
**STUDY HABIT AS CORRELATES OF UPPER BASIC STUDENT'S ACHIEVEMENT AND
ATTITUDE IN BASIC SCIENCE AND TECHNOLOGY IN AKWA- IBOM STATE**

BY

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ABSTRACT

The purpose of the study is to investigate study habit as correlates of upper basic student's achievement and attitude in basic science and technology in Akwa-Ibom state. In other to carry out the study two research questions and hypotheses were formulated. The correlation survey design was used in this study. The area that was covered in this study is Akwa-Ibom State. The population of this study comprised of 20,655 Upper Basic 3 Basic Science students in 237 public secondary schools in the 31 local government area of Akwa-Ibom State in 2022/2023 academic session. The sample size for this study was 1800 Upper Basic three (3) Basic Science and Technology students from 45 public secondary schools in Akwa-Ibom State. Three types of sampling methods namely - purposive, proportionate and simple random samplings were used. Purposive sampling was used to select nine Local Government Areas from the state. Proportionate random sampling was used to draw 5 schools from each Local Government Area giving 45 schools from the state. This is because the populations of schools in the selected areas were not similar. Simple random sampling technique of 40 students per school was further used to select the students who participated in the Study. Two instruments were used to collect data for this Study. They are Study Habit Scale Questionnaire (SHSQ) and Students' Attitude Scale Questionnaire (SASQ). The study habit questionnaire as well as the attitude scale questionnaire consisted of 25 statements each which sort information on student's study habit and attitude. A four-point rating Scale of SA - strongly agree, A - agree, D - disagree, SD - strongly disagree was used in designing the questionnaire. To ensure the validity, the instruments were given to three experts and two professional teachers. The three experts were from faculty of Education while the two professional teachers were Basic Science and Technology teachers not below the Rank of Principal II in the Area of the study. To determine the reliability of the instruments, SHSQ and SASQ were administered once to eighty Upper Basic three school students who were not part of the study. The scores obtained were subjected to reliability computation using Cronbach's Alpha Technique. SHSQ has a reliability coefficient of .78, and reliability of SASQ was established at .77, thus the instruments were adjudged to be suitable for the study. The instruments were administered on the students by the researcher with the help of Nine (9) research assistants who were briefed by the researcher to facilitate easy administration of the instruments. These nine research assistants were used to cover the entire local government areas that formed the sample. Three research assistant covered fifteen schools each and three weeks was used in administering the instruments. Each instrument took the respondent's about 40 minutes for its completion; all the instruments were administered and retrieved same day by the research assistant. Also Basic Science and Technology achievement records of the participants were obtained from school's terminal examination records. This was used as a measure of students' academic achievement. Pearson Product Moment Correlation Coefficient as well as regression statistics was used to analyze the data generated from the study. The result revealed that there is a low negative significant relationship between study habit and upper basic school student's academic achievement and attitude in Basic Science and Technology in Akwa- Ibom State. Based on the finding of this study it is recommended among others that teachers should be made to organize a workshop to improve student's study habit in Basic Science and Technology. This will go a long way to accelerate student's academic achievement in the subject.

KEYWORD: Study Habit, Upper Basic Student's Achievement, Attitude, Basic Science and Technology and Akwa-Ibom State

Introduction

Nigeria accepted to teach sciences to his populace because of the marvels science and technology place in the entire universe. Science is the systematic study of nature and the interactions existing within it. Science is studied to enable its adherents to achieve the much-needed scientific knowledge and skills that will make the country globally recognized.

In view of this fact, basic science and technology are taught to pupils and students at the basic levels of education, while at the senior secondary and tertiary levels of education, single subject disciplines in the sciences such as physics, chemistry, biology, etc. are taught to students.

