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STUDY BEHAVIOURS AS CORRELATE OF STUDENTS' ACADEMIC ACHIEVEMENTS IN ENGLISH LANGUAGE IN FEDERAL COLLEGE OF EDUCATION, EHA-AMUFU, ENUGU STATE.

Dr. Onuoha, Juliana Nwanneka
Department of English Language
Ebonyi State College of Education, Ikwo.
Phone no: 08060944389
Email: juliemph23@gmail.com

ABSTRACT

The study examined the correlation between students' study behaviour and their academic achievement. It was a correlational study that was guided by four research question and one research hypothesis. The study was anchored on the Incentive Theory of Motivation/Reward Motivation Theory of B. F. Skinner (1940s and 1950s) and Bandura's achievement Goal theory (1977). The study was conducted in Federal College of Education Eha-Amufu, Enugu state, Nigeria. All the students in the department of English language in the college formed the population of the study. A standardized instrument titled 'study behaviour inventory (SBI)' was used foe data collection. Students' result in four departmental courses were used to ascertain their academic achievement. Pearson was used to answer the research questions while regression analysis was used to test the hypothesis. Findings indicated that there is high positive relationship between students' study behaviour and their academic achievement and that teacher(s) consultation had a great influence on students' academic achievement. It was among others recommended that there should be a regular counselling services to train students on the best study skills strategies to imbibe so as to boost their study behaviour and enhance their academic achievement.

Keywords: Study Behaviour, correlation, academic achievement, English language.

Introduction

Education has for decades remained a veritable tool for fostering human resources for sustainable economy and social change. It stands tall as the only true medium for the preservation, transformation, transfer and advancement of knowledge poised towards bringing positive changes for the good of the society. Education enables people acquire knowledge and skills that help them solve their problems and as equally to become responsible member of their society. Of course, the growth of any nation's economy, politics and social values mostly depends on the level of quantity and quantity of education the nation could offer to its citizens. The Nigerian educational system advocates for the philosophy of education that could carter for the needs of its citizens. This is the reason the Nigeria vision 2020

recognizes education and the training within the social pillar as one of the platforms that will transform Nigeria into a larger, stronger, diversified, sustainable and competitive economy that effectively harnesses the talents and energies of its people and responsibly exploits the natural endowments to guarantee a high standard of living of life for its citizens (Ilo, Nwankwo and Unachukwu, 2020).

Cognitive psychologist's studies on students' learning have brought a fresh emphasis to the concept of thought, understanding, image, attention, memory, cognitive structures and cognitive processes (Nwankwo and Nwachukwu, 2015). They, therefore, see learning as a dynamic process of change in behaviour, involving child's growth and development. Though, teaching is viewed as the task of stimulating, guiding and facilitating the students' cognitive abilities so as to enhance their attainment of meaningful goals, learning, however, is more important in asserting that teaching has taken place. These cognitive processes are not directly observable rather they go on privately inside the head (intrapersonal communication/learning), though can be studied indirectly by means on their direct manifestations in overt behaviour. It is pertinent to state that the study behaviours are among such cognitive processes and basically operant on the premise of learner-centred approach to education. In education, students' educational outcomes are evaluated and graded using examinations/ tests (Chinta, 2005). Testing is common in everyday life as students are usually exposed to many highly competitive internal and external examinations such as the Common Entrance Examinations (CEE), First School Leaving Certificate Examination (FSLCE), Senior Secondary school Certificate Examination (SSCE), National Examinations Council (NECO), Unified Tertiary Matriculation Examination (UTME) and a host of others. These series of examinations have an impact on the lives of students and parents alike. In other words, achievement in these examinations is a sine qua non to moving from one educational level to the next and also in gaining access into prestigious careers.

