wants to do something about it. The University is situated in the South-Eastern Nigeria in one of the five states in the region called Ebonyi. The university has eight faculties and thirty five departments as at the time of the study. The management of the university is interested in giving students opportunity to excel through proper study habits.

**Population/Sample and Sampling Technique:** The population of the study was five thousand and seventy-one (5,071) final year students of 2015/2016 academic session of Ebonyi State University, Abakaliki (Students' Enrolment Booklet, 2016). Two hundred and fifty was the sample size selected using purposive sampling. Two faculties were drawn-education and social sciences and humanities. Simple Random Sampling Technique was used to draw a sample size of seventy five each from the Departments of Science Education; and Educational Foundations; then 50 each from Economics and Psychology departments given the sample size of 250.

**Instrumentation:** A structured questionnaire designed by the researchers titled "Enhancing proper study habits of undergraduates" was the instrument for data collection. It had four clusters with five items each measuring the variables enlisted. Two experts in instrumentation went through the items to determine its adequacy for the study. Their criticisms gave rise to the final draft of the instrument. Furthermore to determine its reliability for the study, a test-retest method was used on the departments used for the study. Two weeks after, the same instrument was administered to the same set and the result correlated using Spearman Rank Order Formula which yielded a coefficient of 0.76 showing that the instrument was reliable for the study.

**Method of Data Collection and Analysis:** Two hundred and fifty copies of the instrument were administered to the students with the help of their course representatives of the departments involved in the study. Two hundred (200) copies were properly filled that were used for the study. Frequency counts on a 2-point scale of Agree/Disagree and percentages were used to analyse the obtained data. A percentage rating from 50% and above was accepted as a determining factor, while a rating below 50% was reflected as not a contributing factor as set in the research work.

### Ethical considerations

The researchers made due consultations with the concerned authorities of EBSU especially, the Faculties involved in the study and the records and statistics unit of the institution. The students of the two Faculties involved were assured of the protection of their interests and confidentiality of their responses in line with the research ethics of Nigerian University Commission (NUC). The students involved volunteered to participate in the study and there was no compulsion

## VIII. DATA PRESENTATION AND ANALYSIS

**Research Question 1:** In what ways do proper doing of homework and assignments enhance undergraduates' academic performance in EBSU?

**Table 1: Mean rating on how proper doing of homework and assignments enhance students' academic performance in EBSU**

S/N	How homework and assignments enhance students' academic performance; it:	n=200			
		Agree		Disagree	
		Frequency	%	Frequency	%
1	Encourages students to be advocates of their own learning	141	71	59	29
2	Keeps students focused on what to do	190	95	10	5
3	Teaches students to concentrate and develop curiosity to learn.	168	84	32	16
4	Is an ideal opportunity for students to practice deep skill, knowledge and attitudes that help them to learn.	84	41	116	59
5	Potentially frees in-class time for lectures and other structured activities	118	59	82	31

Table 1 presents the responses of the students on how assignments and homework enhance EBSU students' academic performance. Items 1, 2, 3 and 5 scored favourable responses of 71%, 95%, 84% and 59% respectively. Item 4 on ideal opportunity to practice knowledge, skill and attitude acquisition recorded lower percentage agreement of 41%. On the whole, the students agreed that proper home study and assignments help them to perform better in their studies.

**Research Question 2:** How does effective time management of undergraduates of EBSU enhances their academic performance?

**Table 2: Mean ratings on how effective time management by EBSU students enhances their academic performance N = 200**

S/N	How effective time management enhances EBSU students' academic performance:	Agree		Disagree	
		Frequency	%	Frequency	%
6	Creates opportunity for judicious utilization of available time.	122	61	78	39
7	Creates the opportunity to follow school planned time table of various courses appropriately.	178	89	22	11
8	Makes students to reduce time and energy wastage	184	92	16	8
9	Leads to the introduction of effective study options.	166	84	34	16
10	Creates good opportunities for students to prepare various academic activities promptly.	119	60	81	40

How students' effective time management enhances their academic performance is presented in Table 2. Interestingly, all the items rated above 50% thus: in item 6, 61% agreed while 39 disagreed; in item 7, 89% agreed while 11% disagreed. In item 8, 92% agreed while 8% disagreed; in item 9, 84% agreed while 16% disagreed and in item 10, 60% agreed, while 40% disagreed on how effective time management enhances students' academic performance. Summarily, the findings showed that majority of the students agreed that the enlisted factors can enhance their academic outings.

