

INFLUENCE OF SCHOOL AND FAMILY BACKGROUND ON ADOLESCENTS' STUDY HABITS IN SECONDARY SCHOOLS IN EDUCATIONAL DISTRICT II OF LAGOS STATE

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Abstract

This study investigated the impact of teaching methods, family background, and home environment on the students' study habits of senior secondary schools in Lagos state. The sample comprise two hundred (200) SSS II students comprising sixty-nine (69) science-inclined, seventy-one (71) commercial-inclined and sixty (60) art-inclined students. The hypotheses were tested using One-way Analysis of variance statistics and regression coefficient. The results confirmed that the relationship between teaching methods, family backgrounds, home environments and the students' study habits is statistically significant. The findings provided educators, teachers, and students with an understanding that teaching methods, especially student-centred methods, helped them adopt effective and healthy study habits.

Key words- *Teaching Methods, Teacher-Focused, Student-Focused, Family Background, Home Environment, Study Habits,*

Introduction

One of Nigeria's most prominent industries is **education**. **Education** has touched every area of human endeavour. It is a vehicle for national development. The importance of education is proclaimed consistently by the Federal, State and Local Governments. Consequently, education is a means through which political, economic, and social change can be achieved (FGN, 2004). The issue of poor academic performance of students is creating a vacuum in the system of education. Lavin (1965) argued that students' academic successes could be predicted by evaluating both cognitive (intellectual) and noncognitive (non-intellectual) factors that influence learning. Educators and teachers can improve students' academic performance by successfully applying different motivational constructs and choosing the most efficient.

Students differ in the pattern of study habits; while some students have good reading habits, others tend to exhibit poor reading habits (Bashir & Mattoo, 2012). There is an increasing nature of secondary school students' poor academic performance, especially in external examinations like WAEC or JAMB. The factors influencing students' academic performance include the students' attitudes to study, unconducive learning environment, family background, unethical student-teacher relationship, and teachers' poor qualities (Williams and Williams, 2012).

Students' motivation to learn is goal-directed and environmentally dependent, but not directly observable (Denhardt, Denhardt and Aristigueta, 2008). Santha-Kumari and Chamundeswari (2015) established a significant correlation between students' motivation, study habits, and performance. However, some motivational factors influence students' study habits, skills, and strategies to learn. According to Khan (2016), these factors are environment, family background, teachers, education agencies and gender.

Purpose of the Study

Generally, this study investigates the motivational factors influencing adolescents' study habits in secondary schools. Specifically, the study attempted to examine if the home environment correlates with "study habits" of adolescents, ascertain if family background influences "study habits" of adolescents and determine if the teaching method adopted by the teachers influences the study habits of adolescents.

Research Questions

This study will answer the following research questions,

- (1) How significant is the relationship between the home environment and study habits of adolescents?
- (2) To what extent does "family background" influence "study habits" of adolescents?
- (3) How significant is the relationship between teaching methods and study habits of adolescents?
- (4) How significant is the relationship between adolescents' motivational beliefs and study habits of adolescents?

Research Hypotheses

The study tested the following generated null hypotheses.

1. There is no significant relationship between the home environment and study habits of adolescents.
2. There is no significant influence of family background on the "study habits" of adolescents.
3. There is no significant relationship between teaching methods and study habits of adolescents

METHOD

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 study's target population comprised students at Senior Secondary Schools (SSS II) in Education district II of Lagos State, whose total population was 22,194 as of September 2015

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. A simple random sampling technique was used to determine the respondents, where every participant had an equal chance of being selected.

A 20-item researcher-constructed questionnaire was designed for the study. It measured the home environment, family background, and study habits. Construction of the questionnaire emerged from reviewed literature. A portion of each questionnaire dealt with the personal data of respondents such as; gender, age, grade level, socioeconomic status, etc., and it employed a Likert-type of 4 rating scales using: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). At least one item of the questionnaire was structured to evaluate each of the stated components of the various teaching methods adopted by the secondary school teachers and students' motivation and interest to attain academic success (Zandinia, 2011); Tamanaefar et al., 2008; Puladi, 1997; and Biabangard, 1997).

