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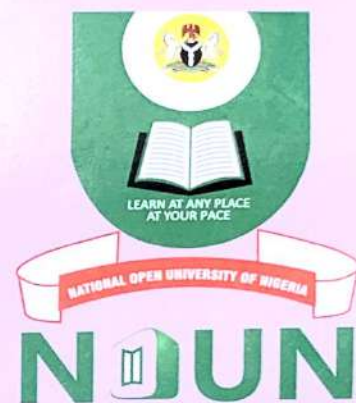
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INFLUENCE OF STUDY HABIT AND EXTRA MORAL LESSON ON STUDENTS' ACADEMIC PERFORMANCE IN BIOLOGY AMONG PUBLIC SECONDARY SCHOOLS IN ORIRE LGA OF OYO STATE

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Abstract

The purpose of this work was to examine the influence of study habit and extra moral lesson on student's academic performance in Biology in Orire LGA, Oyo State. The study further tends to assess whether study habit has influence on academic performance of students in secondary school, examine whether family background, studying method, extra moral lesson and school activities has influence on academic performance of students studying habit. Three hypotheses were formulated in the course of the study. The method adopted for this study was descriptive survey design type. The target population comprised of the biology students in five selected secondary schools in Orire Local Government Area of Oyo State. A sample of two-hundred (200) students was selected from the study population with the used of simple random sampling techniques in analyzing the data, descriptive statistics and inferential statistics of Chi-Square (X^2) was used. Based on the findings, the results reveal that students study habit and attitudes to extra moral largely determines their academic performance. The family background which the students come from invariably influence their studying habit and extra moral lesson either in a positive way or otherwise. It was recommended that Student needs to work privately with the purpose of improving their knowledge and enhancing their academic performance. The findings of this study have some implication for counseling practice.

Keywords: *Biology, Extra Moral Lesson, Students' Academic Performance &, Study Habit.*

Background to the Study

Education universally is the transfer of knowledge or concepts from the teacher to the learner for the primary goals of the development of a total man. Teaching and learning have gone through tremendous changes for improved results. In as much as education is a concern, the result or the product is the most important aspect of education. Different teaching and learning methodologies have been introduced with researchers still carrying out studies for more effective techniques of teaching and learning. A very good and conducive learning environment encourages students study habit and might have positive impact on their academic performances but students reading in an unfavorable environment might find it difficult to study which may affect their academic achievements. Students with financial constraints might also find it difficult to perform excellently well in their academics. However, students study habit should contribute to their academic performance. Some students do not attend classes, do not take down notes, do not do their assignments, do not read their books or make use of the library.

These attitudes may negatively affect their academic performances especially in mathematics. The distressing phenomena: scholastic underperformance and failure have caused serious concern to educationists, guidance counsellors and educational planners for several decades as this amount to colossal wastage of resources available for education. This necessitates serious probe into the causes that underlie and factors that lead to underachievement and failure, so that means could be devised to grapple with these enormous problems. The term "extra" means additional or increase in a particular area Akinboye, (2014) defines extra as, more than it should be or expected to be or a thing that is added to something for effectiveness. Etymologically, the word "extra" is derived from the Latin word meaning "outside". Therefore, extra lesson is teaching and learning beyond the conventional classroom arrangement and involves more deliberate and in-depth focus on subject matter already discussed in the conventional classroom. A lesson is an experience gotten from a course of learning or something that has imparted a form of experience on the learner through a medium.

Extra lesson refers to instruction outside the walls of a classroom (Akinboye, (2014)). Many activities are referring to the field of learning outside the classroom. These include, for example, out-of-school, extracurricular, non-formal, informal, naturalistic, self-directed, non-instructed and autonomous learning etc. According to Benson (2001), the extra lesson is any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. Therefore, the extra lesson is an additional time spent in teaching or learning a particular subject, trade or skill after the normal class period assigned for that lesson. In teaching and learning, continuous, repetitions, citations create a long-lasting impression on the lesson. To improve learning, parents and guidance engage their children and wards to participate in extra lessons as a means of improving their academic achievement. It is in this vein that Ansari, (2013) opined that, it is the ineffectiveness of the conventional class lessons that has been used as a determinant of extra lessons. Academic performance is one of the most mentioned phases in education, especially amongst students, teachers, parents, guidance and government.

This phrase, academic achievement/performance is the measuring tool of the standard or quality of education if it is falling on improving. Academic achievement/performance is measured by the students' level of mastery of instructions. Ansari, (2013) found out that non-cognitive factors like study habit, extra moral lesson, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades.