Study behaviour stands out as one of the many academic constructs that correlates with test anxiety to affect students' achievement. Study behaviour according to Ghulam (2013), is the mental readiness to learn. Other behaviourist researchers like Kagan and Zahn (1975); Winkton, Moore, Goodnough and Cox (1977); Garder (1983); Felder (1993) and Keirsey, (2002) agreed that as a result of hereditary, socialization and environmental demands, children perceive and process information in different ways and these determine their study behaviours. Concurring also, Ghulam (2013) posits that the study behaviours are organised through experiences, objects and the situations in study. For him, positive and negative reactions to a specific object of the study represent study behaviour. Put succinctly, every individual has a unique way of perceiving and processing information, which is to say that no two individuals are the same in problem-solving.

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In further studies, Crede and Kuncel (2008) stated that study behaviour denotes the frequency/ degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to the studying. Students' negative or positive behaviour in utilizing appropriate study strategies has the ability to affect their academic achievements students with poor study skills have the tendency to develop high stress, exhibit poor coping strategies and also avoidance behaviour. Students that suffered from such avoidance coping styles might likely resist completing assignments and addressing other deadlines that eventually evoked tension and anxiety.

Study behaviour is different from study skills. To Bliss and Mueller cited in Devi and WoldetSadik (2011), Study behaviour is what students in the process of learning while study skills which for them is referred to as tasks students are capable of doing and strategies to accomplish them. Students study behaviour constitute a major factor that either make or mar acquisition of content knowledge (Bliss and Sandiford, 2004). Quality assurance in education is basically reflected though comprehensive motivation which is a function of study behaviour of students (Ghulam, 2013). Therefore, appropriate study behaviour is advocated since it contributes to students' academic success in college (Zimmerman, 2009).

Conventionally, students who study more effectively will have higher grades than students who studies less effectively. Researches had consistently proved the idea that good study behaviour is highly related to academic achievement and vice versa, consistently supporting that appropriate use of study behaviours has demonstrated positive academic outcome in various areas. Some of the studies (Oloewe, 2004; Yoloye, 2004; Olopoena, 2005) addressed factors capable of influencing students' academic achievement. The findings of these studies in relation to factors influencing students' academic achievements can be categorized into: personal factors (learning styles); teacher-related factors (teaching methods), school-related factors (physical environment and safety). Among the various personal factors, some seem to be more potent in predicting students' academic achievements (Abe, 1995).

Studies on students' academic achievement at various levels in Nigeria and Enugu state in particular had consistently indicated that students had been under-achieving (Falayajo, 2004) especially in English language. English language in Nigeria is seen as the fulcrum to other subjects in schools in Nigeria. This is because, it is the medium of instruction in mostly all the Nigerian schools and has hitherto found its way into the different areas of human activity in Nigeria. According to Okwo, Mba and Anozie cited in Onuoha, Nwobi and Agwu (2023), English language is the official language of the country (Nigeria)and has consequently found its way in the areas of science and technology, commerce, medicine, mass communication, education, politics government, arts and so on. It is, therefore, of

utmost disheartening that English language students find it difficult to align with the nitty-gritty of the language and as such achieve mutual intelligibility with the native speakers of the language. The persistent failure has prevented most of the students from attaining a higher CGPA at the end of National Certificate in Education (NCE) program. It is even more worrisome in Federal College of Education (FCE), Eha-Amufu, where most of the graduands cannot express themselves freely in the language (especially the NCE graduates). This unhealthy situation does not augur well with the nation's goal to attain sustainable educational development by 2030. Therefore, finding means of improving students' academic achievement in English language is a herculean task confronting educators and researchers in recent times.

Study behaviour is a major intervening variable which seem to have great effect on the academic achievement of students in English language. Thus, there is need to ascertain the study behaviour of English language students (in Federal College of Education, Eha-Amufu) in relation to their academic achievement. The achievement could be determined by using their scores in course offered in the college (both in the department and the college wide courses). The courses to be used are: (1.) Basic English Grammar (2.) the structure of English language (3.) Summary Writing Skills. (4.) Use of General English.

