

ENVIRONMENTAL CONDITION, STUDY HABIT AND ACADEMIC SELF-CONCEPT OF PUBLIC SENIOR SECONDARY SCHOOLS' ADOLESCENTS IN PREPARATION FOR THE 2020 WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION-A CASE OF IBADAN SOUTHWEST

***APPAH, O.R.,¹ TOKEDA, A.M.,² TUNDER-FRANCIS, A.A.,¹ AFOLABI, R.T.¹
ANIFOWOSE, T.O.¹**

¹Federal College of Forestry, P.M.B. 5087, Jericho Hill, Ibadan, Oyo State, Nigeria

²Forestry Research Institute of Nigeria, Jericho Hill, Ibadan, Oyo State, Nigeria

*Corresponding author: ogechukwuappah@yahoo.co.uk

Abstract

The study focused on the predictive influence of the environmental condition, study habits and academic self-concept of secondary school adolescents in Ibadan south west Local Government Area in Oyo state, Nigeria on the adolescent's preparation for the 2020 WASSCE. The survey was conducted on four hundred (400) adolescents selected from five (5) private and five (5) public secondary schools in Ibadan southwest LGA using a two-stage random sampling procedure. The instrument for data collection is a questionnaire titled Environmental Condition, Study Habit, Academic Self-Concept and Adolescents' Preparation for the 2020 WASSCE (ECSHASCP). It was used to obtain information on demographic factors, environmental condition ($R=0.82$), study habit ($R=0.80$), academic self-concept ($R=0.83$) and the level of adolescent's preparation for the 2020 WASSCE ($R=0.83$). Data was analysed using percentage, frequency and multiple regression. The result showed that the level of adolescents' preparation for the 2020 WASSCE is relatively low. The regression analysis revealed that adolescents' mother's occupation, parent's educational qualification, environmental condition, study habit and academic self-concept can influence adolescents' preparation for the 2020 WASSCE. In conclusion, the findings of the study suggested that Guidance counsellors and public school teachers should make available to adolescents' ways to adopt effective study habits, develop a positive academic self-concept and prepare adequately for WASSCE

Key Words: *Adolescents, Environment, Study habit, Self-concept, Performance, Preparation*

Introduction

Every educational system consists of an examination system through which the qualities and abilities of the students are assessed by giving them grades and positions (Ahmad, 1993). Examinations (an arranged activity directed to determine

the cumulative or broad knowledge in a students' educational development (Onuoha and Subair, 2013), have been widely used to assess the performance and success of students in formal classroom settings. It tests the efficiency of the education, the ultimate objective is to

measure the performance level of the students and without this, what the students attain from their educational system cannot be known. So examination does the job of final appraisal of students' achievement. The WASSCE is the oldest and final external examination of the senior secondary schools without which they are not qualified for further studies. The council responsible for WASSCE reported the result of the candidates who sat for the examination from 2017- 2019. According to the data from the National Bureau of Statistics (NBS, 2019), a declining trend in the number of candidates who sat for the WASSCE as well as minimum credits passed including English language within the 3 consecutive years have been reported. According to Iqbal (1981), personal factors like examination preparation and environmental factors can affect examination or academic performance. The integrity of a degree or a certificate awarded by any institution, especially at a higher institution is established by examination taken in the institution. Students' academic performance is often influenced by the level of preparation and learning strategies consciously employed by such students (Ebele *et al.*, 2017)

The environment is a place where the adolescent functions. It is not only physical (the place in which the child lives) but also social (the people with whom he comes in contact with) (Akem, 2008). The environment includes home, the school, the peer group, the classroom, the totality of the adolescents' upbringing including his spiritual life, tissue needs, social and psychological needs. There are several factors which occupy a great role in forming and developing habits. Home Environment is the psycho-social

climate of home as perceived by adolescents. It is the person's first and foremost environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Home Environment is the most important institution for the existence and continuance of human life and the development of personality traits. It helps to gain better habits, for instance adolescents see home as a means of relieving their emotional problems. Parent's attitude like restriction, over protection, harassment, physical abuse, not providing enough money for the child; all contribute to emotional distress among adolescents which consequently result to individual behavioural attitudes towards school work or activities (Hamilton-Ekeke, 2011). Without good habits a student cannot succeed. So, it is very necessary to create a stable home environment where habits are primary and appreciated.