Moreover, a literature review by Ajenifuja, (2010) pointed out that, for good academic success, good study habits and attitudes are important. Hence, it is based on this background this study will examine the influence of study habits and extra moral lesson on students' academic performance in Biology.

Statement of the Problem: Most students in Nigerian secondary schools are in greater risk of poor academic performance in both internal and external examinations (WAEC and NECO). For instance, the available records of WAEC result in science subject particularly Biology analysis from 2014- 2020 show a continuous decline in students' overall performance in school certificate examinations. Government, parents, teachers and students blame one another for students' poor performance in schools. Parents blame teachers for lack of dedication to duties. The teachers blame government for poor salaries hence they are poorly motivated, parents also accuse government for not equipping the schools with learning materials, government blame parents for not doing good homework and the students are blamed for lack of discipline and dedication to their studies. It is clear from all indications that most secondary school students have poor study habit and neglect extra moral lessons which might lead to poor academic performance.

Purpose of the Study: The purpose of this study is to examine the influence of study habits and extra moral lesson on students' academic performance in Biology. Specifically; to find out the influence of study habits and extra moral lesson on student academic performance in Biology, to find out whether method of studying and time allocation for extra moral lesson have any influence on students' academic performance, to find out whether school activities influence students time of studying and extra moral lesson in Orire LGA, Oyo State.

Research Hypotheses: The following hypotheses are formulated based on the objectives of the study likewise from the research raised in the study;

H0₁: There is no significant relationship between study habit and extra moral lesson on the student academic performance in Biology.

H0₂: There is no significant relationship between student method of studying, time allocation for extra moral lesson and students' academic performance in Biology.

H0₃: There is no significant relationship between school activities and study habit and extra moral of students of Biology.

The scope of this study is to examine the influence of study habit and extra moral lesson on student academic performance in Biology. However, this study will be limited to both students and teachers in some selected secondary school in Orire Local Government Area Oyo State.

Significance of the Study: Practically, the finding of this study will be useful to the following: the teachers, students, parents, school guidance counselors, Parents Teachers Association (PTA), educational administrators and the society at large. The finding of the study will be of immense help to the teachers.

The teachers will realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent of the student ability. The findings will be of immense importance to students. The students will realize that their poor performance might not necessarily be their fault alone, especially those from low status families who could afford to go for extra moral lesson.

Such knowledge will go a long way to reduce frustration in the students and also reduce dropouts which occur as a result of frustration. Rather, the students should be made to adjust and help themselves by studying hard at home and also make proper use of the books and materials that are provided for them at the school library.

Through the findings of this study, parents will realize the importance of paying more attention to the children and providing for them what is needed so as to influence their children's academic performance. Parents will also understand the need for them to improve their socioeconomic status so as to be able to provide the necessary motivation in form of learning materials, paying for extra tutorial and other things which will enhance their children's learning and their academic performance in Biology. The school guidance counselors will also benefit from the findings of this study. They will be in position to guide and counsel students in the area of personal social interactions, academic performance and career choice.

The findings of the study will help Parents Teacher Associations (PTA) of schools in promoting the academic performance of student. This is because at PTA meetings, parents know their functions and responsibilities at home, to help solve their children's problems both home and school environment. The findings of the study will be of immense help to educational administrators. They will use the findings in the formulation of policy that will regulate equal educational opportunities for all children irrespective of their personal ability, family background in the distribution of equipment, facilities and amenities to schools

Self-Determination Theory: Self-determination theory was propounded by Deci and Ryan (1985). The proponents stated that people are active organisms, with the growing tendencies geared towards mastering ambient challenges, and integrating new experiences into a coherent sense of self. They stressed that these natural development tendencies do not operate automatically, but rather requires on-going social nutrients and supports. According them, the social context can either support or thwart the natural tendencies towards active engagement and psychological growth furthermore the social context can catalyze to lack of integration, defense, and fulfillment of need-substitutes. The proponents remarked that the dialectic between the active organism and the social context is the basis for predictions about behaviour, experience, and development. Self-determination theory is applicable to this study, based on the fact individuals or groups need to be self-determined to achieve a set goal. The habit of determination can help children in their academic achievement Hussain, (2016).

Concept of Extra Moral Lesson: The term "extra" means additional or increase in a particular area. Banjo, (2016) defines extra as, more than it should be or expected to be or a thing that is added to something for effectiveness. Etymologically, the word "extra" is derived from the Latin word meaning "outside". Therefore, extra lesson is teaching and learning beyond the conventional classroom arrangement and involves more deliberate and in-depth focus on subject matter already discussed in the conventional classroom.