The study is, therefore, motivated by the need to ascertain whether or not students' study behaviour relate to their academic achievement using both their departmental and college wide courses.

Statement of the Problem

Academic achievement analyses by eminent psychologists have proved beyond doubt that all the academic problems besting learners at different levels of our educational system, study problem is the most grandiose and constitutes the major headache in academic success. Many scholars (Osai, 2000; Wokocha, 2000; Oko & Unimna, 2002) reported that the academic achievements of students are very poor and are devoid of quality. According to Fulayajo (2004), the poor academic achievements of students have been consistently low over the years and the reasons for these undesirable trends are not known. The situation in Federal College of Education (FCE), Eha-Amufu, is not an exception. This is worrisome considering the fact that teachers at the pre-primary, primary and lower basic schools in Enugu state are majorly products of the school. There is, therefore, urgent need to improve the study behaviours of students in the institution to enhance their learning and make them more effective teachers when they secure teaching appointments.

Factor such as study behaviour is a variable which seem to have great effect on the achievement of students. This propelled the study to investigate study behaviour as a correlate of students' academic achievement in English language in Federal College Eha-Amufu, Enugu state.

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Purpose of the Study

The purpose of this study is to ascertain how study behaviours of students correlates to their academic achievement English language. Specifically, study sets out to ascertain the extent to which:

Students' study behaviours relate to their Basic English Grammar achievement scores.

Students' study behaviours relate to their Structure of English language achievement scores.

Students' study behaviours relate to their Summary Writing Skills achievement scores.

Students' study behaviours relate to their Use of General English achievement scores.

The study is delimited to the above named institution. The students' academic achievement scores in the listed courses for one semester in an academic year would be used. It is also delimited to all the NCE students in the department of English language.

Scope of the study

This study was carried out in Federal College of Education, Eha-Amufu in Enugu state, Nigeria. The scope of the study was limited to students 'study behaviours and their academic achievement. The study focused on the extent of correlation between study behaviours and academic achievement of students in (1.) Basic English Grammar (2.) the structure of English language (3.)Summary Writing Skills (4.) Use of General English**.**

Research Questions

Four (4**)** research questions were formulated to guide the study. They are:

To what extent do students' study behaviours relate to their Basic English Grammar achievement scores in Federal College of Education, Eha-Amufu?

To what extent do students' study behaviours relate to their Structure of English language achievement scores in Federal College of Education, Eha-Amufu?

To what extent do Students' study behaviours relate to their Summary Writing Skills achievement scores in Federal College of Education, Eha-Amufu?

To what extent do Students' study behaviours relate to their Use of General English achievement scores in Federal College of Education, Eha-Amufu?

Hypothesis

The following null hypotheses (tested at 0.05 level of significance) guided the study.

There is no significant relationship between students' study behaviours variables and their academic achievement variables in Federal College of Education, Eha-Amufu.

Conceptualization

Study Behaviours

Study behaviour is the mental readiness to learn which is organized through experiences, objects and the situations. To Vasniadou (2010), study behaviours are the underlying skills that make it possible for people to think, remember and learn. Holdt in

Nwankwo and Nwachukwu (2015), described them as skills that allow people to process the huge influx of information they receive in their daily activities. Study behaviour, however, demonstrate students' concepts of how to accomplish learning goals (Jones, Slate, Perez &Marini, 2006). Study behaviour represents what students actually do when they are equipped with necessary skills. In other words, study behaviour requires the knowledge of study skills, but more specifically focuses on the actualization of these skills by students when they carry out academic tasks.

Academic Achievement

This is the outcome of education. It is the extent to which a student, teacher, or institution has attained their short or long term educational goals. Academic achievement is measured by examinations or continuous assessment, or cumulative grade point average (CGPA). There is no general agreement on how it is best tested or which aspects are more important whether it is procedural knowledge such as skills or declarative knowledge such as facts. Individuals having different scores depend on many factors such as intelligence, personality, mental curiosity, interest, learning environment and parental care/ family climate.