For a conducive home environment, provision of a happy environment, encouraging the child to adhere to a fixed timetable for studies, planning a family activity and assignment of responsibilities in the family are essential components. Apart from the home, the school also offers an environment to the adolescents. The importance of school environment to students in secondary schools today in particular cannot be overemphasized, simply because, school environment has a huge influence in the quality of education students receive and the extent of attention paid to classroom teachings in school. The implication is that schools' failure to provide the necessary learning facilities and conducive environment for teaching and learning jeopardizes putting in the best in students, most importantly in the area of academic

achievement (Odeh *et al.*, 2015). Adolescents who are school connected feel safe, perceive themselves as being fairly treated by adults, feel elated to be in school, and being part of the school community, and feel close to people at school) experience less distress and engage in fewer risk-taking behaviours (Blum, 2002, 2005). Study habits are methods used for encoding, saving, maintaining, restating and using information logically, effectively and sufficiently (Chen, 2009; Chiu *et al.*, 2007). In addition, study habits are defined as any psychological (preferences or interests), emotional (controlling anxiety and avoiding procrastination) or practical (note-taking, highlighting and reviewing) activities that facilitate the storage, retrieval and use of knowledge or information (Mbah, 2010). Appropriate study habits lead to increased study motivation and learning in students. Furthermore, many students have the required talent and ability for success, but their achievement is less than the expected level due to lack of required study skills, says (Hashemian and Hashemian, 2014.). Adeniyi (2011) maintains that good study habits allow students to study on their own at home and aim for better educational status. The formation of good study habits in secondary school level also foster students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB)

Self-concept is a characteristic inherent in the personality of every individual. But different individuals have self-concept in varying qualities as suggested by the term "positive and negative" self-concept and in varying quantities as implied by the term "low and high" self-concepts (Morses

and Gerger., 1990). Self-concept is therefore defined as an organized and consistent way an individual's cognition, emotion and behaviour to issues concerning himself or herself, arising from his/her personal experience in life (Pelemo, 1994). It is very significant to Psychologists and educationists because an individual's sentiments about himself is very crucial and is often a strong determinant of his behaviour, even at school for example, examination preparation and academic performance. Self-concept is relative and like any other psychological construct depends on some frame of reference. Academic self-concept, according to the frame of reference model, depends on the personal academic ability of a student and the academic capability of other students within the same class. If a student has the perception that he or she is the best in class he or she will likely have a positive self-concept of himself/herself (Acosta, 2007).

To be academically successful individuals must be identified with domain of academics. Academics must be part of their self-concept; more specifically, they must have a positive academic self-concept. Some previous research works suggest that there is a positive correlation between academic self-concept and academic achievement as measured by grade point average (Cooley, 2000; Gerardi, 2009). This suggests that increasing students' academic skills is a more effective means to boost their self-concept than vice versa. Crawford (2013) found out in his study that students' self-concept influences their academic performance. In like manner, self-concept theory also maintains that having positive sentiments and feelings about oneself has numerous social outcome and academic performance (Gedeon, 2000).

The performance of public secondary school adolescents in the Senior Secondary Certificate Examination has not been too encouraging, despite the fact that the government provides qualified teachers and improved on provision of educational facilities in the schools. It is therefore important to emphasize that student's attitudes to his or her studies, greatly determines his/her level of academic achievements. Poor intellectual ability and study habit, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure, procrastination, under-estimating the time needed to prepare for the examination and inadequate preparation for the WASSCE might lead to poor performance in the examination among public secondary schools' adolescents in Ibadan Southwest and the country at large.

However, from all these factors, the researcher only examined the predictive influence of the environmental condition, study habit and academic self-concept of the senior secondary school adolescents on the adolescent's preparation for the West African Senior School Certificate Examination (WASSCE) in Ibadan Southwest. This raised the question on the students' level of preparedness for WASSCE. The main objective of this study is to examine the influence of the environment on the study habit and academic self-concept of public senior secondary schools' adolescents in preparation for the WASSCE

Methodology

Descriptive and correlational survey was adopted for this study. The study was

carried out in Ibadan South West Local Government Area (LGA) of Oyo state, Nigeria. The target population for this study comprised all public senior secondary school adolescents in Ibadan South West Local Government Area of Oyo State. The reason for this chosen population is because they form those in the adolescent group that are preparing for the West African Senior School Certificate Examination on their own during the lockdown without taking school based online classes. A two stage random sampling procedure was used to select the sample for this study. In the first stage, ten (10) public senior secondary schools were randomly selected. In the second stage, 40 adolescents were randomly selected from each of the schools, making a total of 400 adolescents.