The final questionnaire was comprehensive and effectively measured the impact of teaching methods and pedagogical knowledge on students' study habits.

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 gave a coefficient value of $r=0.72$ which showed that the test is stable over time.

RESULTS

Both descriptive and inferential statistics were used in analyzing the data. The data was generally described as follows:

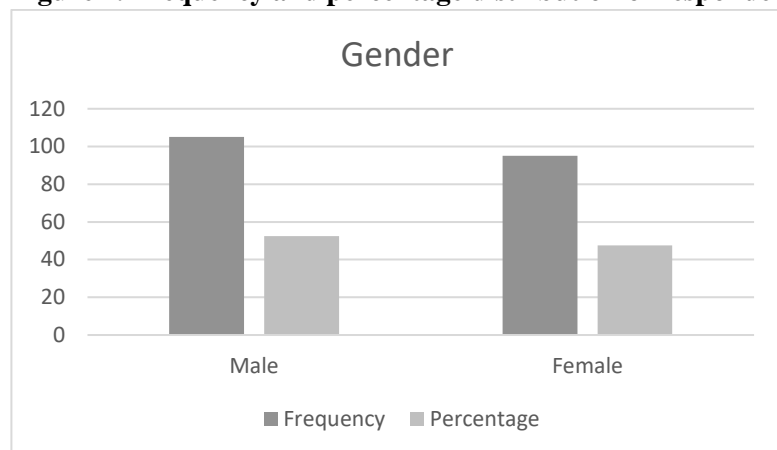
Table 1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage	Cum. Percentage
Gender			
Male	105	52.5%	52.5
Female	95	47.5%	100
Total	200	100%	
Religion			
Islam	83	41%	41
Christianity	111	56%	97
Others	6	3%	100
Total	200	100%	
Age			
Below 13	34	17%	17
13-16	82	41	58
17-20	64	32	90
Above 20	20	10	100
Total	200	100	
Subjects of Interest			
Science	69	34	34
Commercial	71	36	70
Arts	60	30	100
Total	200	100	
Family Size			
0-3	64	32%	32
4-6	96	48%	80
Above 6	40	20%	100
Total	200	100%	
Socioeconomic Status			
High	44	22%	22
Moderate	64	32%	54
Low	92	46%	100
Total	200	100	
Parental Qualification			
SSCE	24	12	12
OND/NCE	12	6	18
HND/BSC	108	54	72
Masters	56	28	100
PhD	-	-	-
Total	200	100	

Table 2: Distribution of Respondents by Gender. Frequency, percentage, and cumulative percentage of SS II students

Gender	Frequency	Percentage	Cumulative Percentage
Male	105	52.5%	52.5
Female	95	47.5%	100
Total	200	100	

Figure 1. Frequency and percentage distribution of respondents by gender



From the above table, the percentage of the respondents was 52.5% male and 47.5% female. This means that male students participated more in the research than female students. As indicated in the table above, the male participants had the highest frequency than the female. This difference in the number of male and female respondents does not make the general responses biased.

Table 3: 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.

