

The student behavior and its relationship on academic achievement: A Study of Nigeria High Schools

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Abstract: Over the time. Academic achievement of student behaviour, the student behaviour and its relationship on academic achievement. Academic achievement in Obia/Akpor local government area of River state, the study used a sample of 170 populations, 120 for the student in Obia/Akpor local government area of River state and 50 for the teachers and counsellors. The total simple size was 170 populations as a part of this research and the statistical package for social science (spss) was used to carry out the analysis. Data were analysed using the regression of the correlation to own the t-test hypotheses. The findings of the study showed that exists positive relationship between the study behaviour and academic achievement of the students in Obia/Akpor local government area of River state. It was recommended that students be aided to develop effective study behaviour, so as to improve their academic achievement.

Keywords: Academic achievement, student behaviour, teachers, students.

1. INTRODUCTION

1.1 Introduction

This research is to examine, evaluate, investigate and analyse the student behaviour and its relationship to academic achievement. It talks about schools and education in Nigeria, the research will focus on the high school in Nigeria (education is not preparation for life, education is life itself).

1.2 Background of the Study

Academic achievement is one of the significant oracles in the lives of students (the root of education are bitter, but the fruit is sweet). It is the outcome of education and it foretells the extent to which the students, teachers, and educational institutions have attained in their educational goal. Academic achievement is important because it promotes success later (Areepattamannil & Freeman, 2008) in current life. In Nigeria, many factors have been highlighted to influence the ability of students to cultivate effective and efficient study behaviour. Such factor includes; states of health, motivation and state of mind, conducive and suitable environment for studying, availability of textbooks and well- equipped libraries. In a research carried out by (Nuthana, Yenagi, & Olivier, 2009) the causes of poor academic achievement among Nigeria students were carefully examined. In which some of these factor identified include; low student's intellectual ability , achievement motivation, lack of goals, low self –esteem, a low socio-economic status of the family, poverty and poor study behaviour as a major factor.

According to Rogel, I.R. (2012) among the various influencing factors of academic achievement like socio-economic factors, parent factor, peer factors, school factors, for obtaining an optimal academic achievement, student's academic or learning behaviour is an equally important to factor in ascertaining the academic achievement of students. It includes student's outlook, choice, his/her persistence, his / her efforts in learning and how he/ she relates to the people that make up the school community.

The children were taught things that will help them in life like their parents, so that they can take over from their parent's activities and duties in the communities and society. Ogbodo (2010) parent send their children to school to learn. In the school, children are exposed to various experience which influence their behaviour. Therefore, learning is a change in behaviour. Such a change is seen in their mental reasoning, physical growth, manipulative skills and development of values and interests. The change may be easy or difficult depending on the home and the school environment.

Education is the most powerful weapon which you can use to change the world. It aimed at the survival of the individual and society. Positive academic achievement and performance depend on the student's ability to schedule his time, the plan of his study, the behaviour of concentration, note-taking, mental review, over learning, the judicious application of whole and part method massed and distributed learning and so on. In other words, positive academic achievement is a function of proper study behaviour and skills. Since study behaviours are an important factor in learning, it becomes necessary to investigate into its nature.

Thompson, V (2014) in his article titled behaviour affect academics of student's speech about how a student's behaviour can affect his/her ability to learn as well as other students' in a learning environment. Among a variety of factors, such as teacher involvement, parental investment, school quality and student motivation affecting the academic life of students, it is student's academic behaviour which plays a major role in academic achievement. This form of education intensity consent, memorization, obedience and submission, to authorities. Subjects such as English, computation and trades were education at that time was not related to existing were culture but was directed to the child, his need, his interest, and abilities. It was child-centred. This system of education was followed by the missionaries in expectation that after the expiration of the period of schooling the pupils of the mission schools were to become assistance to the missionaries and government or company officials. The achievement of the students in this form of education was therefore based on their abilities to the group and commit to memorise what they have been taught and also the ability to present appropriately on paper or orally to the teachers in the course of an examination or test what they have been taught. According to Ralph A.T et al., (2010) how academic behaviour, learning styles determine the academic achievement. Owing to the implications of academic or learning behaviour on the academic achievement of students, the researcher was to understand that the relationship of learning behaviour with the academic achievement of students belonging to different localities -rural, urban and semi-urban area. To study is to buy out the time and dedicate their self to the application and task of study, and to become engrossed in a process of learning, practice, enlightenment and education of one's self. According to Alex (2011) therefore, student behaviour can be derived from the above as buying out a dedicated schedule and uninterrupted time to apply one's self to the task of learning. Study habit is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Study habits can be described as effective or ineffective depending upon whether or not they serve the students well ("The chains of habit are too weak to be felt until they are too strong to be broken."). The concept of study habit comprises of study attitude, study method and study skill. Attitude towards study has great contribution in academic achievement and good study pattern, many of the issues concerning success in school revolve around developing good academic achievement.