**Research Questions 3:** How does peer group interactions enhances the academic performance of EBSU undergraduates?

**Table 3: Mean ratings on how peer group interactions enhances EBSU students' academic performance N = 200**

S/N	How peer group interaction enhances students' academic performance.	Agree		Disagree	
		Frequency	%	Frequency	%
11	Helps them to develop healthy cooperative spirit that leads to excellence	142	71	58	29
12	Helps them to develop team spirit for healthy competition.	105	53	95	47
13	Makes students work as a team, developing sense of seriousness and dedication to their academic assignments.	131	66	69	34
14	Leads students to brainstorm together on challenging areas of their course of study.	165	83	35	17
15	Leads to proper knowledge acquisition and retention for proper recall	124	62	76	38

Table 3 presents the responses on how peer group interaction enhances students' academic performance. All the items had high positive responses from items 11-15 thus; 142 (71%), 105(53%); 131(66%), 165(83%) and 124(62%) of the students agreed that interacting with peer groups enhance their academic performance. It then implies that as students interact and relate together in their academic works, their performance are enhanced.

**Research question 4:** In what ways have the use of good study materials and facilities by EBSU undergraduates helped to enhance their academic performance?

**Table 4: Mean ratings on how the use of study materials and facilities enhance EBSU students' academic performance n =200**

S/N	How good study materials and facilities enhance students' academic performance:	Agree		Disagree	
		Frequency	%	Frequency	%
16	Spacious and well illuminated lecture halls makes reading easy and interesting for students.	154	77	46	23
17	Good teaching and learning aids help in easy understanding and retention of learnt facts by students.	168	84	32	16
18	Good lecture seats makes learning for students easier, leading to good study habit.	168	84	32	16
19	Students revising with past question papers for various courses makes it easy for them to perform well in examinations	176	88	24	12
20	Studying with well-equipped libraries and laboratories enhance students' academic performance	118	59	82	41

Finally Table 4 presents the viewpoints of EBSU students on how good study materials and facilities enhance their academic performance. As can be seen in the, higher percentage of them affirm that the enlisted items can enhance their academic performance from items 16-20. Thus: 154(77%); 168(84%); 168(84%); 176(88%) and 118(59%) respectively concurred that good study materials/facilities can enhance their academic outputs. Lower percentage answered in the affirmative.

### IX. SUMMARY OF THE FINDINGS

The findings of the study revealed that:

- Based on the findings of the study in Table 1, the respondents agreed that proper doing of assignments/home works enhance academic performance of undergraduate students as all the items (1, 2, 3 and 5) except item 4 scored high percentage of agreement. Proper homework and assignments preparations enhance students' academic performance, higher percentage disagree on item 4 that proper doing of homework and assignments offer them an ideal opportunity to practice deep skills, knowledge and attitudes.
- Table 2 is on how effective time management by EBSU students enhances their academic performance. Items 6-10 responses received high percentages above average mean of 50%, showing that the undergraduates affirmed that if the manage their time properly, and their academic performance would be boosted in the university. If students effectively manage their time in the enlisted ways in Table 2, that their academic performance would be enhanced.
- Table 3 answered research question 3 on how peer group interaction enhances students' academic performance. All the items (11-16) recorded high percentage responses above 50% showing that students as they positively interact with each other, sharpen their academic wits for better performance. Peer group interaction is an enhancer of EBSU students' academic performance as they develop healthy team spirit and competition, making them to be serious and brainstorm on challenging aspects of their courses.
- Finally Table 4 findings is on how good study materials/facilities enhance good study habits that boost academic performance of under-graduate students of EBSU. Items 16-20 again scored high percentage above 50%, attesting that the availability of good instructional materials/facilities is a booster to their study habits for excellent academic performance. With the use of good study materials and facilities like; spacious lecture halls good teaching aids; good lecture seats; good libraries and revising with past question papers enhance their academic performance.

### X. DISCUSSION

The study so far has been looking at ways of enhancing academic performances of university undergraduates through proper study habits; a case study of EBSU. The study findings tend to answer the four research questions posed for the study. Research question one ascertained how proper doing of homework and assignment enhance students' academic performance. Based on items 1-5. Four items recorded higher response percentages thus; item 1 that students are advocates of their learning with 114 students (71%); item 2 with 190 students (95%) said that students are focused on what to do; item 3 was that it makes students to concentrate and develop curiosity for learning and item 5 was on how assignment and homework's free in-class activities with 118 students (82%) affirming to this. However, item 4 on that they make student to practice deep skills, knowledge and attitudes recorded lower number of students 84 (41%). These findings are in line with the view point of [6] that good homework enables students to master a process by practice and to increase retention and comprehension of information. Buttressing further these findings, [9] emphasized that students learn new habits in school which include effective activity and study patterns that boost their academic performance. Homework

and assignments in the opinion of [14] enable students to have an ideal opportunity to practice skills without rigid time constraints. The findings however negates this view.

Table 2 presents the results obtained from research question 2 on how effective time management enhances EBSU students' academic performance in items 6-10. All the items rated high percentage from 60% and above as can be seen in the table. [22] supported these findings when he emphasized that coordinated students' activities will reduce time wastage and enhance proper study behaviours. Again, [12] agreed with the findings when he pointed out that when students avoid time wasting activities in school, that their academic performance would be enhanced. Buttressing further the gains of proper time management, [17] observed that poor time planners may end up not being efficient and productive.