Figure 2. Frequency and percentage distribution of respondents by religion

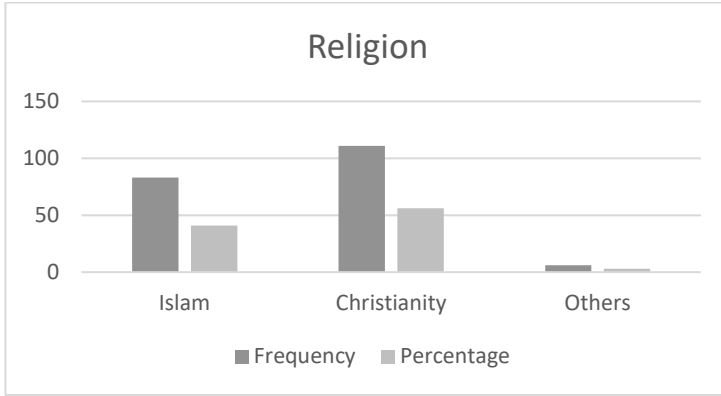


Table 4: Distribution of Respondents by Age

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

Figure 3. Frequency and percentage distribution of respondents by age

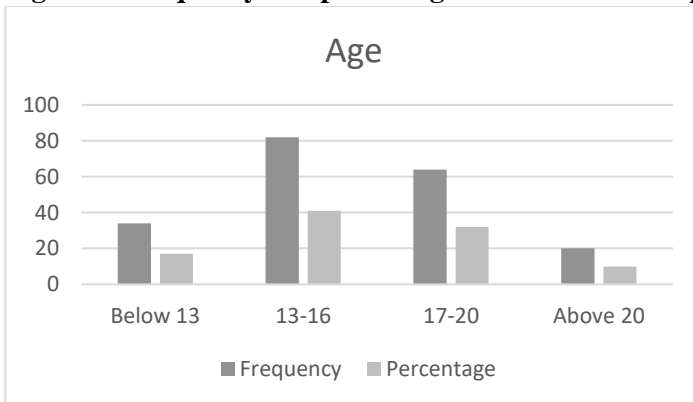


Table 5: Distribution of Respondents by Subjects of Interest

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.

Figure 4. Frequency and percentage distribution of respondents by subjects of interest

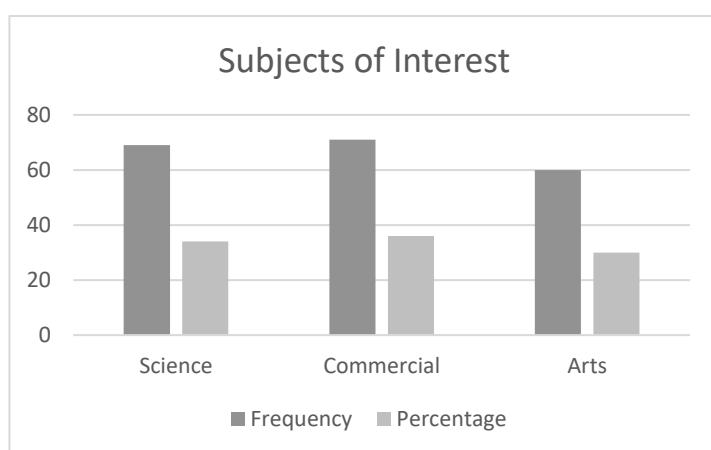


Table 6: Distribution of Respondents by the Family Size

Number of Children	Frequency	Percentage
0-3	64	32%
4-6	96	48%
Above 6	40	20%
Total	200	100%

Table 5 above shows that 32% of students were between 0 – 3 in their family; 48% of adolescents were between the sizes of 4 – 6 in their family. In comparison, 20% of students were family of 7 or more in their family. This means that students in a family size of 4– 6 participated more in this study.

Figure 5. Frequency and percentage distribution of respondents by family/household size

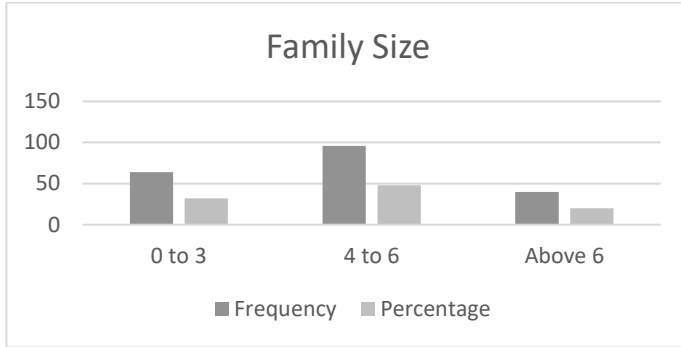


Table 7: Distribution of Respondents by Socioeconomic Status

Socio-economic Status	Frequency	Percentage
High	44	22%
Moderate	64	32%
Low	92	46%
Total	200	100%

By socioeconomic status, 22% of students had high status, 32% had a moderate level, while 46% had low socioeconomic status. Hence, most of the students who participated in this research were those from low socioeconomic status.