1.3 Statement of the problem

The problem most students have that contributes to their poor performance in tests and examination is lack of proper reading habit. For an excellent performance, there is the need for the student to form good reading and study habits. At present, due to influence of the mass media, people do not show much interest in reading books; magazines and journals, among others (Palani, 2012). According to Hussain (2006) secondary school students in public schools often come from economically poor and average income families. These families face various problem causing emotional disturbance among their children. They have poor academic performance, this singular factor has caused serious damage to the achievement status to secondary school students. Jones (2008) observes that it is easy to see students slouched in their chairs and not listening to the teacher or participating in the classroom discussion which portrays lack of engagement. Motivating students to learn in school is a topic of great concern for educationist today and motivating students so that they can succeed in school is one of the greatest challenges of this century (Awan, Noreen and Nas 2011). They find little difference in absenteeism, behaviour problems and substance abuse while uniforms correlate negatively with test scores.3 Brunsma (2004) and Yeung (2009) conduct further analyses using similar data and find no significant impact on behaviour or achievement.

1.4 Research Objective

This study is to find out the student behaviour and its relationship to academic achievement in Obia/Akpor local government area of River state. Specifically, the objective of the study is to.

1. To examine student behaviour and academic achievement
2. To evaluate the impact of guided learning on academic achievement
3. To investigate possible causes for poor academic achievement in Obia/Akpor local government area of River state
4. To model possible responses to narrow the gap in academic achievement that is currently prevalent in this area

1.5 Research Question

The following are the research questions of this study:-

1. Does student behaviour have an impact on academic achievement?
2. To measure, by whatever extent it is possible, the impact of guided learning on student academic achievement?
3. What are the possible causes for poor academic achievement in high schools of Obia/Akpor local government area of River state?
4. What are the possible approaches to narrow the gap between actual performance and target achievement rates for academic performance?

1.6 Thesis Structure

This research will be presented in five chapter, and will build the discussion and analysis through the following chapters as follows.

Chapter 1. is the reveal of the introductory part of the project, background of the study, statement of the problem, research objectives, and questions.

Chapter 2. This chapter deals with the review of related literature and it is organized along with the sub-headings which include, Nature of the study, Study Techniques, Environment of the Study, Time planning, Study Skills in Education, Theoretical Framework ,Hypothesis and summary of the literature review.

Chapter 3. This represent the methodology of the research design, the research approach, method of data collection, sampling method, population of the study and research instrument etc.

Chapter 4. This chapter is the introduction analysis of data reliability, result respondents and discussion of the result.

Chapter 5.

1.7 Scope of the Study

This study will be carried out in Obia/Akpor local government area (LGA) and is limited to ss1 to 3 high school students in this area. The study will be limited to investigate the different student behaviour and its relationship to academic achievement.

In This scope of the study a research has been carried out in student learning behaviour and academic Achievement: unravelling Its Relationship and the research is in an Indian journal of applied research and in a Nigerian project.

1.8 Significance of the study

This study aimed at determining the extent of the student achievement in Obia/Akpor local government area based on their study behaviour is considered important for the reasons stated. The finding of this research would enable teachers and school counsellors to understand the reasons, why the students' achievement are poor and to provide necessary solution to help improve the academic achievement of the students by helping them build well-organized study behaviours.