A lesson is an experience gotten from a course of learning or something that has imparted a form of experience on the learner through a medium. Extra lesson refers to instruction outside the walls of a classroom (Sundqvist, 2009). Many activities are referring to the field of learning outside the classroom. These include, for example, out-of-school, extracurricular, non-formal, informal, naturalistic, self-directed, non-instructed and autonomous learning etc. According to Benson (2001), the extra lesson is any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. Therefore, the extra lesson is an additional time spent in teaching or learning a particular subject, trade or skill after the normal class period assigned for that lesson. In teaching and learning, continuous, repetitions, citations create a long-lasting impression on the lesson.

To improve learning, parents and guidance engage their children and wards to participate in extra lessons as a means of improving their academic achievement. It is in this vein that Bakare (2010) opined that, it is the ineffectiveness of the conventional class lessons that has been used as a determinant of extra lessons. Nneji, (2012) states that an extra class is a learning program implemented outside the regular school program. This is an additional learning activity that takes place after the regular learning program at school has ended or is usually called an additional afternoon learning program. Additional learning can be done in school students and tutors come from the subject teachers in the school concerned. The additional afternoon learning program has its own planning schedule. An extra class usually involves parents and school committees in terms of operational financing. Extra classes are increasingly observed in both developed and developing countries. Although the government has banned extra classes that are independent of school administration, teachers often run home-based classes to supplement their income. Some extra classes are organized by the school's administration and are classified as legal. Extra class programs have a positive impact as time goes on students spend their times outside normal school hours which have an important influence on their learning development. Their time is spent on developing their learning abilities, encouraging them to contribute and taking initiatives, and helping them develop and apply new skills and personal talents.

Influence of Study Habits on Students Academic Performance in Biology

Many students are unsuccessful in their biology examinations not because they are short of knowledge or ability, but because they do not have adequate study habits and study skills Okegbile, (2017). Good students are not born but are made by regular and deliberate practice of fine study habits for which there is no alternative. Thus, in order to improve student's academic achievement in different aspects of education particularly in Biology, it is essential to improve their good study habits. According to Jacobson, (2013) development of good study habits in children depends upon the collective efforts of parents and teachers. Study habits are the pattern of behavior adopted by students in the pursuit of their studies which serves as the vehicle of learning. It is the measure to which the students engage themselves in regular act of studying that are characterized by appropriate study routines occurring in an environment that is conducive to study. Good study habits are associated with an encouraging attitude towards learning in general.

According to Yoloje, (2014), Studying habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass media had continued to influence interest in reading (hard copy of literatures such as...) books, magazines and journals, among others. Yoloje, (2014) is of the opinion that, effective studying is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful studying habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. Before the advent of the television, both the young and the old found enough time to read. Apart from teachers, other professionals used to spend their leisure time in reading both English and vernacular literature. English medium schools almost always demanded extra reading from their students. But all these have become a thing of the past.

Methodology: This study adopted the descriptive survey design type. This design will be employed because the present study centered on individuals and their opinion. Moreover, adopting the descriptive survey will help the researcher to gather required data from the respondents. The target population involved the entire Biology students in some selected senior secondary schools in Orire LGA, Oyo State. The sample involved two hundred (200) students in senior secondary schools from five schools in the target population. The sampling procedure to be adopted in this study was A simple random sampling technique. Forty (40) students will be randomly selected from each of the five schools in Orire LGA, Oyo State.

Research Instrument: The questionnaire designed by the researcher tagged “Influence of Study Habit and Extra Moral Lesson Student Academic Performance in Biology” (ISHEMLSAPB), was used as instrument of data collection for the study. The reliability of the research instrument was determined using a test re-test for the reliability of the instrument and the reliability coefficient of 0.75 was gotten. Meanwhile, the validation of the research instrument was ascertained by expert in the field of test and measurements

Method of Data Analysis

Responses from the questionnaire were analyzed using the descriptive statistics of frequency counts and percentage, and inferential statistics of Chi-square (X^2). Inferential statistics of Chi-square (X^2) was used to test the stated hypotheses at 0.05 level of significance.

Results

Hypothesis One: There is no significant relationship between study habit and extra moral lesson on the student academic performance in Biology.