Figure 6. Frequency and percentage distribution of respondents by socioeconomic status

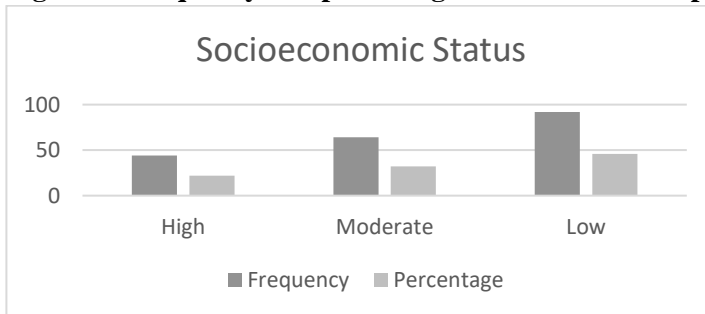


Table 8: Distribution of Respondents by Parental Qualifications

Qualifications	Frequency	Percentage
SSCE	24	12
OND/NCE	12	6
HND/BSc.	108	54
Master	56	28
Total	200	100

Concerning parental qualifications, most of the students whose parents had HND/BSc. They participated mostly in this study, with 54% participation. It was then followed by those whose parents

had a master's degree with 28% participation, then by those with SSCE as parental qualifications having 12% participation and lastly, by those parents had OND/NCE with 6% participation.

Figure 7. Frequency and percentage distribution of respondents by parental qualification

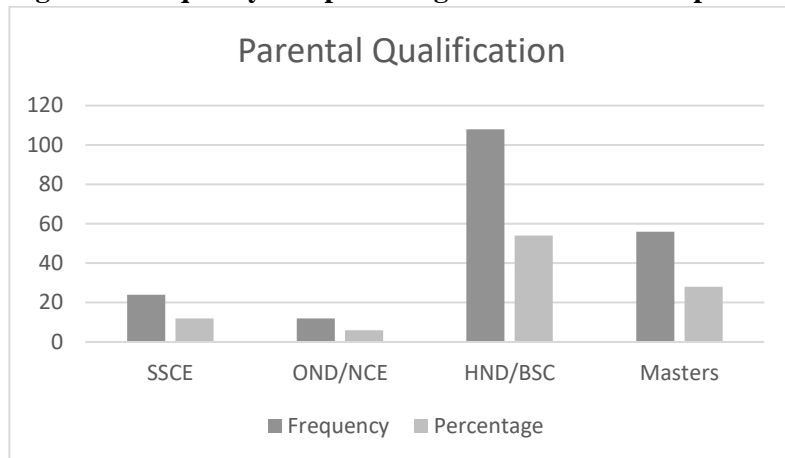
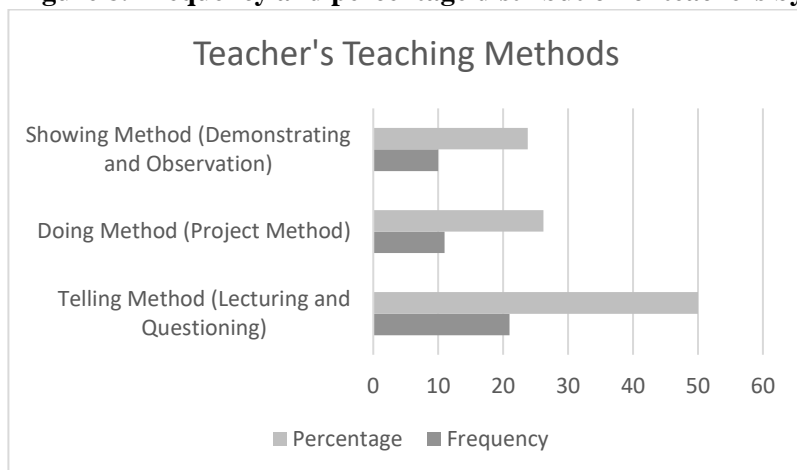