The purpose of every educational system is to study the learner and to understand his needs and interests as individuals. Since every learner's objective is to perform well in academics, it is, therefore, necessary to carry out research to find out those factors that block the student's academic achievement so that necessary strategies could be adopted to help the child/ leaner to perform well in his/her academically.

1.9 DEFINITION OF TERMS

STUDENT:

A person formally engaged in learning, especially one learn in school or college. In the context of a school system, a disciplined student is that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka, & Salmon, 2014)

BEHAVIOUR:

Refers to actions usually measured by commonly accepted standards or the manner of conducting oneself. Okorodudu (1995) asserted that, study involves the total of all behavioural patterns.

RELATIONSHIP:

The way in which two things are connected or the way in which two or more people, groups, countries etc, behave toward and deal with each other.

ACADEMIC:

This has been variously defined but for the purpose of this study, Hornby (1991) define academic has that which has to do with school college studies or learning in other words designate the intellectual; aspect of education particularly the final subject deals with or organized knowledge.

ACHIEVEMENT:

Something that you have done successfully or something accomplished, special effort, great courage, etc. adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by student. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship.

2. LITERATURE REVIEW

2.1 Introduction

Research on the correlation between study habit and students' academic achievement has for long received attention from scholars and educational agencies. This chapter shall review the theories of the study followed by the conceptual framework of the study.

2.2 The Nature of the Study

Most of the high schools in Obia/Akpor local government area of River state are day schools. This is a result of the increasing changes in the society that affect the cost of financing education in the present time. It also increases the number of qualified pupils leaving the primary and elementary schools for the high schools make entering to boarding facilities that is unproductive to meet the education demands of the people and the zeal for education is increasing across the socio-economic section population within the type of attention paid by the parents for education for their children. According to Bukhari and Randall, (2009) parents become more influential stakeholders within the educational system, the recognition of parental attitudes, beliefs, perceptions, and the influences will become increasingly important to the educational community. Calls have been made for schools to be supported develop and implement of financial models that may be useful in attracting and retaining more students in schools (Lima, 2011). This can be achieved through government, the Nigerian population is rapidly increasing and none may doubt the financial capacity of government to meet the cost of very large education programs that involving providing boarding for students. It will help the most student in their academic achievement in boarding schools, guided by rigid time systems that operates in schools, it will help to develop skill intentionally that will help them to study or work hard in their education. Most day students do not benefit from academic guidance that takes place in the boarding system, they are left on their own to group themselves and solve learning related problems in the best way they can with the few effective study skills they acquire in school.

2.3 Study Techniques

Most students do not know how to study probably because they are not aware of what techniques to apply in the study situation or they study at their own time and in their own place. Hills and Ballou (2000) had an understanding of this deficiency in students approach to study and they developed a comprehensive study skill manual for college students. The Effective study cannot be acquired without the application of these skills and methods. Some of which include reading, note-taking, time consideration, organizing material in a study and choosing a good study environment among others.

2.4 Environment of the Study

Considering the environment of the study as it appears to have an adverse effect on the whole concept of the study, where Study behaviour has long be the fundamental means through which learning takes place outside the classroom. Within the broader concept of school climate, classroom climate refers to students perception of various aspects of their classroom environment (Rowe et al.,2010).Study behaviour is also an aim to remember the student of the test materials. There is a little consent on the definition of school climate. According to Wang and Degol (2015, p.3) post that school climate includes academic, community, safety and institutional environment dimensions that "involve just about every feature of the school environment that impacts deliberate behavioural and psychological development". This approach equates school climate within the environment. In a broad sense, it has been defined as the watchful, deliberate attempt to learn, to apply the mind to the subject at hand, in order to learn it. The charge of the study situation should produce the response of studying and no other response. It has been planned that an important approach has to be set aside specifically for the study. It should be well freshening, noise free and well lighted in an open place with a desk and a chair. (The more that you read, the more things you will know. The more that you learn, the more places you'll go).According to (chukwuemeka, 2013) environment play major roles in the life of every individual whether a student, teacher, employer or employee. This is one of the factor of challenge in education today, it offer experiences that provide student with opportunities to develop their understanding, skills and attitudes. It is necessary for student to develop their attitudes to become lifelong learners, this will help in identifying, solving problems and dealing with change.