English Language

English language is a West Germanic language in the Indo-European family whose native speakers (Anglophones) originated from the early medieval England. English language pedagogy is a formal learning act in Nigeria following the annexation of Lagos in 1861 by the British colony, hence, English language became Nigeria's second language (L_2). Now, English language is widely spoken and occupies a primordial role at the work place, in the media and as a medium of instruction in Nigerian schools. The importance and role of English language did not diminish since Nigeria's independence and that is the reason English language is one of the core subjects both at the pre-primary, primary, post-primary and tertiary institutions in Nigeria. English language has been given a pride of place in Nigeria educational system (Udofot, 2018). English language is now an elitist language in Nigeria since it is a means of acquiring formal education and the ability to speak English places the speaker(s) on the social ladder over one who is unable to speak it. The theoretical framework of this study was based on: (a.) Incentive Theory of Motivation/Reward Motivation Theory by B. F. Skinner (1940s and 1950s) and (a.) the Achievement Goal Theory (1977).

Incentive Theory of Motivation

This can also be called the Reward motivation theory. It was propounded by a psychologist Clark Hull in the 1940s and 1950s. This theory suggests that behaviours are motivated because of reinforcement or incentives. Incentives are elements introduced in a relationship to induce a particular response. It is a way to stimulate a desired behaviour. According to the proponents, people do what they do for a variety of reasons. It could be internal desires or wishes pushing us towards certain actions

or it could also be the desire to achieve external rewards. Incentive theory of motivation suggests that our actions are influenced by outside incentives. Just like the operant conditioning theory, the incentive theory of motivation depicts the individuals' zeal to learn a behaviour based on either to gain reinforcement or to avoid punishment. It suggests that rewards are what spur our actions (Praveen, 2017).

This theory is related to the present study because quality education is reflected through motivation which is a function of study behaviour of students (Ghulam, 2013). Similarly, Bliss and Sandiford (2004) posit that study behaviours constitute one of the major factors that might limit or facilitate the acquisition of content knowledge. So, appropriate study behaviour is believed to constitute to students' academic success or failure (Zimmerman, 2009). Thus, students that studies more effectively will have higher academic achievement (grades) than those that studies less effectively.

The study was also anchored on the Achievement Goal Theory (1977) by Bandura .In his effort to integrate cognitive and affective components of goal directed behaviour. This theory posits the existence of two achievement goal constructs namely the performance and mastery goals. Performance goals are tied to the belief that ability affects outcome, whereas mastery goals are tied to the belief that effort affects outcomes. Mastery goals are associated with the intrinsic theory value of learning and maintenance of achievement-directed behaviour overtime.

This theory is very relevant to this study because a student's ability in school is capable of affecting his academic achievement in class. Students' ability to harness his/her mental prowess is capable of influencing his/her academic achievement in school. This to a great extent will help the student balance his/her study behaviour so that his/her achievement in school is not affected negatively.

Several study behaviours exist in literature. Devi and Woldetsadik (2011) investigated the gender difference among student's study behaviour and their academic achievements. Quantitative survey research method was used to conduct the study. On the study, 1,340 (53.28%) male, (46.22%) female students from Wolda University, Ethopia, participated. Study Behaviour Inventory (SBI) was employed to collect data. Mean and standard deviation were calculated and difference in study behaviour was tested by independent-test at 0.05 level of significance. The result showed that students have appropriate study behaviour. There were significant gender differences in management of time for routine, recurring tasks and in overall study behaviour among the university students which was in favour of males.