The Basic Science and Technology curriculum in the upper basic level of the school system in Nigeria adopted in 2012 was formerly Basic Science in 2007 and Integrated Science in 1970. The advent of the universal basic education policy in Nigeria in 1999 brought about a restructuring of the curriculum. The restructuring of the basic science and technology curriculum enables it to have four broad major themes designed to catch the pupils and students interest in science and technology. Basic Science and Technology at this level of education adopts the concept of integration quite unlike other core areas of science (Biology, Chemistry, and Physics). This integrated approach to science teaching gives room for students to learn a concept or a topic in a spiral manner from the lower to the upper basic level, with the topics increasing in strength and content as the students or pupils move from one level to another.

The Basic Science and Technology curriculum, amongst others, is expected to enable the learners to develop interest, acquire basic knowledge and skills, prepare them for further studies, apply their scientific and technological knowledge and skills to meet societal needs, take advantage of the numerous career opportunities offered by the subjects, and become prepared for further studies in science and technology (Federal Ministry of Education, 2012). Achieving these objectives will therefore mean that the Nigerian educational system has been able to draw its young people towards science and scientific literacy. These individuals will in turn influence society through their acquired scientific knowledge and technological skills. With this policy in place, science in Nigeria will become a household word as students will not only develop an interest in the subject but also utilize the acquired knowledge in all spheres of society. This would help Nigeria achieve its much-desired technological development.

Students' achievement of the above objectives as reported by Jack (2013) and Usendia (2017), as well as the achievement of students in the basic sciences reported by the Akwa-Ibom State Ministry of Education in their analysis of students' achievement in the Basic Education Certificate Examination (BECE) from 2015 to 2020, remains poor. By all standards in the academic environment, the benchmarks of pass acceptable for all

subjects in institutions in Nigeria are credit and above. If this is put into consideration from the BECE result, it could be deduced that Basic Science and Technology students' result from Akwa-Ibom State was below expectations. This abysmal academic achievement of students in basic science and technology is a matter of serious concern because of the role science and technology play in any nation and around the globe.

In every school setting, students are perpetually in search of academic achievement and that is always their ultimate goal. Academic achievement in basic science can be expressed in the form of good scores as a result of hard work and exceptional performance in classroom tests, assignments and examinations. The educational system describes academic achievement in terms of the actual mark or scores obtained in an examination or test. Success is typically defined in terms of achievement, and grades represent the most obvious and universally accepted indicator of academic achievement.

There is tremendous pressure on students to earn good grades because academic achievement is assumed to possess predictive value and is used to bar the gate or open doors for students between institutions and other social professions (Ajayi 2019). Parents desire that their children climb the ladder of academic achievement to the highest level as much as possible. The desire puts a lot of pressure on students, teachers, schools and the entire education system in general to figure out how to make students excel academically in their chosen subject disciplines. Aside from the expected academic achievement in basic science, the society expects that students exposed to basic science and technology should have a change of attitude (positive) towards critical issues relating to science and technology within the society.

Attitude can be described as a state of readiness or a tendency to act or react in a certain way. In general, it refers to a learned disposition or tendency on the part of an individual to respond positively or negatively to a situation or another person. Evans and Julius (2015) opine that attitudes influence how well students adjust and how they behave. Fasakin (2012), "Define Attitude" as the effective disposition of a person or group of persons to display an action towards an object based on the belief that such a person or group of persons have about the object. Cervone and Pervin (2015) asserted that a person will generally perform better in any task to which he is favourably disposed. Therefore, if a student is not favorably disposed to a subject in this case basic science and technology, her attitude towards everything about the subject will be negative.

Human beings are not born with attitudes; they learn them afterwards. Some attitudes are based on the people's own experience, knowledge, and skills, and some are gained from other sources. Olasheinde and Olatoye (2014) recognized attitude as a major factor in subject choice. This recognition reveals the apt problem of student choice of

science and technology-related subjects at the senior secondary and tertiary levels in Nigeria. Manaza (2019), in his research, reported that students' enrollment in science is low, which shows the level of acceptance and willingness of students to study science. Nigeria is underdeveloped despite the abundant natural resources within the nation, indicating the level of acceptability and utilization of science and technological knowledge and skills after many decades of independence. This shows that the citizenry's attitude toward science and technology is faulty. Attitude largely determines what students learn and their willingness to learn.