2.5 Time planning:

Whatever time a student spends on his or her study, will help him or her in life. Time is really the only capital that any human being has, and the only thing he can't afford to lose. What time of the day he sets aside for work only by organizing and planning the time that student can avoid distraction from regular studies. Determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction, Robinson (1990). As regards time planning, Hills and Ballou (2000) suggest that the use of work diary a work diary allows the student to look at everything he has to do and to apportion time to every subject. Organizing time in this way helps to minimize worry and indecision that may arise in the case of any extra work that has to be slotted in, the diary should be planned on the basis of needs and purposes; allocating adequate time to each task so that no particular task consume more time than necessary.

2.6 Study and Motivation

Motivation may be considered to be anything, material or non-material which energize and direct a person's behaviour toward achieving a setting goals in live. Human being have an inborn tendency to become self- actualized; a general positive force that is responsible for people achieving their potential and performing well or good in their work. There are three types of motivation that moves people to work in action, they are needs, emotions and feelings. All this three types of motivation is develop from inborn factors.Oladele (2000) said that motivation refer to whatever is within an individual that propels the individual into some sort of action. Motivation is probably the most important factor that educators can target in or to improve learning skills in student. Motivation elevate the students, when exposed to a large number of motivating experiences and their learning experience in each class. According to Lei (2010) student who are motivated externally are at risk of performing lower academically than intrinsically motivated students. The learning or behaviour of a student depends on the needs of that individual and that the learning that takes place only when the behaviour is being motivated, motivation moves student in their studies. The human beings in general and students in particular are complex creatures with complex needs and desires. With regard to students, very little if any learning can occur unless students are motivated on a consistent basis. (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010) the focus of this article is to provide the educator with suggestions that can be used to motivate his or her students. As such, suggestions are

provided for each of the five keys ingredient areas impacting student's motivation: student, teachers, content, method/process, and environment. Examples of the five keys ingredient for improving student motivation.

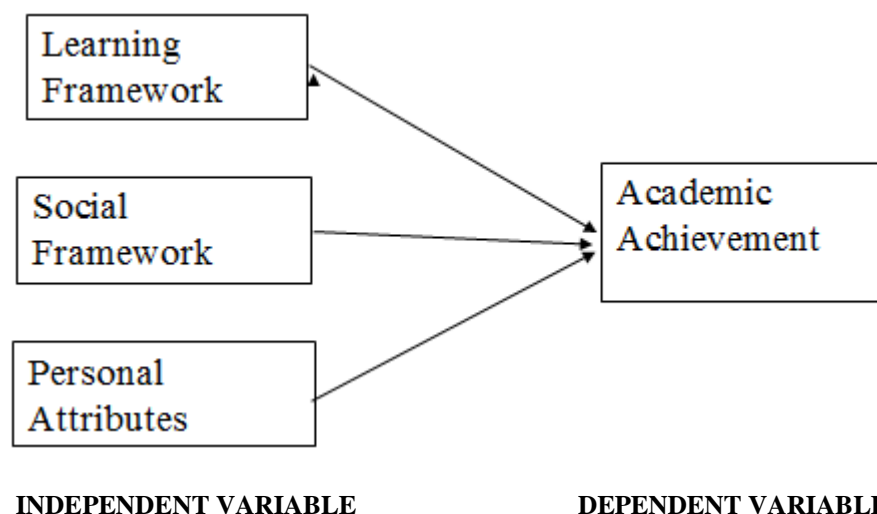
2.7 Study Skills in Education

Success in academic requires hard work and total commitment on the part of a student, it entails attending classes, taking notes, completing an assignment and studying. The use of the library is also another skill that helps the student to study well in him or her academic level. The word of knowledge is to be introduced to the students first by the teacher or school counsellors and it help in developing student study skills. the student wishes to study, a textbook, a chapter of a textbook or a journal, article, Oladele (2000) suggested that in doing the survey, one needs to read the section headings to get a general idea of what the chapter is about, Read the introduction and summary if the chapter has them. Read few sentences at the beginning and at the end of the paragraphs. Make notes of few words, terms and ideas. The importance of this is that it creates some expectations and familiarization with the structure of the material and the author's style. According to Akinboye (2000) presented the need for the student to look at the preface the table of contents and then scan through each topic. Scanning familiarizes the readers with the overall organization of the material by providing the intellectual Scaffolding from which the material might be related and providing the student with knowledge about the general characteristics of the material. From the initial reading, the reader should know what to expect. At heart the strategy allows the reader to develop personalized advanced study skills.