Yang (2011), carried out a study to explore the reciprocal relationship between learning experience and study behaviour to examine the relative impact of learning experiences and study behaviour on university students'

academic performance. The participants were 396 undergraduate students from HongKong. Students' learning experience and study behaviour were measured by Course Experience Questionnaire and study strategy Inventory respectively. Primary data were collected by the test and post technique with the time gap of 12 months. Students' cumulative grade points averages and level scores were obtained from institutional records. The findings depicted that both learning experiences and study behaviours were found to be significant in influencing each other reciprocally. Moreover, the learning experience (B=29) and study behaviour (B=36) were significantly predicted by the academic performance of students with the contribution of the study behaviour.

Salami and Aremu (2006), studied the relationship between problem solving ability and study behaviour of secondary school students in South-Western Nigeria. A total of four hundred and thirty (430) SS 3 students randomly selected from fifteen (15) secondary schools in South-Western Nigeria participated in the study. A problem solving Inventory and a study behaviour Inventory were employed in the data collection from the respondents. Multiple regression analysis was used to treat the data. The results obtained indicated that problem solving ability was significantly predictive of study behaviour.

However, the related literature of the study was reviewed to show the various ways through which study behaviours is a predictor to students' positive academic achievements in schools.

Under the conceptual framework, the following concepts were reviewed: study behaviour, academic achievement and English language.

These related empirical studies did not adequately address study behaviour as correlates of students' academic achievement in English language. This study, therefore, sought to fill the gap.

Methods

This study is a correlational survey. The design according to Nworgu (2006) is a type of study that seeks to establish what relationship exists between two or variables. The design was considered appropriate since it indicates the direction and magnitude of the relationship between the variables.

The area of study is Federal College of Education Eha-Amufu, Enugu state, Nigeria. Eha-Amufu is in Isi-uzo Local Government Area in the Enugu state and borders Ebonyi state and Benue state. Enugu state is in south-East, Nigeria

The population of the study comprised all the one hundred and twenty two (122) students in the department of English language in the college. Data collected from the exams and records department of the college in September, 2024 showed that there are forty six (46), thirty nine (39) and thirty seven (37) students in year 1, 2 and 3 respectively. There was no sampling because the population was manageable.

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The study used the Study Behaviour Inventory (SBI) developed by Bliss (1993) is the instrument for data collection. The SBI is a 36- item self-report instrument that measures study behaviours of students/learners. The instrument covers: time allocation, reading and note-taking; listening and note-taking; homework and assignment; concentration; examination and class test; teacher consultation; study procedure and organization; test anxiety. The instrument has an answer (yes/no) against each question. 'Yes' portrays a desirable study practice on the one hand whilst 'no' on the other hand depicts an undesirable study practice.

The SBI (which is the instrument for data collection) is a standardized instrument whose face and content validity has already been established by experts. The researcher therefore adopted the instrument for the study.

The reliability of the instrument has already been established. The SBI was designed to reflect the students' typical study behaviours. The instrument has established good estimates of validity and reliability (Bliss & Mueller,1993). It evidenced high internal consistency in all factors with Cronbach's alpha reliability estimates for the scores on the three factors of the instrument ranging from .70 - .86 and a factor structure consistent with the literature on study behaviours and self-regulation (Bliss & Mueller,1993). Another indication of construct validity is the high correlation found between SBI scores and GPAs (Bliss & Mueller,1993). The collection of the data was done in two phases. First the researcher with the aid of three research assistants gave out copies of the questionnaire (SBI) to the students after they had been arranged according to their registration numbers. The research assistant helped in the administration and retrieval of the questionnaire after which the filled questionnaire was handed over to the researcher. The results of the participants in Basic English Grammar, the structure of English language, Summary Writing Skills and Use of English were collected for accurate matching of each student's study behaviour with his or her performance**.**

Method of Data Analysis

Data relating to the relationship between study behaviours and academic achievements were analysed using the Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance. The stepwise linear regression analysis was used to show the interactive effect of the study behaviour subscales on each variable of academic performance in the investigation. The complete correlation matrix of the study behaviour subscales was established to aid interpretation of the test scores.