A structured questionnaire known as Environmental Condition, Study Habit, Self-Concept and Preparation for WASSCE (ECSCSHP) was used in collecting data. All responses were measured on a four-point scale (strongly agree, agree, disagree and strongly disagree). The instrument was subjected to face and content validity and empirical validities were ensured also. Lawshe Content Validity (CVI) was used to establish the content validity and the value obtained was 0.84. The internal consistency and reliability of the instrument in sections B, C, D and E were established using Cronbach Alpha to get the values of 0.82, 0.80, 0.83 and 0.83 respectively. Four hundred (400) questionnaires were administered, collated and analysed using descriptive (frequency and percentage) and inferential (regression analysis).

Results

Research Question 1

What is the students' level of preparedness for WASSCE?

No.	STATEMENTS	SA	A	D	SD
1.	I have covered more than ¾ of WAEC syllabus on all my five core subjects	61(15.3%)	78(19.5%)	133(33.3%)	128(32.0%)
2.	I have just covered half of WAEC syllabus on all my five core subjects	132(33.0%)	152(39.0%)	74(18.0%)	42(10.5%)
3.	I have only covered all the aspects I have been taught in school	44(11.0%)	60(15.0)	108(27.7%)	188(47.0%)
4.	I have forgotten most of the topics I was taught in SS1 and SS2	48(12.0%)	89(22.3%)	138(34.5%)	125(31,3%)
5.	I need that my memory be refreshed over what I had been taught before the COVID-19 lock down	119(29.7%)	84(21.0%)	115(28.8%)	82(20.5%)
6.	I have studied beyond what we were taught in school for WASSCE	118(29.0%)	90(22.5%)	103(25.8%)	91(22.8%)
7.	I am fully ready for WASSCE any moment from now.	52(13.0%)	79(19.8%)	134(33.5%)	135(33.8%)
8.	I cannot be anyway ready for WASSCE in less than 3 months, if I'm going to pass	95(23.8%)	81(20.3%)	119(29.8%)	105(26.3%)
9.	I think the WASSCE is best postponed to next year, so I can start preparing	79(19.8%)	70(17.5%)	104(26.0%)	147(36.8%)
10.	There is still so much, I need to fully understand	164(41.0%)	177(29.3%)	94(23.5%)	25(6.3%)
11.	I was able to prepare so well during this COVID-19 lock down for WASSCE	35(8.8%)	71(17.8%)	135(33.8%)	159(39.8%)
12.	I have completed the WAEC syllabus and revised with so many WAEC past questions in all the subjects I registered for	60(15.0%)	82(20.5%)	116(29.0%)	142(35.5%)
13.	I have worked very hard to prepare for this WASSCE	115(28.8%)	103(25.8%)	91(22.8%)	91(22.8%)
14.	I don't need any more classes before sitting for my WASSCE	22(5.5%)	68(17.0%)	150(37.5%)	160(40.0%)
15.	If asked to sit for WASSCE now I am ready for it	41(10.3%)	84(21.0%)	146(36.5%)	129(32.3%)
16.	I have never prepared seriously for any examination as I have prepared for this WASSCE	42(10.5%)	191(47.8%)	125(31.3%)	42(10.2%)
17.	We have had enough practical classes to prepare me for the practical aspect of this exam	84(21.0%)	149(37.3%)	146(36.5%)	21(5.3%)
18.	I have assessed myself using WAEC past questions which gave me confidence in passing the exam	42(10.5%)	64(16.0%)	189(47.3%)	105(26.3%)
19.	I have never seen WAEC past question before	85(21.3%)	85(21.3%)	85(21.3%)	145(36.3%)
20.	We have not done any practical work to prepare me for WASSCE	146(36.5%)	105(26.3%)	107(26.8%)	42(10.5%)
21.	We have done enough practical work to prepare me for WASSCE	42(10.5%)	85(21.3%)	127(31.8%)	125(36.3%)

Table 1 shows that the respondents have a relatively low level of preparedness for the 2020 WASSCE. Just 34.8% of the respondents agreed to have covered $\frac{3}{4}$ of the WAEC syllabus on all 5 core subjects. 72% of the adolescents have agreed to have just covered half of the syllabus on all 5 core subjects. 74.7% of the respondents disagreed that they have only covered all the aspects of their core subjects they had been taught in school. 34% indicated that they had forgotten most of the topics they were taught in SS1 and SS2. 50.7% agreed that they need their memory to be refreshed on what they had been taught before the lock down. 51.5% of the adolescents indicated that they had studied beyond what they were taught in school for WASSCE. Just 32.7% agreed they were ready for WASSCE, while 44.3% indicated they will not be ready in less than 3 months, if they were going to pass. 37.3% agreed that WASSCE is best postponed to the next year, if they were going to pass. Majority (70.3%) agreed that there is still so much to fully understand in their 5 core subjects. Just 26.6% indicated that they were able to prepare so well during the COVID-19 lockdown. 35.5% agreed to have completed the WAEC syllabus and revised with so many WAEC past questions in all the subjects they registered for. 54.6% of the adolescents agreed to have worked very hard to prepare for this WASSCE.

