

**CORRELATION BETWEEN STUDY HABIT AND ACADEMIC  
PERFORMANCE OF IN-SCHOOL STREET HAWKERS IN UPPER BASIC  
SCHOOLS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA.**

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**Abstract**

The study investigated: The relationship between study habits and academic performance of in-school street hawking students in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria. Descriptive survey design was used. A total of 43,922 Upper Basic School Students comprised the population, while a total of 219 students were sampled for the study. A Self-structured questionnaire was used to collect data from the respondents. The data collected was subjected to statistical analysis based on the Hypotheses. A two tailed t- test analysis, Pearson correlation coefficient and analysis of variance were used in analysing the Hypotheses. The findings from the study showed that study habits of in-school street hawking students in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria was within average, it further shows that no significant relationship exist between study habits and academic performance of in-school street hawking students, It also revealed that In-school street hawking students in Upper Basic Schools do not differ significantly in their study habit based on gender but differ significantly in their academic performance based on different hawking time. It was recommended that in-school Student hawkers should be assisted to form good study habits by reading and preparing early for examinations so as to improve their academic performance.

**Keywords:** Study Habit, Academic Performance, In-School, Upper Basic.

**Introduction**

Education is an important factor for any nation to develop its human capacity by preparing individuals to be useful for the nation and themselves. The impression of Nigeria education has been for a long time based on the full integration of the individual into the community, the provision of equal access to educational opportunities for all citizens of the country at every level of education both within

and outside the formal school system. Nigeria has its own goals of education endorsed by the foundation for the National Policy on Education: the building of a self-reliant, united and strong nation; opportunities for all citizens; great and vibrant economy; a fair and equal society; and a free and democratic society. Thus, the main characteristic of any educational process is to bring about the best for the individual.

The secondary school system of education assumes the role of training and producing students for tertiary institutions and manpower for national development and the world. In Nigeria, secondary education is referred to as the school students attend before go to tertiary institution. In the secondary school, students are exposed to a variety of subjects such as indigenous languages, English Language, French, Arabic, Mathematics, Sciences, Social Studies, Agricultural Science and a host of other disciplines with a view in equipping them with basic knowledge and skills which would help them to lead meaningful life in the future. After independence, the stakeholders in secondary education found that the purpose of secondary education was then to meet the needs of the independent Nigerian child.

Thus, a new national policy on education was planned and formulated for schools in Nigeria. According to the national policy on education in Nigeria (2016), the purpose of secondary education in Nigeria include the teaching of English language and the ability to communicate in a child's native language effectively; laying a sound basis for scientific and reflective thinking; encouraging a sense of belonging-citizenship education; training the children in moral and character training; the ability to adapt to changing environment as well as building a solid foundation for tertiary education. It is however important to note that the academic performance of in-school street hawker students in secondary schools may well be marred or enhanced depending on their study habits.

Study is the activity of learning or gaining knowledge either from books or by examining things in the world. Studying is the procedure of getting information from prints, that is; information stored in written materials (magazines, newspapers, books). Mace (2018) opines that, study is an organized gaining of intelligence and an interpretation of information and ideologies that calls for memorizing and usage. Similarly, Kelly (2018) specified that study is the utilization of person's intellectual ability to the gaining, comprehending and arrangement of information; doing it over and over again entails some method of formal learning.

Habit is that thing that one does often and almost without thinking; especially something that is hard to stop doing (Hornby 2017). It is identified as a way of doing something. A person's habit consists of a unique way of how specific things are allowed or done by such individual or person. Habit is relative to person or people. Each human being acts in a unique way. This is so because nature made things uniquely. The temperament and general attitude of a person is not the same with that of another person or individual.

Considering the exposition on the concept of habit and study, it can then be said that study habit refers to the consistent ways in which a person does with regards to gaining knowledge. Hussain (2018) opines that study habit is the predispositions which learners have acquired regarding isolated studying over time. Since habits exemplify uniqueness in an individual, study routines are the activities of person related to studies. Study habits are routines of implementing and practicing abilities of learners in learning processes for gaining mastery. Study habit functions as the propeller of learning. A student's learning character is characterized by his study habits. Study habits are the various attitudes, methods techniques and strategies which individual pupils adopt while studying. Individual behaviour is guided by

habit, therefore, in the process of studying, the various habits or techniques students adopt are what define their performance.