2.8 NOTE- Taking

This is one of the activities that is believed to aid learning and remembering and consequently academic success Note-taking when properly done, involves not only reading and writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. It may not be as easy as it seem to be the observer, it involves the thought and hearing ability of the individual. Note-taking may have detrimental effect for student who are slow in listening efficiency. According to Brown (2011), playing audio and asking comprehension question, or even playing audio and asking student to complete tasks, is merely testing.” Therefore, a great deal of listening practice focuses on testing and listening. These note and audio will be useless if they are not reviewed consistently and regularly particularly just before examination. In a view of this, Dervill (1998) suggested certain aids for effective note-taking in the form of short abbreviations; for example, “b/w” to mean between “c” to mean with “c” for which “b/w” for before etc. these abbreviation would be helpful to the slow writer, care need to be taken to see that only relevant ideas are included in a note. In this regard, academic performance is one of the major factors that influence individual's success in any educational setting. It is any body's guess that good habits and skills will help us to promote efficiency in our tasks. In education, proper study habits and skills entail to proficiency as well as high quality of learning (Dehghani & Soltanalgharaei,2014). Productive study requires conceptualization and intention. It could include some skills such as note- taking, observation, asking questions, listening thinking and presented idea regarding discovering new information.

2.9 Theoretical Framework*



2.10 Hypothesis

The following will be the hypotheses guiding the study:

Hypothesis1

HO: There is no significant relationship between study behaviour and Academic achievement.

HA: There is significant relationship between study behaviour and Academic achievement.

Hypothesis2

HA: There is no significant relationship between study environment behaviour and academic achievement.

HO: There is a significant relationship between study environment and student academic achievement.

3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, the target population and random sampling procedure, the instrument used, method of data collection and method of data analysis. It will also give the sampling methods etc.

3.2 Research Approach

This project will carry on a descriptive study which seeks to ascertain the student behaviour and its relationship to academic achievement. A study of Nigerian high school. A sample population will be used to collect primary data using the structured questionnaire and interview as the research instrument.

3.2.1 DEPENDENT VARIABLE

Academic achievement

In a contemporary Nigeria, instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques to teaching in the classroom through democratic interactions between the teacher and the supervisor (Okendu 2012). National Open University of Nigeria (NOUN, 2006) observed that supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately, it will have inimical effects on the students output and the educational objectives may not be achieved, consequently various instruction supervisory techniques should be employed to ensure quantities service delivery by the teachers.

3.2.2 INDEPENDENT VARIABLE

Learning framework

Chan lin (2013) pointed out lifelong learning as planned or unplanned learning activities, according to personal interest and needs, in the phases of individual life. Lifelong learning aimed to enhance an individual developing the potential and fulfil the life ideal. Guay et al.(2014) explained that an individual constantly learnt knowledge, conceptual attitudes, and technological abilities in order to adapt to the environment for survival; the content of lifelong learning literacy for elementary students contained the abilities to cultivate enthusiastic learning attitudes.

Social framework

Education in Nigeria is compulsory for a child that till nine years old. Nigerian government makes primary education free and compulsory for all children however, many children do not attend school, about six million children in Nigeria, both boys and girls because of several factors such as poverty and early marriage teenage pregnancy poor school, or cultural and religious issues (Awosusi & Adebo,2012; Elijah & Okoruwa, 2006)

Personal attributes

Lukman and Krajnc (2012) stressed the important of full commitment when non-traditional learning methods are used. The success of the individual learning process depends on group collaboration or personal involvement in the learning experience.

