

INFLUENCE OF STUDENTS' AND TEACHERS' ATTITUDES ON ADOLESCENTS' STUDY HABITS IN SECONDARY SCHOOLS IN EDUCATIONAL DISTRICT II OF LAGOS STATE

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Abstract

This study investigated adolescents' characteristic features and teachers' attributes and their influence on the study habits of adolescents in Secondary Schools (SSS II) in Lagos State. I H. The sample comprised two hundred (200) students which comprised sixty-nine (69) science-inclined, seventy-one (71) commercial-inclined and sixty (60) art-inclined students. The data were collected using the researcher-made questionnaire. Descriptive and inferential statistics were employed in the analyses of the data. The appropriate statistical tools used to test the generated hypotheses were Pearson Product Moment Correlation coefficient (PPMC) to establish the magnitude and direction of the relationship between the two variables in hypotheses one and two, and one-way ANOVA to compare the mean effects of the existing groups in the variable. The mean and the standard deviation were also determined. All hypotheses were tested at 0.05 level of significance. Concerning teacher's characteristics, the finding showed a calculated r-value of 0.45, which is positive and significant in magnitude than r-critical ($r\text{-crit.} = 0.195$). It indicated a positive relationship between teachers' characteristics and adolescents' study habits. For the students' attitude, the calculated r-value of 0.36 is positively significant. It has further indicated a positive relationship between adolescents' attitudes and their study habits because both variables are correlated positively.

Keywords: *Teacher Characteristics, Students' Attributes, Study Habits, Motivational Constructs, Learning Strategy, Metacognition*

Introduction

Education is one of Nigeria's most valued industries as it touches every area of human life. It is the bedrock of economic and personal development in Nigeria. Education drives the nation's growth, and all levels of governments proclaim its importance; Federal, State and Local. Accordingly, education is a way to achieve political, social and economic change in the country; it is the agent of change that revives a nation's economy and improves personal and social growth (FGN, 2004). The nature of students' academic performance is increasingly unsatisfactory; hence it blurs the vision for a prosperous future. Students' poor academic performance, especially in external examinations such as West African Examination Council (WAEC) and Joint Admissions and Matriculation Board (JAMB), is attributed to students' poor study habits (Pitan, 2013) and students' intrinsic and extrinsic motivation (Tukur & Musa, 2001).

Most students have good study habits, while others exhibit bad study habits (Bashir & Mattoo, 2012). The declining academic performance of secondary school students in Lagos State Nigeria is associated with poor study habits, skills, and attitudes (SHSA). Students' awful attitudes towards learning, uncondusive learning environment, family background, unconventional student-teacher relationship, and inadequate teacher attributes (Williams & Williams, 2012). The above situations do not guarantee any hope for a better future and a more excellent economy in Nigeria. Hence, the research investigated the motivational factors influencing adolescents' study habits in secondary schools to proffer solutions to militating factors. It is an enabler for learning and academic success

(Law, Sandnes, Jian and Huang, 2009). Motivation is a fundamental requirement of education, and it requires effort (Gallo and Ronaldo, 2011).

Review of Related Literature

There exists a significant relationship between teachers' characteristics and students' academic achievement (Ali, 2009). According to Adeyemo (2005), classroom teaching and learning is greatly influenced by the teachers' characteristics and attributes. Olaleye (2011) establishes a relationship between teachers' features and the pupils' performance. The teacher characteristics found to be dominant in cross-country studies are related to qualification, experience, attitude and personality (Kosgei, Jairo, Odhiambo and Ayugi, 2013). Accessibility to qualified teachers ensures that the students achieve academic success in their examinations (Akinsolu, 2010). In-service teachers are more effective in classroom instructions than teachers without training (Coonen, 1987). According to Wirth & Perkins (2013), teachers' attitudes impacts significantly on students' classroom attitudes and behaviours. On the other hand, Adesaju and Olatunbosun (2008), believe that there is a strong connection between students' attitude and teachers' characteristics. Teacher's perspectives directly affected students' attitudes. Adu & Olatundun (2007), argued that students' academic performance in secondary schools is greatly dependent on their teachers' personalities and characteristics. Richardson (2008) claimed that secondary school students in urban areas achieved academic success more than their counterparts in rural areas. Kosgei et al., (2013), argued that students' academic success is dependent on the availability of qualified teachers to instruct the students. (Owoeye & Yara (2011) concluded a significant correlation between teacher qualification and pupil performance. Students' excellent performance directly relates to excellent instructions given by qualified teachers in addition to other inputs. Some studies suggest the positive effects of advanced degrees (Rice, 2003; Wayne & Youngs, 2003). Several studies report a positive relationship between teachers' preparation in the subject matter they later teach and student achievement (Goldhaber & Brewer, 2000), while others have less unequivocal results. Skilful teachers can teach different topics to students who exhibit different learning abilities, with unique prior knowledge and backgrounds (Stringfield & Teddlie, 1991). Stronge, Ward, Tucker & Hindman (2007) asserted a positive relationship between teachers' verbal ability and composite student achievement.