Table 9: Distribution of teachers by their teaching methods

	Frequency	Percent	Valid Percent	Cumulative Percent
TELLING METHOD (LECTURING, QUESTIONING)	21	50%	50%	50
DOING METHOD (PROJECT METHOD)	11	26.2%	26%	76.2
SHOWING METHOD (DEMONSTRATION, OBSERVATION)	10	23.8%	23.8%	100
Total	42	100.0	100.0	

The above table shows that the number of teachers in the five senior secondary schools that teach SSS II students was forty-two (42). Among the forty-two teachers (42) teachers, twenty-one (50%) of the teachers use the telling or lecturing method in teaching, 11 (26.2%) of teachers adopt the doing method of education, which demands that the students carry out independent research studies and do projects and presentations. The remaining 10 (23.8%) of the teachers use the showing or demonstration method. This process requires the teachers to demonstrate and explain topics and concepts to the students. It is used primarily for practical subjects in a laboratory. From the above report, we notice that more teachers use the telling method more than other methods because it is faster for them to complete the syllabus before they take their external examinations. There are time constraints on the teachers to complete the syllabus, so most teachers used the telling method (lecture method). Fewer teachers use the demonstration method, despite that it helps the students understand the lesson more efficiently, and the rate of understanding is also faster.

Figure 8. Frequency and percentage distribution of teachers by teaching methods



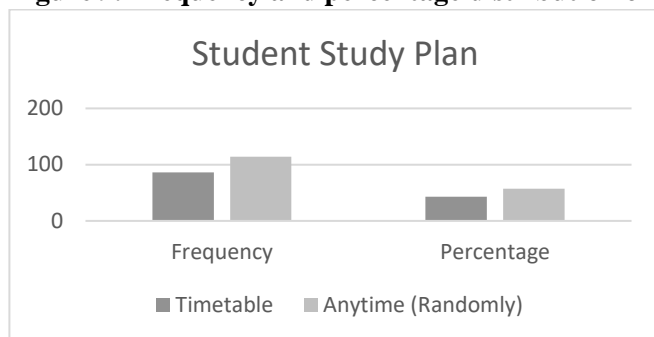
What Habit Do You Use to Study Independently?

Table 10: Distribution of students by their studying plan

	Frequency	Percent	Valid Percent	Cumulative Percent
TIMETABLE	86	43%	43%	43
ANY TIME (Randomly)	114	57%	53%	100
TOTAL	200	100.0	100.0	

The above table shows the learning pattern of the 200 respondents to the questionnaires. Eighty-six students (43%) follow the reading plan on their timetable, while one-hundred and fourteen (57%) students studied randomly. They do not follow any strict timetable plan. This information indicates that the variation in the students' study plan can affect their study habits. The variation in students' study plan was attributed to the non-availability of an organized study area at home and lack of a quiet conducive environment in the schools. Most of the students lacked the necessary learning materials.

Figure 9. Frequency and percentage distribution of students by study plan



INFERENCEAL DATA

Testing of Hypotheses

Hypothesis One

This hypothesis states that there is no significant relationship between the home environment and study habits of adolescents. This hypothesis was tested with Pearson's Product Moment Correlation coefficient (PPMC), and the result is presented in table 8 below.

Table 11: An r-test showing the relationship between the home environment and study habits of adolescents.

Variables	Mean	SD	Df	r-cal
Home environment	16.29	3.18	198	0.43
Study habits	15.17	3.16		

P < 0.05. R-critical = 0.195

Data in the above table shows the relationship between the home environment and study habits of adolescents. The calculated R-value of 0.43 is positive and more significant in magnitude than r-critical ($r\text{-crit.} = 0.195$) at 0.05 significance level and 198 degrees of freedom. It merely means a positive relationship between adolescents' home environment and study habits because both variables are positively correlated. That is, a conducive learning home environment enhances good study habits, and vice versa. Moreover, since the calculated value is greater than the critical value, then the relationship between the two variables is significant. Therefore, it is concluded that there is a significant relationship between adolescents' home environment and study habits because the null hypothesis was rejected.