3.3 Method of data collection

This method will be using questionnaire method, to know the number of student and teacher in the schools. While the data structure may not enable highly precise estimates, this method provides a general estimate of the extent to which school- and teacher related variability is consistent across domains (Jennings & Diprete 2010).

3.4 Sampling method

Random sampling technique will be used in this study. The sample size determined for this study was one hundred and seventy (170) students, teachers and counsellors selected from two senior secondary schools in Rivers State. This technique will enable the researcher to ensure that all participants of inhabitants get an identical right to share in the research sampling. According to Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their study habits and academic achievement. Anwar (2013) conducted a study to investigate the degree of relationship between study habits and academic achievement of senior secondary school students of lucknow city of U.P. (India) and found that the academic achievement of the students having good and poor

3.5 Population of the study

The target population for this study consists of students in selected senior secondary schools in Obia/Akpor local government area of River state.

3.6 Research instrument

The instrument used for the collection of data for the purpose of this research was a questionnaire. The good point Liker scale was used in structuring the questionnaire. The questionnaire also had sections: A, B, C and D. The report will choice from the following question, strongly disagree (SD), Disagree (D), neither agree nor disagree (ND), Agree (A) and strongly agree (SA). The questionnaires are in 4 sections namely A to D which is as follow:

- A. Section A contained the personal data of the students, teacher and school counsellors,
- B. Section B contained brief question for the teacher and school counsellors.
- C. Section C contain questions for the student to know their behaviour.
- D. Section D contained relevant questions that will assist in understanding the relationship between the variable factors in the hypothesis and in the eventual analysis.

3.7 Validation of the Instrument

To ensure the content and face validity of the instrument, the draft copy of the questionnaire was given to the project supervisor for proper modification. Based on the supervisor's corrections, the final draft was prepared and used for data collection.

3.8 Restatement of research hypothesis

Hypothesis1

HO: There is no significant relationship between study behaviour and Academic achievement.

HA: There is significant relationship between study behaviour and Academic achievement.

Hypothesis2

HA: There is no significant relationship between study environment behaviour and academic achievement.

HO: There is a significant relationship between study environment and student academic achievement.

3.9 Statistical methods

The research data handled in this research are produced with the questionnaires issued. The statistical analysis adopted was a correlation, the statistical instrument is use to determine the present statistical significant affiliation concerning the dependent and independent variables.

According to Kothari (2004), correlation analysis is the relationship between two properties or the amount of measuring the extent to which the interdependence of the variable quantities. These can be applied in this research is to examine if there is a statistically major relationship of student behaviour and academic achievement in regarding to male and female in high schools.

All computations requiring the use of data analysis technique were accessed by a computer statistical software package called SPSS (Statistical Package for Social Sciences).

4. RESULT, ANALYSIS, AND DISCUSSION

4.1 Introduction

The chapter present the result, analysis and discussion of data obtained from the survey. The aim of the research is to examine the student behaviour and its relationship in academic achievement of senior secondary schools. To achieve these objectives, the researcher conducted a various test such as student behaviour in class and the environment. The outcome of this chapter will help to test the hypotheses, it include synopsis of the hypotheses.

4.2 Analysis of Data Reliability

The Cronbach's coefficient alpha was analysed as a specialized test to know the consistency of survey items. According to Pallant (2010) the acceptable value of cronbach's coefficient alpha has to be more than 0.70 for the internal consistency of survey data. The verdict has been extended because of the fact that the value obtained has exceeded the benchmark value that is 0.06. Mathews and Ross, (2010) explained that through reliability analysis it is assured by that the coefficient of consistency has been obtained.