Research question 3 was based on how peer group interactions can enhance EBSU students' academic performance. Table 3 presents the results from items 11-15. Again, all the five items scored an average percentage above 50, showing that the students agreed that as they interact as peers, their academic performances are enhanced. In line with these findings, [2] stated that peer group influence could be positive or negative depending on the type of group one associates with; this calls for proper monitoring of group associations and interactions. Backing up these findings, [17] pointed out that through proper interactions, students feel accepted and respected and these boost their morale for excellence. [21] in support of Good news opinion reiterated that peer group has so much influence especially on adolescents who see themselves as contributing members and good support for each other. This calls for proper directing of students in their peer groups for worthwhile activities that will help them to excel in their character and learning.

Finally research question 4 answers are presented in Table 4 based on how study materials and facilities enhance students' academic performance. The presentation ranges from items 16-20 which scored 50% and above indicating that EBSU students are in agreement that when there are good facilities and study materials, their academic performances are enhanced. These findings were in line with the view of [16] that students' curiosity to learn and perform well can be enhanced through the use of proper study materials. Again [1] reiterated the need for effective instructional materials and facilities in order to build up the youths to fit into the knowledge economy. In support of these findings, [25] stressed the need for good infrastructure and study materials to make the acquisition of skills, attitudes and values feasible. The study on the whole shows that enhancing students' academic performance include among others, proper homework and assignments doing; time management; peer group interaction and good study materials and facilities.

### **Educational Implications of the Study**

Based on the findings of the study, the following implications are drawn.

- That proper doing of assignments and homework by EBSU students go a long to enhance their academic performance. This implies that proper organization of their study tasks will help them to devote time to deep study and accomplishment of tasks at a given time.
- Peer Group interaction is an enhancer of students' academic performance. This is because students tends to understand each other better and can open up to discuss deeply on academic issues and fears when they are together.
- Furthermore, the study findings imply that if students effectively manage their time well will lead to higher academic achievement and self fulfilment.
- Finally the study findings showed that with effective study materials and facilities put in place will enhance the academic performance of the students. This implies that EBSU students are focused on their academic works if facilities and materials are there to keep them busy. This will make them develop good study habits for all round development at all times.

## **XI. CONCLUSION**

The study focused on how to enhance the academic performance of university undergraduates through proper study habits; a case study of Ebonyi State University, Abakaliki. The study findings revealed that proper homework and assignment doing by EBSU students enhance their academic performance. Again, proper time management, peer group interactions and collaborations in addition to good study materials and facilities are enhancer of students' performance and general academic achievements. Hence the need to re-position the university infrastructural development and re-organization of students' academic programmes to give room for personal study and peer group collaborations. By so doing, it will be easier to achieve higher education for sustainable development.



## **XII. RECOMMENDATIONS**

Based on the findings of the study and the implications drawn, the following recommendations are made in order to build up proper study habits in undergraduates in Nigeria.

- Parents and guardians of students in universities should instill in their children, the spirit of hard work and devotion to their academic works and moral development.
- Parents and guidance should properly monitor the peer groups and associations that their children belong in order to ensure healthy and acceptable group formation for their all-round development.
- Ebonyi State University authority should ensure that academic advisers assigned to students are up and doing in their mentoring job. This will help to check proper time management and doing of assigned works properly and on time.
- Again, the EBSU university authority should ensure that funds allocated for the building of infrastructures and provision of basic facilities are utilized for that purpose in order to beef up study facilities and materials needed by the students.
- The university counselling services should be put in place in all universities and trained counsellors deployed to avail students counselling services that will help them to develop proper study habits on their own.

### **Suggestions for Further Studies**

Based on the limited area of the study, the researchers recommend that further studies be carried out in the remaining five faculties of the university and the other South-East Universities in Nigeria in order to make the conclusion of the findings authentic.

## **ACKNOWLEDGEMENTS**

The researchers sincerely appreciate EBSU administration and the Faculty teams involved in the study. They equally appreciate the students who voluntarily participated in the study and other interest groups that lend helping hands in one way or the other. The various authors whose works were cited are highly appreciated for the body of knowledge they have packaged that the authors used.

### **Competing Interest**

The researchers declare that the work presented is original research and there is no conflicting interest and all cited authors were duly referenced.

### **Sponsorship**

The research work was carried out through collaborative group fund pool reserved for research through group collaboration quarterly contributions.

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Blessing A. Mbah. " Enhancing Academic Performance of Nigerian Undergraduates through Proper Study Habits: A Look At Ebonyi State University, Abakaliki.." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 06, 2019, pp. 83-92