Hypothesis Two

The hypothesis states that there is no significant influence of family background on the study habits of adolescents. This hypothesis was tested using one-way ANOVA, and the result is presented in table 9 below.

Table 12: One-way ANOVA of the influence of family background on study habits of adolescents

Family background	N	Mean	SD
Low	92	14.68	3.422
Moderate	64	15.11	2.744
High	44	16.25	2.958
Total	200	46.04	9.124

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73.212	2	36.606	3.763	.025
Within Groups	1916.343	197	9.728		
Total	1989.555	199			

P < 0.05; Df = 2 and 197; f-critical = 3.763

The data in table 9 show the influence of family background on the study habits of adolescents. The calculated f-value of 3.76 is significant because it is greater than the f-critical of 3.04, given a 0.05 level of significance at 2 and 197 degrees of freedom. Hence, the model is a good fit for the data. Therefore, there is a significant influence of family background on the study habits of adolescents. Based on the significant f-value obtained, a post hoc analysis was done using the Least Significant Difference (LSD) method to determine which group differs from the other on their study habits and the different trends.

Table 13: Post Hoc Test showing levels of family background

(I) Socioeconomic status	(J) Socioeconomic status	Mean Difference (I-J)	Sig.
Low	Moderate	-.425	.404
	High	-1.565*	.007
Moderate	Low	.425	.404
	High	-1.141	.063
High	Low	1.565*	.007
	Moderate	1.141	.063

***. The mean difference is significant at the 0.05 level**

From table 10, the pair-wise comparison of family background showed that adolescents with high socioeconomic status (SES) significantly differed in study habits from those with low SES ($P = 0.007 < 0.05$). However, adolescents with moderate SES did not vary substantially in study habits from low and high SES ($P = 0.404$ and $0.063 > 0.05$).

Hypothesis Three

There is no significant relationship between teaching methods and study habits of adolescents

Research question: Is there any relationship between the teaching methods and students' study habits? To respond to this question, the extracted data from the questionnaires are illustrated in the below tables.

Table 14. Summary of the regression model about the impact of teaching methods on students' study habits.

Model	Correlation Coefficient (R)	Coefficient of determination (R ²)	Adjusted R	Estimated error
1	0.194	0.036	0.033	12.832

Correction coefficients indicate the correlation relationship between teaching methods and students' study habits at the level of 0.194, and this relationship is statistically significant at level 0.01. a simultaneous regression analysis was carried out to predict the coefficient between teaching methods and students' study habits. These results are shown in the table above. The R² gotten from the regression analysis indicates that the teaching method explains 0.036 of the students' study habits of students in SSS II Secondary Schools in Education District II of Lagos State.

Table 15. Summary of Variance Analysis Results Indicating the Impact of Teaching Methods on Students' Study Habits

Model	Sum of Squares	Degree of freedom	Mean of Squares	F-value	Significant level
Regression effect	1999.100	1	1999.100	13.287	0.01
Residue	50699.281	311	168.383		
Total	52698.381	312			

Table 16. Coefficient of Simultaneous Regression Equation Was Used to Predict the Influence of Teaching Method on Students' Study Habits

Model	Non-standard coefficients			t-value	Significance Level
	β	Standard error	Standard Beta		
Teaching Method	126.179	2.388		54.481	0.000
Motivation	0.162	0.052	0.198	3.517	0.001

The predictor variables are indicated from the above results of the standardized beta coefficient, t-value and significance level. The correlation analysis results confirm that teaching methods (variable) at $\beta=126.179$ explains students' study habits positively.

Findings and Discussions

Research question three (3)-How significant is the relationship between teaching methods and study habits of adolescents? The data was analyzed, and the regression coefficient results indicated that the relationship between teaching methods and students' study habits was significant at level 0.01. In a study by Wabels et al. (1990), teaching skills are highly efficient in encouraging a positive and comfortable learning environment. Also, skilful and efficient teachers can communicate freely with the students. Fooladi (1993) and Elhampour (2006) revealed that when students understand the teachers' teaching methods and teaching styles, it improves their study habits. Aminfar (1989) argued that when the teaching methods are not desired and enjoyed by the students, their interests and motivation to study is hindered; hence the teaching method has a harmful influence on the students' study habits and academic performance. Shabani and Pourzahir (1998), teaching methods are crucial aspects of the educational process because of their part in the educational system's efficiency.