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.778	6

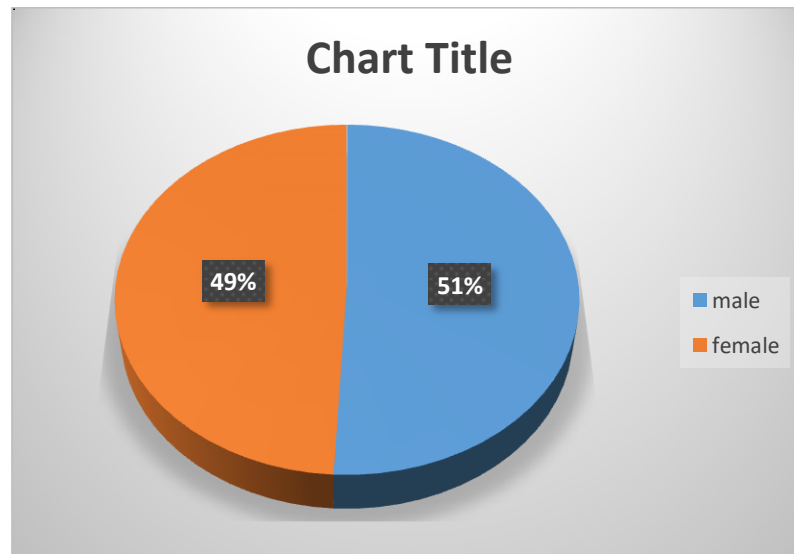
The results of the reliability statistics held by the researcher. It is identified by the value of cronbach's alpha that is 0.778 that the gathered information from the respondents is reliable and the data can be processed further.

Cronbach's Alpha ^a	N of Items
.796	6

The result of the reliability statistics held by the researcher. It is identified by the value of cronbach's alpha that is 0.796 that the gathered information from the respondents is reliable and the data can be processed further

Table 4.2.1: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	61	50.4	50.8	50.8
	Female	59	48.8	49.2	100.0
	Total	120	99.2	100.0	
Missing	System	1	.8		
Total		121	100.0		



Survey Research, 2017

1. Table 4.2.1, the results of gender of respondents are presented. It is seen that most of the respondents are male constituting 50.4% of total respondents sampled while the female constitute 48.8% of total respondents sampled. The result is shown in the graphically.

Table 4.2.2 Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	120	99.2	100.0	100.0
Missing	System	1	.8		
Total		121	100.0		

Survey Research, 2017

Table 4.2.2, the result of age of the respondents are presented. It is seen that almost of the respondents of the age of the student in the senior secondary school (sss) in Obia/Akpor local government area (LGA) are 18- 20 years constituting 100.0% of the total respondents sampled.

Table 4.2.3 Religion of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	92	76.0	76.7	76.7
	Muslim	28	23.1	23.3	100.0
	Total	120	99.2	100.0	
Missing	System	1	.8		
Total		121	100.0		

Survey Research, 2017

Table 4.2.3, the result of religion of the respondents are presented. It shows that the school in Obia/Akpor local government area (LGA) west- west the Christian is 76.0% and the Muslim is 23.1%, this is the total respondent's sample.

4.3 SECTION B:

ANALYSIS OF RESPONDENT'S OF STUDENT IN THE STUDENT BEHAVIOR

This section present respondents of student on their teachers, school system, environment and the government behaviour toward behaviour in classes and the sociality. The total percentage agreement or proportion of agreement form the likert scale in cumulative was used in the analysis of the items.

Table 4.3.1 My teacher is giving me the best attention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	5.8	5.8	5.8
	Disagree	18	14.9	15.0	20.8
	Neither agree Nor disagree	11	9.1	9.2	30.0
	Agree	46	38.0	38.3	68.3
	Strongly agree	38	31.4	31.7	100.0
Total		120	99.2	100.0	
Missing	System	1	.8		
Total		121	100.0		

Survey Research, 2017

Table 4.3.1 the result shows the respondent of the teachers to the student, that if the teacher gives good or best attention to the student. It is seen that majority of 70.0% of the respondents agree that teacher give the student good or best attention in the school. This emanated from 38.3% of the respondent agreed and 31.7% of the respondents who strongly agreed. However, 15.0% of the respondents ordinarily disagreed and 5.8% of the respondents strongly disagreed, in addition, 9.2% of the respondents neither agreed nor disagreed. This respondent opinion indicate that the teacher give the best attention to the student.