Just 22.5% of the respondents agreed they don't need any more classes before sitting for the WASSCE. 31.3% of the respondents consented that they don't need any more classes before sitting for WASSCE. 58.3% agreed that they have never prepared seriously for any examination as they have prepared for this WASSCE. 58.3% also consented to have had enough practical classes to prepare me for the practical aspect of this exam. Just 26.5% of the respondents agreed that they have confidence in passing the exam because they have assessed themselves using WAEC past questions, while 42.6% of the respondents indicated that they have never seen WAEC past question before. Majority (62.85) agreed that they had not done any practical work to prepare them, for WASSCE, while just 31.8% consented they had done enough practical work to prepare them for WASSCE. Apart from 51.5% (average score) of the adolescents indicated that they had studied beyond what they were taught in school for WASSCE, all the responses to other statements reflected low preparedness. The implication is that the preparation of the adolescents for the 2020 WASSCE is relatively low.

Research Question 2

What are the joint and relative contributions of public senior secondary schools' adolescents' characteristics on preparation for the WASSCE?

Table 2: Summary of regression analysis showing joint contribution of public senior secondary schools' adolescents characteristics on preparation for the WASSCE

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.387	.150	.137	11.87289		
ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig
Regression	9743.537	6	1623.923	11.520	.000
Residual	55399.423	393	140.965		
Total	65142.960	399			

Table 2 shows the joint contribution of public senior secondary schools' adolescents characteristics on preparation for the WASSCE. The table also shows a coefficient of multiple correlation of ($R = .387$, $R^2 = .150$ and Adjusted $R^2 = .137$). This means that 13.7% of the variance in adolescents' preparation for the WASSCE was accounted for by the six predictor variables (Age, gender, father's highest

qualification, mother's highest qualification, mother's occupation, father's occupation). The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 11.520 (Significant at 0.05 level. That implies that the joint contribution of adolescent characteristics used for this study was significant

Table 3: Regression analysis showing the relative contribution of public senior secondary schools' adolescents characteristics on preparation for the WASSCE

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	47.311	3.261		14.508	.000
Age	-.292	.869	-.016	-.336	.737
Gender	1.606	1.204	.063	1.334	.183
Fathers highest qualification	1.615	.542	.191	2.982	.003
Mothers highest qualification	2.092	.578	.216	3.619	.000
Father occupation	-.615	.559	-.058	-1.101	.272
Mother occupation	-2.932	.595	-.250	-4.924	.000

Table 3 shows the relative contribution of the adolescents' characteristics to their preparation for the WASSCE. The result showed that only fathers qualification, mothers' qualification and mothers' occupation with beta weight ($\beta = .191$, $P < 0.05$), ($\beta = .216$, $P < 0.05$) and ($\beta = -.250$, $P < 0.05$) respectively independently predicted preparation for the WASSCE. However, age, gender and father's

occupation could not independently and significantly predict adolescents' preparation for the WASSCE

Research Question 3

What are the joint and relative contribution of environmental condition, self-concept and study habit among public senior secondary schools' adolescents in preparation for the WASSCE?

Table 4: Summary of regression analysis showing joint contribution of environmental condition, self-concept and study habit among public senior secondary schools' adolescents in preparation for the WASSCE?

R	R Square	Adjusted R Square	Std. Error of the Estimate
.678	.460	.456	9.423

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	29983.858	3	9994.619	112.570	.000
Residual	35159.102	396	88.786		
Total	65142.960	399			

Table 4 shows the joint contribution of public senior secondary schools' adolescents characteristics on preparation for the WASSCE. The table also shows a coefficient of multiple correlation of ($R = .678$, $R^2 = .460$ and Adjusted $R^2 = .456$). This means that 45.6% of the variance in adolescents' preparation for the WASSCE was accounted for by the three predictor variables environmental condition, self-

concept and study habit). The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 112.570. (Significant at 0.05 level) This implies that the joint contribution of adolescent environmental condition, self-concept and study habit was significant.