In recent times, the problem of students underachievement and their attitude towards a given school subject have been of serious concern across the globe. Several studies carried out to uncover poor academic achievement in the sciences focused on teacher teaching methodology in the area of new teaching methods that could enhance students' achievement. In a similar manner, research on study habits and poor academic achievement and attitude in literature only concentrated on sciences such as chemistry, physics, and biology, neglecting basic science and technology at the elementary school level, which in essence is the foundation. Having a clear understanding of what hinders students' achievement scores and negative attitudes in basic science and technology in relation to study habits will help in addressing the perceived problems.

Study habits are important from an educational point of view, as the process of learning becomes easier and more natural with the best of them. Study habit is the degree to which a learner identifies with learning activities such as attending class, doing homework, reading, taking tests or examinations, devoting time for private studies, and associating adequately with the teacher and peer groups. The factors of study habit are commitment to homework and assignments, time allocation to study, reading and note-taking, study period procedures, concentration, written work, relationship with examinations, and teacher consultation. This implies that study habits can be conceived as the degree of commitment to all learning activities. Study habit, according to Okesina (2019), is the total of all the behaviour patterns (ideal, verbal, psychomotor, emotional, and neurophysiologic) that determined the purpose and enforced practice that the individual adopted in order to learn and achieve competence.

Ajayi (2019) opined that study habits have an effect on students' achievement and attitude in school subjects. This statement is further strengthened by the fact that study habits are the gateway to successful academic achievement. It is also very certain that students who have a good psychological disposition (attitude) towards a given school subject will tend to focus more on the subject and thus develop a good study habit. Okesina (2019) noted that study habits determine how well a student will progress academically beyond their areas of strength and weakness and the attitude they exhibit towards such school subjects. Odiri (2015) observed that the study habits of students vary from one student to the next and from one place to another. The general belief is

that students who exercise good study habits are more likely to excel than those with poor study habits. Hence the need to carry out the present study to determine study habits as a correlate of upper-basic students academic achievement and attitude in basic science and technology.

Statement of the Problem

Basic science is a subject taught to pupils and students at the lower, middle, and upper basic education levels in Nigeria. The subject helps pupils and students develop the basic science skills, knowledge, and competence required for problem solving in their environment. Students in Akwa-Ibom State seem to have a serious problem in their achievement of basic science and technology in school, which invariably is a cause of concern for parents, teachers, and educators alike. This problem of poor achievement by students in Basic Science and Technology in the Upper Basic Schools in Akwa-Ibom State calls for a concerted effort to unravel the situation surrounding their failures in the subject. The students were unable to achieve a credit pass in their Basic Science and Technology certificate examination. This abysmal achievement of students in basic science and technology over the years is a cause of serious concern to the Akwa-Ibom State populace when considering the importance of science and technology to society. Also noted is students' negative attitude towards sciences at senior and tertiary education levels. This indicated that the level of acceptability of the foundation science was negative. Many students prefer art subjects to the sciences at these levels. This negative attitude has not allowed the country to produce a good number of scientific and technological citizens that could harness the abundant natural resources for our development.

There is no substantive research focused on study habits as a correlate of students' achievement and attitude in upper basic schools in the area of the study. Despite efforts made by teachers and educational researchers to improve students' achievement in the subject, the trend has not changed. This could be due to the fact that the contribution of the affective components of the learners, such as students' study habits, has not been sufficiently examined or given a boost in our school system. Therefore, the present study on students' study habits as a correlate of upper-basic students' academic achievement and attitude in basic science and technology is considered.

Purpose of the Study

The purpose of the study is to investigate study habit as correlates of upper basic student's achievement and attitude in basic science and technology in Akwa-Ibom state.

Specifically, the study will determine the:

- 1) Relationship between study habit scores of Upper Basic school students and their achievement scores in Basic Science and Technology in Akwa-Ibom State.
- 2) Relationship between study habit scores of Upper Basic school students and their attitude scores in Basic Science and Technology in Akwa-Ibom State.