Table 4.3.2 The school system is good for our academic goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	10.7	10.8	10.8
	Disagree	13	10.7	10.8	21.7
	Neither agree Nor disagree	20	16.5	16.7	38.3
	Agree	38	31.4	31.7	70.0
	Strongly agree	36	29.8	30.0	100.0
Total		120	99.2	100.0	
Missing	System	1	.8		
Total		121	100.0		

Survey Research, 2017

Table 4.3.2 It shows if the school system is good for the student academic goals. It is seen that the majority of 61.7% of the respondents agree that the school system is good for the student academic goals. It emanated from 31.7% of the respondents agreed and 30.0% of the respondent strongly agreed. However, 10.8% of the respondents disagreed and 10.8% strongly disagrees to this item. In addition, 16.7% of the respondent were seen to be neither agreed nor disagree. The respondent opinion indicates that the school system is good for academic goals.

Table 4.3.3 The school environment is good for our study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	6.6	6.7	6.7
	Disagree	19	15.7	15.8	22.5
	Neither agree Nor disagree	26	21.5	21.7	44.2
	Agree	36	29.8	30.0	74.2
	Strongly agree	31	25.6	25.8	100.0
Total		120	99.2	100.0	
Missing	System	1	.8		
Total		121	100.0		

Survey Research 2017

Table 4.3.3. It shows if the school environment is good for the student academic goals. It is seen that the majority of 55.8% of the respondents agreed to that the environment is good for their academic goals. This emanated from 30.0% of

the respondents of the student that agreed and 25.8% of the respondent of the student that strongly agreed. However, 21.7% of the respondent neither agree nor disagreed. In addition, 15.8% of the respondents of the student disagreed and 6.7% of the respondents strongly disagreed.

4.3 SECTION B:

ANALYSIS OF RESPONDENT'S OF TEACHERS AND COUNSELLOR OF THE STUDENT BEHAVIOR.

Table 4.3.1 Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	46.0	46.0	46.0
	Female	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

Survey Research 2017

Table 4.3.1, the result of the gender respondent of teachers and counsellors in Obia/Akpor local government area of River state. Altogether 100% respondents from the total valid percent, 46.0% was the respondent of the male teachers and counsellors and 54.0% of respondent of the female teachers.

Table 4.3.2 Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	23	46.0	46.0	46.0
	25-30	20	40.0	40.0	86.0
	35-40	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Survey Research 2017

Table 4.3.2, the result of the age respondent of the teachers and counsellor of Obia/Akpor local government area of River state. 100.0% was the total valid percent respondent, 20-25 years constituting 46.0% of the total respondents, however 25-30 years constituting 46.0% of the total respondents and 35-40 years constituting 14.0% of the total respondents. This are the age respondents of the teachers and counsellors.

Table 4.3.3 Religion of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	37	74.0	74.0	74.0
	Muslim	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

Survey Research, 2017

Table 4.3.3, the result of religion of the respondents are presented. It shows that the school in Obia/Akpor local government area (LGA) west- west the Christian is 74.0% and the Muslim is 26.0%, this is the total respondent's.

Student behaviour in class is good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree Nor Disagree	7	14.0	14.0	14.0
	Agree	32	64.0	64.0	78.0
	Strongly Agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

The student are responding to their class duty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree Nor Disagree	3	6.0	6.0	6.0
	Agree	34	68.0	68.0	74.0
	Strongly Agree	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

Good study behaviour will help student to perform better in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	54.0	54.0	54.0
	Strongly Agree	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Passing exams and test will no longer be an issue with good study behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	64.0	64.0	64.0
	Strongly Agree	18	36.0	36.0	100.0
	Total	50	100.0	100.0	

Student will understand their teachers when they study well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	50.0	50.0	50.0
	Strongly Agree	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

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Frequency Percent Valid Percent Cumulative Percent Valid Agree 27 54.0 54.0 54.0 Strongly Agree 23 46.0 46.0 100.0 Total 50 100.0 100.0 ISSN 2348-3156 (Print) International Journal of Social Science and Humanities Research ISSN 2348-3164 (online) Vol. 8, Issue 4, pp: (93-107), Month: October - December 2020, Available at: www.researchpublish.com Page | 106 Research Publish Journals
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