Table 5: Regression analysis showing the relative contribution of environmental condition, self-concept and study habit of public senior secondary schools' adolescents in preparation for the WASSCE

Model	Unstandardized Coefficients		Standardized Constant	t	Sig.
	B	Std. Error			
Constant	16.591	3.487		4.758	.000
Environmental condition	-.453	.069	-.340	-6.568	.000
Self-concept	.566	.067	.607	8.468	.000
Study habit	.299	.064	.299	4.671	.000

Table 5 shows the relative contribution of environmental condition, self-concept and study habit of public senior secondary schools' adolescents on their preparation for the west African senior school certificate examination as ($\beta = -.340$, $P < 0.05$), ($\beta = .607$, $P < 0.05$) and ($\beta = .299$, $P < 0.05$) respectively. Hence, it could be deduced that the three predictor variable significantly predicted adolescent preparedness for West African senior school certificate examination.

Discussion

The findings from the study revealed that there is significant relationship among environmental condition, study habits and academic self-concept on the preparation of the adolescents for the 2020 WASSCE. The finding of this study therefore confirmed the study of Iroegbu (2013) that self-concept (how an adolescent perceives himself) is very germane to his study habit

(the way he approaches his work), his determination and the effort that goes into his drive (examination preparation) to excel (academic performance). It is also in line with the study of Ogunlade, (2001) that children with their parents in conducive environment have academic stakes as they stand at advantage both in terms of learning facilities, and space to undertake their studies (better study habits), so they are properly rejuvenated through the environment to be stimulated for better examination preparation

Findings from this study also show that adolescents' environmental condition, study habits and academic self-concept influence their level of preparation for the 2020 WASSCE. This finding is in tandem with the results of Nalah (2014) that the combination of different home background, family orientations, cultural values, religious faith and beliefs, previous school experiences and different societal

influence contributed in building each student as a unique personality with different self-concept and examination preparation for better performance. It also collaborated with the study of Laryea *et al.* (2014) that student's self-concept constructs of religion, physical, social, economic, esteem and educational orientation is not a direct predictor of students' academic performance rather it is an indirect predictor of students' academic performance through the positive study habit (level of effort) exhibited by students in learning

The result from the study also revealed that some other variables like parent's educational qualifications and mother's occupation influence adolescents' preparation for the 2020 WASSCE. This study supports the study of Hamilton-Ekeke *et al.* (2013) which examined variables including, parent education and qualification, parent residence, parent socio-economic status, and the various approaches of parents to promote their children's reading habit and confirmed that children whose parents are degree holders study better at home and are better prepared for examination than children whose parent's educational qualification is school certificate and first school leaving certificate. This finding also supported the study of Douglas, 1998 which also confirmed that parent's level of education greatly influences study habits of their children. Students whose parent are well educated also enjoy extra attention than those whose parent are not. Parent's occupation (Father's or mother's) often determines the socio-economic status of the home, so this confirmed the study of Bamisanye and Williams (2000) that asserted that the socio-economic status of parent largely determine the ability to under-unite the financial demands of their

academic pursuit. What this simply means is that, parents who cannot pay up their children's fees would have their children driven out of school which will in turn affect their study habit and preparation for examination.

Conclusion and Recommendations

The study assessed the influence of adolescents' environmental condition, study habit and academic self-concept on the preparation for the 2020 WASSCE of secondary school adolescents in Ibadan southwest and revealed that the adolescents' level of preparation for the 2020 WASSCE is relatively low. Moreover, there is a relationship among adolescents' environmental condition, study habit and academic self-concept. The findings also revealed that adolescents' parent's educational qualifications, mother's occupation, environmental condition, academic self-concept and study habit significantly influence their preparation for the 2020 WASSCE. It is also important to note that adolescents' variables (parent's educational qualification and mother's occupation contributed to only 39% of the variance in adolescents' preparation for the 2020 WASSCE. Also environmental condition, academic self-concept and study habit influence adolescents' preparation for the 2020 WASSCE, contribute to 68% of the variance in the adolescents' level of preparation for the 2020 WASSCE

Based on the findings of this study, the following recommendations are made

- Guidance counsellors and public school teachers should make available to adolescents' ways to adopt effective study habits, develop a positive academic self-concept and prepare adequately for WASSCE

- Appropriate school authorities should provide a conducive and enabling school environment that has good climate for effective learning and examination preparation. The environment should be such that foster, students' academic self-concept as a result of fair treatment from teachers and colleagues
- Effective school discipline should be encouraged by school principals in controlling teachers' behaviour capable of jeopardizing students' academic self-concept in secondary schools.
- Consequently, teachers, guardians, and indeed all stakeholders should put in place concerted effort to consider various factors that can enhance the development of positive self-concept and study habits among adolescents in their day to day interactions with them. It is also expedient that they assist, monitor and supervise students to put it in more effort in learning since such effort will promote students' academic performance.

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