Students' Attitudes and Study Habits

The students' academic performance improves when students imbibe or cultivate proper study habits (Osa-Edoh and Alutu, 2012). Students are at the centre of learning processes; therefore, it is vital to focus on their motivations and learning techniques. According to Pintrich (2003), students who monitor their learning through self-regulation set realistic goals, monitor their own progress, and control their cognition, motivation, and actual behaviour towards these goals, leading to better academic achievements (Pintrich, 2003; Zimmerman, 1990).

Metacognition is a study about how we learn. Metacognition enables students to regulate and monitor how they know and acquire knowledge. Metacognitive strategies directly and positively impact the use of cognitive systems (Purpura, 1999). Gasco et al., (2014), stated that motivation and learning strategy influences students' learning because it simplifies academic performance (Gasco, Going & Villarreal, 2014). *Self-efficacy affects* how students feel, think, prompt themselves and act (Bandura, 1993). Studies indicate that students increase their problem-solving skills when their self-efficacy belief is increased (Bandura, 1994; Mousoulides & Philippou, 2005; Marcou & Philippou, 2005). According to Zimmerman (1990), highly productive students can reject faulty learning techniques,

solve more challenges, revise, and redo previously difficult problems than less efficacious students. According to Zimmerman (1990), self-regulated learning strategies comprise actions and mechanisms directed at gaining skills that integrate learners' purpose, agency, instrumentality, and perceptions.

Cognitive learning strategies involve planning, rehearsal, organisation, critical thinking, management of time and learning environment, regulation of effort, learning from peers, and seeking academic help (Schunk & Slavin, 2004; Khatib, 2010). When students adopt cognitive learning strategies such as planning, elaboration, and organization, they are deeply engaged in the contents and easily remember and retrieve information (Pintrich, 2003; Zimmerman, 1995). Students' personal (from the students' inherent interest) and situational interests (from the environment) influence their intrinsic motivation level.

Study Habits

According to Pressley et al. 1997, study methods and study strategies play vital roles in students' academic achievement. He defined study (learning) strategy as a set of systematic techniques and actions students use to support students' active exploitation and search through textbooks and other reading materials. Students' study habits, skills, and attitudes (SHSA) reveal whether the student's academic achievement results from their attitude towards studies (Crede & Kuncel, 2008; Nuthana & Yenagi, 2009; Nouhi et al., 2008; Bashir et al., 20012; Boehler, 2001; Kurshid, 2012; Mutsotso et al., 2010) and actual behaviours towards studies or the nature of the cognitive processes they apply to their studies (Aaron & Skakun, 1999; Brown & Holtzman).

However, study habit has lost its importance as both the young and the old are glued by social media (Owusu-Acheaw, 2014). Research studies have confirmed that high-achieving students employ better study strategies than low-achieving students (Wolters 1998); they use effective study strategies like comprehension (Moreland et al., 1997), organization (Kleijn et al. 1994) and also memorization (Beishiuzen and Stoutjesdijk 1999). Onatsu-Arvilommi et al. (2002) emphasized that low-achieving students exhibit inadequate and ineffective study strategies, reflecting their low academic achievement. Further studies investigated the relationship between students' **motivational beliefs** and their study strategies. According to Kurtz-Costes and Schneider (1994), high-achievers exhibit high motivation, and they attribute their success to natural causes (Carr et al. 1991). In this regard, students' attitudes towards reading are the leading factor that directly affects their reading performances (Kush, Marley and Brookhart, 2005).

According to the research (Balci, 2009) carried out in the literature, as the level in students' attitudes towards studying rises, the marks they obtain from exams on reading comprehension also increase and the time devoted to reading increases. Boland's (1988) study demonstrated that students' reading attitudes are enhanced significantly by reading comprehension.

Aim of the study

Previous studies have investigated the effect of teachers' attributes and characteristics on students' academic performance, and others have researched how students' attitudes towards studying affect their academic performance. Very few studies have focused on adolescents of the average age of seventeen. Therefore, this study investigates the impacts of adolescents' developmental characteristics and teachers' attitudes on the students' study habits. The following research questions governed this current study:

- How significant is the relationship between teachers' characteristics and study habits of adolescents?
- To what degree does adolescents' attitude correlate with their study habits?

The study tested the following generated hypotheses.

- There is no significant relationship between teachers' characteristics and study habits of adolescents
- There is no significant relationship between adolescents' attitude and their study habits

RESEARCH METHODOLOGY

Research Design

This study employed the use of a descriptive survey design. The survey method was used to collect information on existing data without manipulation. The technique adopted the use of a questionnaire to collect data from respondents. The dependent variables are study habits, while independent variables are teachers' characteristics and students' attitudes.