Research Questions

The following research questions guided the study:

- 1 What is the relationship between study habit scores of Upper Basic school students and their Basic Science and Technology achievement scores in Akwa-Ibom State?
- 2 What is the relationship between study habit scores of Upper Basic school students and their Basic Science and Technology attitude scores in Akwa-Ibom State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between study habit and academic achievement scores in Basic science and Technology among Upper Basic school students in Akwa-Ibom State.
2. There is no significant relationship between Study habit and attitude scores of Upper Basic school students in Basic Science and Technology in Akwa-Ibom State.

Review of Related Literature

Theoretical Framework

The theoretical framework of this study is based on the interest-driven creation theory, which was propounded by a group of Asian researchers, Chan, Looi, Chen, Wong, Chang, and Liao (2019), in response to the yearning of students' practical learning. The theory stated that only by forming a habit of interest-driven creation can the ultimate goal of learning be realized. According to the theory, interest talks about why we learn, creation talks about how we learn, and habit talks about how often we learn in order to realize the learning goal. This enhances unconscious mental propensities or processes, revealed as behavioral tendencies and dispositions as the student engages with the events and challenges of learning, especially in the context of interest-driven creation. The theory noted that building up good habits is a fundamental issue for human life because our behavior is largely affected by our habits.

The interest-driven creation theory applies to both individuals and groups. Students often engage in group activities when they are creating knowledge or artifacts. The groups require at least some routinization of behavior to get work accomplished, while they are able to predict the responses of other individuals for coordinated action to be possible. Group routinization contributes to predictability. Interest-driven creation theory strongly places emphasis on one's interests and habits. It suggests that the mind is an active force that creates one's reality selectively, encodes information, performs behavior on the basis of values and expectations, and imposes structure on its own actions. It is through an understanding of the processes involved in one's creation of reality that human behavior can be understood, predicted, and changed. In view of the theory, the student's academic achievement is a product of the interaction of his personality and, consequently, the study behavior he develops based on his expectations of the outcome of his actions. Interest Driven Creation theory relates to the present study in that the theory explain how a good study habit attended by student would enable them to achieve maximally as well as shapes their attitude in any given learning process.

Empirical Studies

Study Habit and Students' Academic Achievement in Science

Uche (2020) studied on the relationship between study habit and academic achievement of secondary school II students in chemistry in Aguata Local Government Area of Anambra State. Four hypotheses were formulated in order to direct the study and a descriptive correlation design was also used to ascertain the relationship between the independent variable (study habit) and the dependent variable (academic achievement). The sample which comprised of 200 students was randomly selected from a total population of 1000 student chosen from 10 schools. The selection was done through random sampling technique. Two sets of standardized instruments were employed which were face validated by the supervisor who vetted the items developed. A study habit questionnaire (SHQ) which was divided into four batches including solitary, grouped, note-taking and study time was developed into a four-point Likert scale of four choices varying from Strongly Agreed to Strongly Disagreed. Secondly, students' Academic Achievement Test on Chemistry (CAT) comprising of 20 items multiple choice questions was developed. The research questions were answered and hypotheses tested using Pearson Moment Correlation Analysis. The result of the study revealed that group study habit and note-taking were significantly related to students' academic achievement in Chemistry at $p < 0.05$ whereas solitary and study time did not significantly relate to academic achievement of chemistry students. This study leans credence to the present study in the fact that the study adopted the same design and data analysis tool. However, that study focused on chemistry education whereas the present study focuses on the Basic Science education, a subject in upper Basic school.

Also the location of the present study is Akwa Ibom State and not Anambra State. These create differences in the level of education, the subject area and the location considered.