Study habits are generally critical to success in schools and considered vital for obtaining good grades. A good study habit can increase the confidence and self-esteem of in-school street hawker students. According to Loveless (2017), the key to becoming an effective student is learning how to study. Study habits, help pupils to study effectively and make studying easier to understand. Study habit starts from childhood, rote learning and memorization being the popular study habit children adopt to learn. Study habit is the pattern of behaviour adopted in the act of learning. Study habits are well-planned and deliberate outline of study which has attained a form of consistency on the part of in-school street hawker students toward understanding academic subjects and passing at examinations. Study habits determine the academic performance of in-school street hawker students to a great extent. According to Harrison (2017), he viewed study habit as the continuous practice or repetition of study skills over time.

The success or failure of an in-school street hawker student depends upon his own study habits. According to Yazdani and Godbole (2018), study habits include behaviour and skills that increase motivation, convert the study into an effective process with high returns which eventually enhances academic performance. In the view of Kenjika (2019), the fundamental components of study habit include: drawing up and abiding to daily study schedule, full involvement in teaching and learning process, reading, promptly doing and turning in class work and assignment, jotting down points while the teacher is teaching and during private studies. Similarly, Siah and Maiyo (2018) opined that good study habits depend on the attitudes towards work and sense of responsibilities. They outline some good study habits that result in better academic performance as: effective planning; regular class

attendance, taking notes during classes; concentrating on studies; understanding content and avoiding rote learning; asking for clarifications from friends and teachers on what is taught in class; as well as preparing and following a timetable.

Therefore, the importance of study habits on the academic performance of students in schools have necessitated researches which seek to propose strategies to assist these students to develop and imbibe effective study habits (Mendezabal, 2017). Organizing the study environment, and appropriately using specific techniques such as efficient reading skills, listening skills, note-taking, writing and doing homework helped in improving study habits of pupils which in turn enhances their academic performance.

Academic performance is a concept used in educational institutions. It represents pivot which educational activities revolve round. Academic performance is the end product of teaching and learning process. Aremu (2017) was of the view that, academic performance is a fundamental criterion by which all teaching-learning activities are measured, using some standards of excellence and the acquisition of particulars grades in examinations measures candidate's ability, mastery of content, skills in applying the knowledge acquired to a particular situation. Academic performance sometimes referred to as academic achievement is the outcome of efforts in education and the extent at which a student, teacher or institution has achieved the required educational goals.

Furthermore, academic performance generally refers to how well a student is accomplishing his or her academic tasks and studies. However, quite a few factors determine the level and quality of accomplishment. Sometimes, a student may spend a lot of time in studying, but he/she may not be successful in attaining desired effects or good results. This may be due to the poor development of study habits or other factors. Songsirisak and Jitpranee (2019) believe that individual differences in

academic performance are linked to difference in intelligence and personality, but Siahhi and Maiyo (2018) stressed that, students who succeed in school have a study technique that had worked out for them. This determines their status in the class and gives the students opportunity to develop their talents, improve their grades and prepare for future academic challenges. This is what the researcher saw and intended to carry out research on the relationship between study habits and academic performance of in-school street hawkers in Upper Basic School in Federal Capital Territory, Abuja.

### **Statement of the Problem**

Study habits have been bedeviled with various challenges which have adverse effects on in-school street hawkers' academic performances. It is agreed that every individual possess different study habit, therefore, it is important to also devise the best way to study personally. Group reading has impacted the study habits of some in-school street hawkers. It has positive influence on some in-school street hawkers because they have group discussions on what has been read thereby buttressing what has been studied individually while others take it as a medium to discuss other unrelated issues that negates the purpose of such gatherings thereby having negative influence on them.

The lack of interest towards improving study habits of in-school street hawkers if allowed to continue would create serious problems in the academic achievement, socioeconomic and intellectual development of the students. This inefficiency in studying makes in-school street hawkers to engage in rote learning, examination misconduct, and financial gratification for marks and outright assault to examiners who prove stumbling blocks to their schemes and this has led to poor output in the results of in-school street hawkers in internal and external examinations. This is what the researcher saw and intended to carry out research on

the relationship between of study habits and academic performance of in-school street hawkers in Upper Basic School in Federal Capital Territory, Abuja.

## **Methodology**

### **Research Design**

The descriptive survey research design was adopted for this study. This research design, according to Nworgu (2016), is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representatives of the entire group. Nzeneri (2015) also opined that in descriptive survey research, a part of the population is objectively sampled for study and the findings from such sample are generalized to cover the entire population since the sample is a representation of the population. He states further that survey involve the administration of questionnaires designed to elicit respondents' opinions, attitudes, and sentiments about the issue(s) being studied. The descriptive survey research design is appropriate for this research because it determine the characteristics of the instrument being used.