Population and sample of the Study

The study's target population comprised students at Senior Secondary Schools (SSS II) in Education district II of Lagos State. This level of the students' education was chosen because they are fully relaxed and understand what is required. A total number of 200 respondents were involved in the study. They included 105 male and 95 female students, randomly selected from five secondary schools in Education district II of Lagos State.

The Instrument

A 20-item researcher-constructed questionnaire was designed for the study. It measured teachers' characteristics, students' attitudes and study habits. Construction of the questionnaire emerged from reviewed literature in chapter two. Content validity was used to validate the instruments for this study, and the table of specification displaying the items was gathered and passed to three Educational Foundation experts for vetting. A pilot study was conducted to establish the degree of reliability, consistency, stability, and accuracy of the measurement. It was to ensure the consistency and reliability of test scores. The pilot study was carried out by randomly selecting 40 students from one school in Yaba Local Government Area of Lagos State. A test-retest method was conducted after a week by re-administering the same test to the same 40 respondents. The two tests' scores were correlated, and the reliability value was determined to give 0.72 using Statistical Software for Social Sciences (SPSS). The questionnaires were administered personally by the researcher. The support of teachers and students was employed to facilitate quick retrieval—the students selected at random comprised both males and females from high, moderate and low socio-economic status.

Data Analysis

Descriptive and inferential statistics were employed in the analyses of the data. The appropriate statistical tools used to test the generated hypotheses were Pearson Product Moment Correlation coefficient (PPMC) to establish the magnitude and direction of the relationship between the two variables in hypotheses one and two, and one-way ANOVA to compare the mean effects of the existing groups in the variable. The mean and the standard deviation were also determined. All hypotheses were tested at a 0.05 level of significance using Statistical Software for Social Sciences (SPSS).

RESULTS AND DISCUSSION

Description of data

Table 1: Distribution of Respondents by the Gender

Sex	Frequency	Percentage
Male	105	53%
Female	95	45%
Total	200	100

From the above table, the percentage of the respondents was 53% male and 45% female. This means that male students participated more in the research than female students.

Table 2: Distribution of Respondents by the Religious Background

Religion	Frequency	Percentage
Islam	83	41%
Christianity	111	56%
Others	6	3%
Total	200	100%

The above shows that the number of respondents who participated in the research process was majorly Christians with 56%. In comparison, 41% of participants were Muslims, and 3% belonged to other religions apart from Islam and Christianity.

Table 3: Distribution of Respondents by Age

Age group	Frequency	Percentage
Below 13 years	34	17%
13 – 16 years	82	41%
17 – 20 years	64	32%
Above 20 years	20	10%
Total	200	100%

Concerning age bracket, participants below 13 years of age constituted 17%; those between the ages of 13 – 16 years were 41%; those between the ages of 17 and 20 were 32%, while those above 20 years old were 10%. Hence, most of those who participated in this research were those between the ages of 13 – 16 years

Table 4: Distribution of Respondents by Study Area

Study Area	Frequency	Percentage
Science	69	34%
Commercial	71	36%
Arts	60	30%
Total	200	100%

Regarding the study area, 34% of adolescents were in Science class, 36% were in a commercial class, while 30% of adolescents were in Arts class. Hence, those who participated mostly in this study were those in the commercial category.

Testing of Hypotheses

Hypothesis one

The hypothesis states that there is no significant relationship between **teachers' characteristics and study habits of adolescents**. This hypothesis was tested using Pearson's Product Moment Correlation coefficient (PPMC), and the result is presented in the table below.

Table 5: An r-test showing the relationship between teachers' characteristics and study habits of adolescents.

Variables	Mean	SD	Df	r-cal
Teacher characteristics	15.29	3.17	198	0.45
Study habits	15.17	3.16		

P < 0.05. R-critical = 0.195;

Evidence in the above table has indicated a relationship between teachers' characteristics and study habits of adolescents. The calculated r-value of 0.45 is positive and more significant in magnitude than r-critical (r-crit. = 0.195) at 0.05 significance level and 198 degrees of freedom. It has further indicated a positive relationship between teachers' characteristics and adolescents' study habits because both variables are correlated positively. That is, positive attitudes portrayed by teachers towards adolescents breed good study habits. Moreover, since the calculated value is greater than the critical value, then the relationship between the two variables is significant. Therefore, it can be concluded that there is a meaningful relationship between teachers' characteristics and adolescents' study habits because the null hypothesis was rejected.

Hypothesis two

The hypothesis states that there **is no significant relationship between adolescents' attitudes and study habits**. This hypothesis was tested using Pearson's Product Moment Correlation coefficient (PPMC), and the result is presented in the table below.