Ajai, Shiaki and Bulus (2020) investigated on study habits and Academic Achievement: A case study of secondary school science students in the Jalingo Metropolis, Taraba State, Nigeria. The study which was guided by three research questions employed a descriptive correlational research design. The sample of the study was made up of 199 students selected from 5 secondary schools through simple random sampling. Data for the study were generated through a questionnaire, tagged "Science Students' Study Habit Questionnaire". Descriptive statistics of frequency counts, mean, and product-moment coefficient of correlation were used for data analysis. The study revealed that the secondary school science students in the Jalingo metropolis have poor study habits and weak academic performance. The study also found a strong positive, high and significant correlation between study habits and academic performance of secondary school science students. The design of the study was a descriptive correlation which is in line with the present study's design. However, the researcher did not specify the science subject considered in his study. The present study will look at the correlate of study habit and achievement in Basic Science in junior secondary school level.

Evans and Julius (2015) Studied on the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India. The study sought to determine the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. Stratified random sampling was used to select the respondents, study habits inventory by N.M. Palsane and school examinations records was the main instrument for data collection. Quantitative method was used to analyze field data collected. Analysis and interpretation of the findings was made using Pearson product moment correlation coefficient. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement which means that there is a significant correlation of study habit and students' academic achievement in a school subject. However, the researcher did not identify the school subject they considered in their study. The results implied that the study habits need a significant attention if we are to improve performance. This study is among the study habit research drawn from international community, the study adopted a questionnaire and students' school score for the achievement which lean credence to the present research. The present study differs in respect of location, subject and level of education from the study reviewed.

Okanezi and Dikibujiri (2018) Studied on habits and Academic Performance of Secondary School Students in Rivers-West Senatorial District of Rivers State, Nigeria. The population of the study was 2,650 Senior Secondary Two (S.S.2) students in selected public schools in the Rivers-West Senatorial District. The sample size was 437

students which were chosen through Taro Yemeni's sample size selection formula. The instrument for data collection was a questionnaire which dwelt on the extent of relationship between aspects of study habit such as regular reading, students-teacher consultation, regular involvement in doing class assignments, regular library patronage and regular engagement in doing take-home assignments and academic performance. The study habit questionnaire was used in gathering the data for the study while the performance score of the students were obtained from the school record. Five research questions and hypotheses guided the study. The results obtained from the study were analyzed using Descriptive Statistics and Pearson Product Moment Correlation Coefficient. The findings revealed a significant relationship between study habit and academic performance. However, the present study makes use of questionnaire instrument for study habit also but more variables were investigated in relation to academic achievement and attitude. The location of this study differs from the study reviewed.

Students' Study Habit and Attitude in Science

Reylan, Renante, Jonathan, Raymond, Gengen, and Ramil (2019) studied the relationship between study habits and students' attitudes in junior high school mathematics. This study was conducted at a public national high school in Mandaue City Division, Cebu, Philippines. A survey research design was adopted, and respondents were the 177 Grade 9 students enrolled in mathematics. These respondents were selected using probabilistic random sampling. They were asked to answer a standardized survey questionnaire to assess their attitudes and study habits. The tool consisted of three parts. Part 1 identified the socio-demographic profile of the respondents. Part 2 assessed the attitudes of the respondents towards mathematics, while Part 3 assessed the study habits of the respondents. The study revealed a positive correlation between study habits and students' attitudes towards mathematics in terms of its value, while they had a neutral attitude when it came to their self-confidence, enjoyment, and motivation in mathematics. The reviewed study relates to the present study in that the relationship between study habits and attitudes of students will be investigated among junior secondary school students, but the differences in the subject investigated and location of the studies create the necessity of the present study.