### **Population of the Study**

The total population of the study is made up of Upper Basic school students in Federal Capital Territory Abuja. The total population was 43,922 (forty - three thousand, nine hundred and twenty-two) across 159 Upper Basic Schools.

### **Sample Size and Sampling Procedure**

This study used a sample of 219 students drawn from twelve sampled schools in each of the six area councils that constitute the study area. The sample size was determined by applying the formula for determining sample size by Yamane (2019). A multistage sampling technique will be used to sample the schools and subjects for the study. The choice of this technique is to allow the researcher to obtain data from subjects most suitable for the study (Okoye, & Tanyi, 2017). The sampled Schools

were located within the area council. The distribution of sample schools and students is illustrated in Table 1.

These numbers were reflected in pieces of paper which will also be folded and put in a box from which draws were made. The name on the paper that was picked was read out and recorded as having been selected. The same paper was folded back and put into the bag again. This was to ensure that there are five (5) papers picked from at any given time. The process was repeated until the required 12 schools were picked.

### **Instrumentation**

The instrument for data collection in this study is a questionnaire. The instrument was meant for students in Junior Secondary Schools. It consisted of sections A and B. Section A has two items which will be designed to elicit information on personal data of the students; their age, gender and hawking time while section B will also be designed to seek information on the relationship of study habits and academic performance of in-school street hawker students.

The instrument was designed along a four-point scale, which has four options, Strongly Agreed (SA) =4, Agreed (A)= 3, Disagreed (D)=2, Strongly Disagreed (SD)=1. When the scores were added, they made up a total of 10 points. When divided by 4 it gave a mean score of 2.50. The decision rule was any value that was 2.50 and above was regarded as agreed, (accepted) but any value that was below 2.50 was taken to be disagreed (rejected).

### **Results**

**Research Question Two:** What are the study habits of in-school street hawkers in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria?

**Table 1: Study habits of in-school street hawkers in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria  
N=219**

S/N	Statement	Mean	Std. Dev.	Decision
1	I often get lost in the details of reading	2.37	1.77	Disagreed
2	I always do my homework on time	3.21	0.86	Agreed
3	I like reading my book in the school environment	3.01	1.02	Agreed
4	I set aside regular time to study every day	3.27	0.86	Agreed
5	I read books other than my school books	2.88	1.01	Agreed
6	I having difficulty in identifying the main idea when studying	2.36	1.02	Disagreed
7	I read my book always	3.27	0.84	Agreed
8	I avoid distractions from my friends	3.28	0.81	Agreed
9	I always do my class work on time	3.32	0.84	Agreed
10	I always go to school library to read	2.84	0.93	Agreed
11	I do not feel tired and absent-minded when the lesson is going on	2.99	1.09	Agreed
12	I find it difficult to pick a point out of what I read	2.26	1.09	Agreed
<b>Sectional Mean</b>		<b>2.92</b>	<b>1.01</b>	

As shown in table 1 above, the mean score of respondents on the study habits of in-school street hawkers in upper basic schools in the federal capital territory, Abuja, Nigeria was analysed. The sectional mean score of respondents for the study habits of in-school street hawkers in upper basic schools was 2.92, which showed that the study habits of in-school street hawkers was within average, even though the respondents always do their homework on time, like reading their books in school environment and set aside regular time to study everyday. The analysis also shows that students did not agree on getting lost during study and have no difficulty identifying ideas when studying

**H<sub>01</sub>:** There is no significant relationship between study habits and academic performance of in-school street hawkers in Upper Basic Schools in Federal Capital Territory, Abuja, Nigeria.

**Table 2: Correlation between study habits and academic performance of in-school street hawkers in Upper Basic Schools in Federal Capital Territory, Abuja, Nigeria.**

Variables	N	r-cal	P-value	Decision
Study Habits and Students Academic Performance	219	0.080	0.238	Accepted

As shown in table 2 above, the correlation between study habits and academic performance of in-school street hawkers was carried out. The computed correlation coefficient shows that there is no significant relationship between study habits and academic performance of in-school street hawkers with r-value of 0.080, which indicates a positive relationship. The probability value of 0.238 indicate that there is no statistical relationship between the two variables with  $p > 0.05$ , hence the null hypothesis was accepted.

**H<sub>02</sub>:** There is no significant difference between the study habit of male and female in-school street hawkers in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria.

**Table 3: t-test on Difference between the study habit of male and female in-school street hawkers in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria.**

Gender	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Male	101	2.94	0.38	.417	217	0.677	Accepted
Female	118	2.92	0.36				

The analysis in table 3 revealed a t- value of 0.417 at 217 degree of freedom. It also revealed a two- tailed significant of 0.677 with  $p > 0.05$ . This show that there

is no significant difference in the study habits of male and female in-school street hawkers in upper basic schools in the federal capital territory, Abuja, Nigeria.