Students' attitude towards student-centred teaching methods (questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14). Research Question (3) - How significant is the relationship between student-centred teaching methods and adolescents' study habits? The results indicated that the whole students had positive attitudes towards student-centred teaching. The ANOVA test was statistically significant among the science-inclined, commercial-inclined, and art-inclined students ($P < 0.05$) except for questions 4 and 8, which recorded ($P > 0.05$). The science-inclined students showed more favourable attitudes towards the student-centred methods, especially for items 1, 2, 4, 7, 10 and 11. The results were confirmed by the students' responses to open-ended question number 14. The students' positive attitude to group studies as part of classroom activities is because they assume it is the teachers' way of incorporating active learning and student-centred method into the teaching method. This was confirmed by Molungo (2013) in a study that showed how group work stimulates students' participation in learning activities. This result shows the importance of using teaching styles that allow students to work in groups.

Students' attitudes towards teacher-centred teaching methods (questions 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29). Research Question (3) - How significant is the relationship between teacher-centred teaching methods and adolescents' study habits? The results revealed students varying reports concerning the teacher-focused method. They were divided in their attitudes towards the teacher-focused approach. The ANOVA test's output showed that most questions were significantly different between the science-inclined, art-inclined, and inclined commercial students ($P < 0.05$). The results only showed no significant difference for items 20, 23, 24, and 27 ($P > 0.06$, $P > 0.09$, $P > 0.07$, $P > 0.06$), respectively. Despite students' differences in subjects' specialization, they all agreed that their teachers did not encourage students' participation, contributions, and independence in the class.

Students' attitudes towards study habits (questions 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44). Research questions (1, 2)– (a) How significant is the relationship between adolescents' home environment and study habits? (b) To what extent does "family background" influence "study habits" of adolescents? The results showed there was a significant difference ($P < 0.05$) among all the students. All the students received adequate support and encouragement from their parents and other family members, and they had conducive and quiet areas in their homes for studying. They all liked studying independently and prepared for their tests effectively.

Students' attitudes towards learning styles and motivational beliefs (questions 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58). Research Question (4)- How significant is the relationship between adolescents' motivational beliefs and adolescents' study habits? The results indicated that there was a significant difference ($P < 0.05$) for the whole students (science-inclined, art-inclined, and commercial-inclined). The findings showed that the students varied in their responses about motivational beliefs and learning styles. The older students (aged 16 – above) showed more favourable attitudes towards their motivational ideas than those below 16. The younger students have confidence that they have age on their side and can retake the WAEC exams without being embarrassed. Whereas the older students, especially those that have taken the WAEC exam previously, have confidence in the previous experiences. The older students exhibited a more matured approach to their motivational beliefs because of the level of their cognitive and psychological development, were

To what extent does family background and home environment influence study habits of adolescents? (11, 28,30,31,32,37,38,46). The results showed that their family background and home environment influenced all respondents because of their varying ages and SES. The students showed positive attitudes towards the influence of the home environment, family background, and students' subjects of choice. They received enough support, encouragement, and motivation from their family members. This could be because the students were preparing for their WAEC examinations. The ANOVA tests revealed that all the items showed statistically significant differences ($P < 0.05$). The students were committed to excelling in their final state's examination.

Recommendations

Concerning teaching methods on the students' study habits, it is recommended to conduct more research in other aspects of the teacher's teaching method and students' study habits. A thorough investigation is needed to study the influence of teaching methods on students' goal-orientation.

Research to compare the effect of teaching methods on male and female students. Perform research on the impact of teaching methods on students' achievement motives. Investigate suitable conditions for all teaching methods to incorporate active participation during instruction.

Investigate the use of assessment methods suitable for the teaching methods and determine the challenges in teaching and learning. Reinforce teaching methods adequately to meet the needs of all students.

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