Table 1: Chi-Square analysis on the relationship between students' study habit and extra moral lesson on the student academic performance

N	Mean	S. D	Df	X2 Cal	X2 Crit.	P-value	Remark
100	71.6	16.4	12	37.5	21.03	0.05	H01 rejected

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The table 1 shows the summary results of the chi-square to find out if there is no relationship between study habit and extra moral lesson on the student academic performance in Biology. The result reveals that the calculated value of X^2 is 37.5 which is above the critical X^2 table value of 21.03 at 12 degrees of freedom of 0.05 level of significant. Therefore, the null hypothesis above is hereby rejected. This implies that there is relationship between study habit and extra moral lesson on the student academic performance in Biology.

Hypothesis Two: There is no significant relationship between student method of studying, time allocation for extra moral lesson and students' academic performance in Biology

Table 2: Chi-Square analysis on the relationship between student method of studying, time allocation for extra moral lesson and students' academic performance in Biology

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N	Mean	S. D	Df	X2 Cal	X2 Crit	P-value	Remark
100	53.2	37.1	12	36.09	21.03	0.05	H03 rejected

Table 2 above reveals that the calculated chi-square value of 36.09 is above the critical chi-square value of 21.03 at 12 degrees of freedom. However, the results show denied the relationship between the variable of the hypothesis above. This implies that there is significant relationship between student method of studying, time allocation for extra moral lesson and students' academic performance in Biology.

Hypothesis Three: There is no significant relationship between school activities and study habit and extra moral of students of Biology.

Table 3: Chi-Square analysis on the relationship between the school activities and students study habit and extra moral lesson of Biology students

N	Mean	S.D	Df	X2 Cal	X2 Crit	P-value	Remark
100	57.34	14.31	12	52.8	21.03	0.05	H04 rejected

Table 3 shows the analysis of the chi-square statistics results on the relationship between school activities and study habit and extra moral lesson of students of Biology. The result reveals that the calculated chi-square value is 52.8 which is above than the X^2 table value of 21.03. Therefore, the null hypothesis four which states that there is no relationship between school activities and study habit and extra moral lesson of students of Biology is rejected. This result implies that there is significant relationship between school activities, study habit and extra moral lesson of students of Biology.

Summary of the Findings

The results of hypothesis one indicates that students study habit and attitudes to extra moral largely determines their academic performance. This is in line with Nneji (2005) who said that time is one of the indicators of study habit. Also, in accordance with Nagaraju (2004) who found that students usually did not devote sufficient time to their studies and do have poor study habit. The result of the hypothesis three reveals that student method of studying, time allocation for extra moral lesson has influence on student's academic performance in Biology.

This again correlates with the research of Emily and Betty (2014) which states that a step-by-step sequence of studying method enhances students to work hard through self-monitoring technique, learn how to use self-reinforcement and boost their will power to achieve better grades.

The result of the hypothesis four is significant to this study because it reveals how the school activities influence the student's studying method and extra moral lesson. This finding agrees with the researchers conducted Onwuegbuzie (2011) who emphasized that school pressure remains one of the three most influential factors that affect student personality both of which directly affects the studying habit which the students cultivate.

Summary and Conclusion

The purpose of this work was to examine the influence of study habit and extra moral lesson on students' academic performance in Biology in Orire LGA, Oyo State. The study further tends to assess whether study habit has influence on academic performance of students in secondary school, examine whether family background, studying method, extra moral lesson and school activities has influence on academic performance of students studying habit. Three hypotheses were formulated in the course of the study. Based on the findings, the results reveal that students study habit and attitudes to extra moral largely determines their academic performance. Student method of studying, time allocation for extra moral lesson has influence on students' academic performance in Biology and the school activities influence the student's studying method and extra moral lesson. It is quite appropriate to conclude that family background, studying method, school activities all affects the studying habit and extra moral lesson of students in secondary schools. There is a need to point that if students are provided with basic educational materials, it will help them to cultivate good study habit. Findings emanating from this research show that students who have cultivated good study habit and special time for extra moral lesson did so because they received positive reinforcement from their parents, siblings, peers and their teachers.

Conclusively, it is predictable that students who score high in their academics have a positive study habit and engage in extra moral lesson while those who perform poorly did not cultivate good study habit.

Recommendations

1. Student needs to work privately with the purpose of improving their knowledge and enhancing their academic performance.
2. Reading culture should be inculcated into the students at an early stage.
3. Teachers should use teaching methods and approaches that would make students have an interest in reading.
4. The parents, the teachers, and curriculum developers should play their part collectively and individually in developing interest, positive perception, and attitude of students towards reading.
5. They also need their parents support in motivating them to read and their teachers in teaching them strategies to adopt when study in privacy.
6. It is therefore the role of the government, family and the school to instill a positive study habit in the students in order to improve their overall academic performance and invariably to build a strong foundation for the educational survival of Nigerian educational system.

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