**H0<sub>3</sub>:** There is no significant difference between the academic performance of in-school street hawkers in Upper Basic Schools based on different hawking times in the Federal Capital Territory, Abuja, Nigeria.

**Table 4: One-way ANOVA for Difference in the academic performance of in-school street hawkers Upper Basic Schools based on different hawking time in Federal Capital Territory, Abuja, Nigeria.**

Different Hawking Time	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	3260.613	3	1086.871	4.213	0.006	Rejected
Within Groups	55462.794	216	257.966			
Total	58723.406	219				

As shown in table 4 above, a test for significant difference was carried out base on different hawking times (morning, afternoon and weekend/ holidays) in federal capital territory, Abuja, Nigeria. The table shows a value of 0.006 with  $p < 0.05$ , which means that in-school street hawkers differ significantly in their academic performance on the basis of different hawking times.

### **Discussion of Findings**

The main purpose of the study was to investigate the relationship between study habits and academic performance of in-school street hawkers in Upper Basic School in Federal Capital Territory, Abuja, Nigeria. The study shows that, the study habits of in-school street hawkers in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria was within average, even though the respondents always do their homework on time, like reading their book in the school environment and set aside regular time to study every day. The study agrees with earlier findings by

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Averson (2016) who found that both male and female junior secondary school Social Studies students in Nasarawa state had average study habit.

The study also showed that no statistical relationship exists between study habits and academic performance of in-school street hawkers in Upper Basic Schools in Federal Capital Territory, Abuja, Nigeria. The study disagrees with earlier findings by Ebele and Olofu (2017) who found a positive correlation between study habits and academic achievement of students.

The study also revealed that there is no statistically significant difference between male and female students on their mean study habit score,  $t(219) = .417$ ,  $df = 2,217$ ,  $p = .677 > 0.05$ . This implies that male and female students do not differ regarding their study habit. This finding is consistent with earlier finding by Gidado and Esomajumi (2024), who found a no significant difference irrespective of gender. The finding further corroborates Yahaya (2003) who found no significant difference in mean study habit score between male and female students in Kwara state. However, it contradicts prior finding (Ehiozuwa, & Anaso, 2022) which found a significant difference in mean study habit score between male and female students in favour of male students.

Furthermore, the study revealed that Junior secondary school students differ significantly in their academic performance based on different hawking time (morning, afternoon and weekend/holiday) in Federal Capital Territory, Abuja, Nigeria. The study agrees with earlier findings by (Fetuga, 2015), who found that students who involves in street hawking every day devotes the time that could have been used for home studies, recreation, rest and extracurricular activities which would enable them achieve better performance to hawking and that accounted for the lower performance. The study also disagreed with earlier finding by Gidado and Esomajumi (2024), who found a no significant relationship between street hawking,

study habits and academic performance of upper basic students in the Federal Capital Territory, Abuja. These findings, aside corroborating or disagreeing with earlier findings may also be accounted for the school or home environment. The study by Gidado; Apeh, and Akinwande (2023), and Gidado (2000) all points to the importance of environment as a major influence on students' achievements. Hence, further study may need to be carried out especially to determine the extent of the role of school environment, particularly availability of material resources in determining in-school hawking students' achievements. The above finding presents a breakthrough regarding influence of street hawking on students' academic performance of students. This study indicates that when students engaged in street hawking only during weekends/Holidays they tend to have good study habit and their academic performance better compare to their counterpart who hawk every week days.

### **Conclusion**

Arising from the findings of this study it was concluded that:

1. The study habits of in-school street hawkers in Upper Basic Schools in the Federal Capital Territory, Abuja, Nigeria was within average, and that study habits and academic performance of in-school street hawkers in Upper Basic Schools in Federal Capital Territory is not significantly related.
2. In-school street hawkers in Upper Basic Schools do not differ significantly in their study habit based of gender. It was also concluded unespective that In-school street hawkers in Upper Basic Schools differ significantly in their academic performance based on different hawking time in Federal Capital Territory, Abuja, Nigeria.

## Recommendations

Emanating from the findings of this study, the following recommendations are offered:

1. Parents should stop engaging their children in street hawking. Where this is impossible, they should reduce the number of days and hours spent on the streets so as to reduce stress, fatigue and allow them to concentrate on their studies.
2. Student hawkers should learn to form good study habit of reading and preparing early for examination so as to improve their academic performance.
3. Government should improve standard of living of the people in order to reduce poverty which is the main cause of street hawking.

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