Marie (2013) aimed to investigate the relationship between students' study habits and attitudes and their performance in licensure examinations in Tuguegarao City, Cagayan, Philippines. The participants were graduates in the school year 2009–2010 from the different programs of the university that require licensure examinations. The study habits and attitudes of the participants were assessed by administering the "Survey of Study Habits and Attitudes" (SSHA) developed by Brown and Holtzman (1967) during their final year at the university, and their performance (overall rating) in the different licensure examinations was generated from the records of the Philippine Professional

Regulation Commission. Results of the study showed that the participants did not have favorable study habits and attitudes. Among the unfavorable study habits noted were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test-taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. The participants also demonstrated unfavorable attitudes toward teachers' classroom behavior and methods. It was further revealed that their performance in licensure examinations was quite low. A significant relationship between study habits, attitudes, and performance in licensure examinations was clearly shown in this study. Further analysis revealed that study habits (work methods and time management) of the participants were correlated with their success in licensure examinations, while study attitudes (i.e., attitudes toward teachers and educational acceptance) were not significantly related to success in licensure examinations. This implies that students who have favorable study habits will likely pass the licensure examination. The reviewed study is similar to the present study because both looked into the relationship of study habits and attitudes of students to their academic achievement but differed in location and level of education.

Method

The correlation survey design was used in this study. The correlation survey study according to Nworgu (2015) seeks to establish what relationship exists between two or more variables. The area that was covered in this study is Akwa-Ibom State. The population of this study comprised of 20,655 Upper Basic 3 Basic Science students in 237 public secondary schools in the 31 local government area of Akwa-Ibom State in 2022/2023 academic session.

The sample size for this study was 1800 Upper Basic 3 Basic Science and Technology students from 45 public secondary schools in Akwa-Ibom State. Three types of sampling methods namely - purposive, proportionate and simple random samplings were used. Purposive sampling was used to select nine Local Government Areas from the state. Proportionate random sampling was used to draw 5 schools from each Local Government Area giving 45 schools from the state. This is because the populations of schools in the selected areas were not similar. Simple random sampling technique of 40 students per school was further used to select the students who participated in the Study. Two instruments were used to collect data for this Study. They are Study Habit Scale Questionnaire (SHSQ) and Students' Attitude Scale Questionnaire (SASQ). The study habit questionnaire as well as the attitude scale questionnaire consisted of 25 statements each which sort information on student's study habit and attitude. A four-point rating Scale of SA - strongly agree, A - agree, D - disagree, SD - strongly disagree was used in designing the questionnaire.

To ensure the validity, the instruments were given to three experts and two professional teachers. The three experts were from faculty of Education. While the two professional teachers were Basic Science and Technology teachers not below the Rank of Principal II in the Area of the study. The validators were requested to peruse the items in terms of clarity, proper wording of items, appropriateness and adequacy of the items in addressing the purpose of the study. The validators were requested to modify, delete any item they deemed not applicable to the study. They made corrections and all corrections, criticisms and suggestions were effected which helped in producing the final copy of the questionnaires.

To determine the reliability of the instruments, SHSQ and SASQ were administered once to eighty Upper Basic three school students who were not part of the study. The scores obtained were subjected to reliability computation using Cronbach's Alpha Technique. SHSQ has a reliability coefficient of .78, and reliability of SASQ was established at .77, thus the instruments were adjudged to be suitable for the study. The researcher first visited the selected schools and discussed with the principals to get permission to carry out the research. The instruments were administered on the students by the researcher with the help of Nine (9) research assistants who were briefed by the researcher to facilitate easy administration of the instruments. These nine research assistants were used to cover the entire local government areas that formed the sample. Three research assistant covered fifteen schools each and three weeks was used in administering the instruments.

Each instrument took the respondent's about 40 minutes for its completion; all the instruments were administered and retrieved same day by the research assistant. Also Basic Science and Technology achievement records of the participants were obtained from school's terminal examination records. This was used as a measure of students' academic achievement.

Pearson Product Moment Correlation Coefficient as well as regression statistics was used to analyze the data generated from the study. All research questions were answered using P- value and / or significant value while regression statistics was used to answer the hypotheses generated in the study.

Result

Research Question 1: What is the relationship between study habit scores of Upper Basic School Students and their Basic Science and Technology achievement scores in Akwa Ibom State?

Table 1: Pearson Correlation Coefficient (r) of study habit scores of Upper Basic school students and their Basic Science and Technology achievement scores in Akwa-Ibom State.