Results

Research question 1: To what extent do students' study behaviours relate to their Basic English Grammar achievement scores?

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Table 1: *Correlation Coefficient of Student's Study Behaviours and their Basic Grammar Achievement.*

Variables	Study Behaviour (r)	Basic Grammar
Study Behaviours	1.000	.8897
	(122)	(122)
	P=.000	P=.000
Basic Grammar	.8897	1.000
	(122)	(122)
	P= .000	P= .000

Source: Field work, 2026.

From the result in Table 1, the correlation coefficient of student's study behaviours and their academic achievement in Basic Grammar is 0.89 which is in the region of 0.80 - 1.00. According to Nwanna (2008), this shows a high correlation between students' Study Behaviour and their academic achievement in Basic Grammar.

Research question 2: To what extent do students' study behaviours relate to their Structure of English language achievement scores?

Table 2: *Correlation Coefficient of the Student's Study Behaviours and their achievement in the Structure of English.*

Variables	Study Behaviour **(r)**	The Structure English
Study Behaviours	1.000	.6466
	(122)	(122)
	P=.000	P=.000
The structure of English	.6466	1.000
	(122)	(122)
	P= .000	P= .000

Source: Field work, 2026

From the result in Table 2, the correlation coefficient of student's study behaviours and their academic achievement in the structure of English is 0.65 which is in the region of 0.60 0.80. According to Nwanna (2008), this shows a high correlation between students' Study Behaviour and their academic achievement in the structure of English.

Research question 3: To what extent do Students' study behaviours relate to their Summary Writing Skills achievement scores?

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Table 3: *Correlation Coefficient of the Student's Study Behaviours and their achievement in Summary Writing Skills.*

Variables	Study Behaviour (**r**)	Summary Writing Skills
Study Behaviours	1.0000	.7977
	(122)	(122)
	P=.000	P=.000
Summary Writing Skills	.7977	1.000
	(122)	(122)
	P= .000	P= .000

Source: Field work, 2026

From the result in Table 2, the correlation coefficient of student's study behaviours and their academic achievement in Summary Writing Skills is 0.65 which is in the region of 0.80 - 1.00. According to Nwanna (2008), this shows a high correlation between students' Study Behaviour and their academic achievement in Summary Writing Skills.

Research question 4: To what extent do Students' study behaviours relate to their Use of General English achievement scores?

Table 4: *Correlation Coefficient of the Student's Study Behaviours and their achievement in Use of General English*

Variables	Study Behaviour (**r**)	Use of General English
Study Behaviours	1.0000	.7960
	(122)	(122)
	P=.000	P=.000
Use of General English	.7960	1.000
	(122)	(122)
	P= .000	P= .000

Source: Field work, 2026

From the result in Table 2, the correlation coefficient of student's study behaviours and their academic achievement in the Use of General English is 0.80 which is in the region of 0.60 0.80 – 1.00. According to Nwanna (2008), this shows a high correlation between students' Study Behaviour and their academic achievement in Use of General English.

Testing of Null Hypothesis

H0: There is no significant relationship between students' study behaviours variables and their academic achievement variables in Federal College of Education, Eha-Amufu.

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Table 5: Complete Correlation Matrix of Study Behaviour Variables and Academic Performances Measures.

	3	4	5	6	7	8	9	10	11	12	13
3	1.00										
4	.46	1.00									
5	.18	.12	1.00								
6	.67	.49	.38	1.00							
7	.29	.17	.04	.30	1.00						
8	.16	.15	.05	.12	.28	1.00					
9	.37	.18	.20	.37	.25	.27	1.00				
10	.27	.27	.11	.32	.39	.22	.29	1.00			
11	.14	.09	.16	.24	.18	.35	.37	.39	1.00		
12	.30	.25	.09	.32	.40	.22	.35	.44	.22	1.00	
13	.21	.17	.17	.25	.37	.29	.43	.48	.47	.47	1.00
14	.24	.25	.21	.30	.20	.18	.36	.28	.20	.21	.44

Key: 3 = Basic Grammar; 4 =the Structure of English; 5 = Summary Writing Skills; 6 = Use of General English; 7 = Homework and Assignments; 8 = Time Allocation; 9 = Reading and Note taking; 10 = study period procedures; 11 = concentration; 12 = Written work; 13 = Examination; 14 =Teacher Consultation. All measures are significant at 0.05.