Table 6: An r-test showing the relationship between adolescents' attitudes and their study habits.

Variables	Mean	SD	Df	r-cal
Students' attitudes	15.04	3.05	198	0.36
Study habits	15.17	3.16		

P < 0.05. R-critical = 0.195;

Evidence in the above table has indicated a relationship between adolescents' attitudes and study habits of adolescents. The calculated r-value of 0.36 is positive and more significant in magnitude than r-critical (r-crit. = 0.195) at 0.05 significance level and 198 degrees of freedom. It has further indicated a positive relationship between adolescents' attitudes and their study habits because both variables are correlated positively. That is, positive attitudes portrayed by students influence their study habits positively. Moreover, since the calculated value is greater than the critical value, then the relationship between the two variables is significant. Therefore, it can be concluded that there is a substantial relationship between adolescents' attitudes and their study habits because the null hypothesis was rejected.

Summary of findings

The following are a summary of the findings of the research conducted:

1. There is a significant relationship between teachers' characteristics and study habits of adolescents.
2. There is a significant relationship between adolescents' attitudes and their study habits.

Discussion of Findings

Hypothesis one

This hypothesis states that there is no significant relationship between teachers' characteristics and study habits of adolescents. The result showed that there is a meaningful relationship between teachers' characteristics and study habits of adolescents. It further indicated a positive relationship between teachers' characteristics and adolescents' study habits because both variables are correlated positively. That is, positive attitudes portrayed by teachers towards adolescents breed good study habits. This finding concurs with Ali's (2009) view, who observed a statistically significant relationship between teachers' characteristics and student academic achievement. It follows Adeyemo's (2005) argument that teacher characteristics influenced teaching and learning in classrooms and supports Olaleye (2011) view who established a relationship between teachers' features and pupils' performance. This finding concurs with Akinsolu (2010), who asserted that qualified teachers' availability determined students' performance in schools. It supports Wirth & Perkins (2013), who indicated that the teacher's attitude contributed significantly to student attention in classrooms. It confirms Adesoji & Olatunbosun's (2008) view, who posited that student attitude was related to teacher characteristics. It goes with the idea of Adu & Olatundun (2007) who contended that teachers' features are strong determinants of students' performance in secondary schools. The finding is in line with the view of Huang & Moon (2009), who documented that teacher qualification accounted for approximately 40 to 60 percent of the variance in an average of students' achievement in the assessment. It agrees with Kosgei, Jairo, Odhiambo and Ayugi, (2013), who suggested that the availability of enough qualified teachers must have been a determinant for students' performance. It supports the view of Owoeye & Yara (2011), who concluded a significant correlation between teacher qualification and pupil performance. The students' excellent performance was attributed to excellent instructions given by qualified teachers in addition to other inputs.

Hypothesis two

This hypothesis states that there is no significant relationship between students' attitudes and their study habits. The result showed that there is a meaningful relationship between students' attitudes and their study habits. It further indicated a positive relationship between adolescents' attitudes and their study habits because both variables are correlated positively. Positive attitudes portrayed by students influence their study habits positively because both variables are correlated positively. This finding concurs with Unal's (2010) view that developing positive attitudes towards reading is crucial in measuring and assessing reading skills' objectives. It conforms to Morgan and Fuchs (2007) that showed that the success study skills are closely correlated to reading attitude. It aligns with Morgan and Fuchs (2007) that the success study skills are closely correlated to reading perspective. It further supports the view of Kush, Marley and Brookhart (2005) that students' attitudes towards reading are the leading factor that directly affects their reading performances; that the positive attitudes towards homework make academic success increase; and that success in reading comprehension makes

students develop positive attitudes towards reading. This finding concurs with the view of Mazzoni, Gambrell and Korkeamaki (1999) that the longer the time spent on reading, the greater the probability that students' reading comprehension success is affected positively. It supports Balci (2009) that as the level in students' attitudes towards studying rises, the marks they obtain from exams on reading comprehension also increase, and the time devoted to reading increases. It confirms Boland's (1988) view, who demonstrated that students' reading attitudes enhanced significantly being influenced by their reading comprehension. Ruddel's (1992) view maintains that motivated readers perceive themselves as good problem solvers; students with negative attitudes find reading less valuable; these students with negative attitudes may affect their classmates. The finding is in line with the view of Kuhlemeier, Bergh, van den and Melse (1996) that students with positive attitudes were more successful than the students who had negative attitudes in the tests at the beginning of the year. Gokhan (2012) agrees with Gokhan that high school students had a moderate level of reading attitudes; that high school students' reading attitudes differed significantly according to gender, grade level, school type, father's and mother's educational level and the financial income of the family variables. It supports Mendezabal (2013) that students who have favourable study habits will likely pass the licensure examination.

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