Variable	N	Basic Science and Technology Achievement Scores (r)	Decision
Study Habits	1800	-.081	Very Low Negative Relationship

Table 1 reveals that there is a low negative relationship between study habits and basic science and technology achievement scores of upper basic students in Akwa-Ibom, r value = -.081.

This implies that, there is a negative relationship between the two variables (study habit scores and achievement scores of Basic Science and Technology). The value -.081 indicates that the strength of relationship was very low and negligible.

Research Question 2: What is the relationship between study habit scores of Upper Basic School Students and their Basic Science and Technology attitude scores in Akwa Ibom State?

Table 2: Pearson Correlation Coefficient (r) of Study Habit Scores of Upper Basic School Students and their Basic Science and Technology Attitude Scores in Akwa-Ibom State.

Variable	N	Basic Science and Technology Attitude scores (r)	Decision
Study Habit	1800	-.024	Very Low Negative Relationship

Table 2 reveals that there is a low negative relationship between study habit and basic science and technology attitude scores of upper basic science and technology students in Akwa-Ibom State, (r) value = -.024. This means that the relationship between study habit and their attitude scores in Basic Science and Technology is low and inconsequential. The strength of the relationship is negative indicating that students poor study habits have negative effect on their attitude towards Basic Science and Technology in Akwa Ibom State. The value -.024 indicates that the relationship between the two variables is low.

Hypotheses

Hypothesis One: There is no significant relationship between study habit and academic achievement scores in Basic Science and Technology among Upper Basic school students in Akwa Ibom State.

Table 3: Test of Significant Relationship between Study Habit and Academic Achievement Scores in Basic science and Technology among Upper Basic School Students in Akwa-Ibom State

Variable	N	Academic Achievement Scores (r)	α -level	t(r)-cal	p-val	Decision
Study Habit	1800	-0.103	0.081	-3.465	0.001	Significant relationship

Table 3 shows that there is a statistical significant relationship between study habits and students' academic achievement in Basic Science and Technology among upper basic school students. The p-value = .001 is less than the 0.05 level of significance. Therefore the null hypothesis that there is no significant relationship between study habit and academic achievement scores in Basic science and Technology among Upper Basic school students in Akwa-Ibom State is rejected.

Hypothesis Two: There is no significant relationship between Study habit and attitude scores of Upper Basic School students in Basic Science and Technology in Akwa Ibom State.

Table 4: Test of Significant Relationship between Study habit and attitude scores of Upper Basic school students in Basic Science and Technology in Akwa-Ibom State.

Variable	N	Attitude (r)	α -level	t(r)-cal	p-val	Decision
Study habit	1800	-0.024	0.05	-1.032	0.302	Not significant

Table 4 shows that there is no statistical significant relationship between study habit and students' attitude towards Basic Science and Technology. The p-value = 0.302 is greater than the 0.05 level of significance. Therefore the null hypothesis that there is no

significant relationship between study habits and students' attitude towards Basic science and Technology is not rejected.