Table 6: Correlation between Study Behaviour Variables and Academic Performance Variables

	Homework & Assignment	Time Allocation	Reading & Note taking	Study Period Procedures	Concentration	Written Work	Examination	Teacher Consultation
Basic Grammar (r)	**.29**	**.16**	**.37**	**.27**	**.14**	**.30**	**.21**	**.24**
Structure of English(r)	**.17**	**.15**	**.18**	**.17**	**.09**	**.25**	**.17**	**.25**
Summary Writing Skills(r)	**.04**	**.05**	**.20**	**.11**	**.16**	**.09**	**.17**	**.21**
Use of General English(r)	**.30**	**.12**	**.37**	**.32**	**.24**	**.32**	**.25**	**.30**

All measures are significant at P<.05.

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In table 6 above, it was found that Time Allocation has a low but positive correlation (r=.12) with Use of General English while the highest correlation was recorded by Reading and Note taking(r=.37). The correlations ranged between (r=.12) and (r=.37). All these were significant at P =.05.

Summary of Findings

From the analysis of data, it was found that:

1. There is very high positive relationship between students' study behaviours relate to their Basic Grammar achievement.
2. There is very high positive relationship between students' study behaviours and their structure of English achievement.
3. There is high positive relationship between students' study behaviours and their Summary Writing Skills achievement.
4. There is high positive relationship between students' student behaviour and their Use of General English achievement.
5. Teacher consultation has a great influence on students' Basic Grammar and Use of General English achievement.
6. Homework, assignment, reading, note taking, written work and teacher consultation contributed significantly to achievement in Use of General English.

Discussion of Findings

Findings from the study revealed that reading and note taking had the highest correlation (.37) with Basic Grammar followed by (.32) Use of General English. On the regression table, it was found again that teacher consultation contributed highest. Time allocation had the lowest contribution. The implication of the findings was that students lack initiative or ability to do independent work. Currently, Nigerian schools, a large number of students find it difficult to concentrate on their academic studies which greatly affects their academic performances negatively. In the words of Fagbemi (2001) as corroborated by Ogodulunwa (2007), it was observed that many children rest on others in most of their activities, the result is such a child finds it difficult to produce an accurate evaluation of him/herself due to the over dependence on others (parents, peers). This behaviour often non-achieving. Most of the students in the area of study according to findings adopt the above pattern of behaviour which culminate into a negative study behaviour thus affecting their academic performance/outcomes. The findings goes further to support the observations of Yoloye (1999); Tukur and Musa (2001) that the degree of learning depends on the amount of time the student(s) is actively engaged in learning which usually helps them to retain the contents of the materials learnt thus enhancing the academic outcomes.

Conclusion

The views expressed in this paper maintains that students were mostly dependent on their teachers, (peers, and even parents) as shown in the regression table which revealed that teacher consultation had the highest contribution in students learning activities and outcomes. Devoid of teachers, students

would find it difficult to do their academic work independently showing that study behaviour has a predictive power over academic achievement.

Recommendations

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

1. Students should be encouraged to study independently.
2. There should be a regular counselling services in the school so as to train students on study skills strategies for a regular and rapid enhancement on their study behaviour and academic outcomes.
3. Teachers should always serve as scaffolds to the students and not as "permanent footings" for them in the academic activities.
4. Study behaviour should be integrated into the main stream of the academic curricula in Nigerian higher institutions.

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