Discussion of Findings

Study habit as a correlate of Upper Basic Science academic achievement

The findings in this study in table 1 indicated that there is low and negative relationship between study habit and student's academic achievement in Basic Science and Technology in Upper Basic schools in Akwa Ibom State. This finding may be true because over the years there have been reported poor academic achievement of students in Basic Science and Technology in the Upper Basic schools in the area of the study. This invariably may be attributed to student's study habit. Habits are important from educational point of view as the process of learning becomes easier and natural with the best of habits. Study habit therefore may invariably relate with students achievement in any school subject. Achievement is an outcome of expectancy from students that are exposed to a given subject area. Students cannot achieve maximally when their study is not given due attention, it would also be noted that the reverse will be the case when a good study habit is formed about a particular subject area. These habits formed would enable the student to acquire the necessary skills embedded in the subject matter and hence may perform maximally. As reported by Kyauta, Shariff, and Garba (2017) in their research, study habits are the most important predictor of academic achievement. Peterson, Van, Spezio, and Reimer (2017) also opined that "good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure". The finding of the present study means that, students who develop good study habit towards basic science will perform creditably well in terms of their scores in the subject. From the previous report of Ministry of Education, it indicated that students lack or fails to develop a good study habit towards Upper Basic Science and Technology which in-turn affects them negatively resulting in poor academic achievement in the subject in an examination conducted in the state. The null hypothesis was rejected indicating that there is a significant relationship between study habit and students academic achievement in Upper Basic Science and Technology. However, the extent of statistical relationship was low and positive. The finding was in line with Uche (2020) who studied on the relationship between study habit and academic achievement of senior secondary II students in chemistry in Aguata Local Government Area of Anambra State and reported that there was a positive relationship between study habit and student's academic achievement in chemistry. Also, Ajai, Shiaki and Bulus (2020) investigation on study habits revealed a strong positive, high and significant correlation between study habits and academic performance of secondary school science students.

Study habit as a correlate of Upper Basic Science students' attitude

The finding of this study in table 2 is very revealing. The revelation is that study habit has a very low negative relationship with attitude in Basic Science and Technology in Upper Basic schools in Akwa-Ibom State.

This means that a student with positive attitude towards any school subject will have a liking for the subject to which his or her attitude is drawn. Students in Basic science and Technology attitude correlates negatively with their study habits possibly because they don't have any soft spot for the subject.

The result in the research question is further amplified in the hypotheses as revealed in table 4 in which there was no significant correlation between study habit and students attitude in Upper Basic Science and Technology. It is the believe of the researcher that students fail in Upper Basic Science and Technology because their attitude is at variance with the subject either because the student may not have a need for this subject in their later life or because they themselves, at this level, are confused about the concept embedded in the subject.

Attitude towards a learnt subject and study habit of the student to a large extent culminates into shaping an individual's destiny. Attitude is something that is learned by an individual as he learns many other things in life. It is evident that attitude is a specific mental state of the individual towards something according to which his behaviour is molded. It is obvious that people with positive attitude towards psychological objects are likely to respond in a favourable manner and benefit much more from their associations with that object than those people whose attitudes are negative and unfavourable. Allport in Cervone and Pervin (2015) asserted that a person will generally perform better in any task to which he is favourably disposed. Therefore, if a student is not favourably disposed to a subject in this case Basic Science and Technology, her attitude towards everything about the subject will be negative.

The findings of this study also disagrees with Reylan, Renante, Jonathan, Raymond, Gengen and Ramil (2019) whose study showed a high positive correlation between Study Habits and Students' Attitude of Junior High School Students in Mathematics. No significant relationship is found in the present study unlike the former here reported. Mathematics and Upper Basic Science and Technology are all science subjects, some students often have phobia for Science subjects thus any student whose interest is developed towards a science subject will certainly have a positive attitude towards it which will in turn affect their study habit hence the result in the present study.

Conclusions

Considering the importance of this study to students, teachers, parents, educators and Ministry of Education, the findings cannot be over emphasized. The study has shown that study habit has low negative and significant correlation with student's academic achievement and attitude in Basic Science and Technology in Upper Basic schools in Akwa- Ibom state. These means that Basic Science and Technology students in Akwa- Ibom state have poor study habit which in turn fuel their poor performance and negative attitude in the subject. Knowing the cause of a problem makes the problem half solved thus the result will help the stakeholders to understand what should be done to ensure that academic achievement and attitude in Basic Science and Technology improves.

Recommendations

1. It is pertinent that classroom teachers should be made to organized a workshop to improve student's study habit in Basic Science and Technology. This will go a long way to accelerate student's academic achievement in the subject.
2. It is recommended that, the government should organize various study habit related counseling programs as a means of rearranging student's habits style.
3. The monitoring teachers as well as class room teachers of Basic Science and Technology should be given greater incentive to help boast their morals in putting the students through good study habit, such incentive should include and not limited to payment for STAN conference/ workshop attendance.

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