Academic Self-Concept and Study Habit among Senior Secondary School Students in Uyo Local Government Area

Udo, Simeon Anike[*]**, Cornelius Christopher Okoro, Ukpong, Jesse Cletus**

Department of Psychological Foundations, University of Uyo, Uyo, Nigeria

*Corresponding Author

ABSTRACT

This study explores the relationship between academic self-concept and study habits among senior secondary school students in Uyo Local Government Area. Academic self-concept refers to a student's perception of their academic abilities, which significantly influences their motivation, engagement, and learning strategies. Study habits, on the other hand, involve consistent patterns and behaviors in organizing study sessions and completing academic tasks. Using a correlational research design, data were collected from a sample of 200 students through structured questionnaires: the Academic Self-concept Rating Scale (ASRS) and the Study Habit Rating Scale (SHRS). The findings revealed a significant relationship between academic self-concept and study habits, specifically in three areas: homework/assignment engagement, time allocation, and reading/note-taking practices.

Students with a high academic self-concept were found to engage more actively in homework and assignments, allocate their study time more effectively, and employ better note-taking strategies. Conversely, those with a low academic self-concept displayed inconsistent study habits, including procrastination and a lack of focus during study sessions. The results suggest that a positive academic self-concept encourages students to value their abilities, embrace challenges, and develop effective learning strategies. These students are more likely to persist through academic difficulties, demonstrate resilience, and achieve higher academic performance.

The study concludes that enhancing academic self-concept could lead to improved study habits and, subsequently, better academic outcomes for students. Recommendations include fostering a supportive learning environment at home and in schools, where students are encouraged to build self-confidence and adopt effective study routines. School counselors and educators should emphasize the importance of academic self-concept in motivating students to engage in productive study behaviors. Further research is suggested to explore the broader impact of self-concept on academic performance across different educational settings.

Keywords: Study habits, self-concept, Senior Secondary school, Influence

INTRODUCTION

Among secondary school students, the issues of self-concept and study habit have continued to play an important role in moderating the acquisition of skills and disposition necessary for today's competitive society. Accordingly, educationists, psychologists and researchers have underscored self-concept variables as significant predictor of student's study habits, learning outcomes and academic performance. According to Fernández-Zabala, and Rodríguez-Fernández (2019), self-concept is central to psychological explanations of both personal wellbeing and psychosocial adjustment. Laryea, Saani and Dawson-Brew (2018), further explain that self-concept may be understood as a perception every human has of himself or herself. It is a component of personality development and indicates who we are and how we fit into the world. It is a set of perceptions or reference points that the person has about himself, a set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individual knows to be descriptive of himself and which

he perceives as data concerning his identity. Self-concept is made up of a series of academic and non-academic perceptions, which in turn form three domains: the social, the emotional or personal and the physical domains (Fernández-Zabala, and Rodríguez-Fernández, 2019).

Statement of Problem

The secondary education in Nigeria according to the National Policy on Education (2014), is expected to serve as a critical bridge between primary education and tertiary education or vocational training. It aims to equip students with the knowledge, skills, and values necessary for personal development, further education, and meaningful participation in society. However, the ability to develop intellectual capability among secondary students has been undermined by low academic self-concept which has resulted in the inability of students to develop and consolidate their private learning plans. Consequently this situation has resulted in the inability of students to achieve meaningful learning outcomes. Observations have showed that students' inability to inculcate sustainable study habit has made it almost impossible to acquire academic knowledge and skills needed for worthwhile learning experiences. This has therefore, resulted in difficulties of attending further studies and having meaningful living after graduation. Many students use study techniques that are not effective, such as passive reading or highlighting without engaging in active learning strategies like summarizing, questioning, or self-testing. The proliferation of smart devices and it attendance availability of these devices to secondary school students has become a distractions to students and has contributed to the hindrance of concentration and reduce the effectiveness of study sessions. This irregular study schedules can disrupt the learning process and lead to cramming before exams, which is less effective for long-term retention of information. From the foregoing, the study examines the relationship between academic self-concept and study habit among senior secondary school students in Uyo Local Government Area.

Purpose of the Study

The purpose of the study is to determine the relationship between academic self-concept and study habit among senior secondary school students in Uyo Local Government Area. Specifically, the objectives of the study are:

i) To determine the relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area.

ii) To determine the relationship between academic self-concept and time allocation among senior secondary school students in Uyo Local Government Area.

iii) To determine the relationship between academic self-concept and reading /note taking among senior secondary school students in Uyo Local Government Area.

Research Questions

The following research questions are formulated to guide the study

i) What is the relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area?

ii) What is the relationship between academic self-concept and time allocation among senior secondary school students in Uyo Local Government Area?

iii) What is the relationship between academic self-concept and reading/note taking among senior secondary school students in Uyo Local Government Area?

Research Hypotheses

Three null hypotheses are formulated for the study and would be tested at .05 level of significance.

i) There is no significant relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area.

ii) There is no significant relationship between academic self-concept and time allocation among senior secondary school students in Uyo Local Government Area.

iii) There is no significant relationship between academic self-concept and reading/note taking among senior secondary school students in Uyo Local Government Area.

Significance of the Study

The study would be useful to secondary school students, Parents Counselling psychologists and future researchers.

The findings of this study would be useful to secondary school students by sensitizing them on the need to build sufficient self-confidence and self-esteem through engagement in positive thoughts. Secondary school students would also benefit from this study by understanding the various ways of forming good study habit which would facilitate excellence learning outcomes and would boost their meaning living after graduation.

The finding of this study would be useful to parents by bringing to the fore the need for parents to provide enabling environment at home through a combination of parenting styles that accentuate warmth, love, reasons based discipline and support. Through the findings of this study parents would also understand the importance of serving as role model to their children.

The findings of this study would be useful to counselling psychologists by providing them with useful data on the prevalence and dimension of self-concept among secondary students and would help them in planning counselling interventions for students and parents.

Lastly, the findings of this study would be useful to future researchers and students as it would serve as academic reference material for students and researchers that would be interested in conducting further studies on the subject matter.

LITERATURE REVIEW

According to Egbujuo and Ajagun (2019), study habit is described as an innate tendency to systematically acquire knowledge and an understanding of facts and principles that calls for retention and application. Thus, study habit, in a broader context, typically denotes the degree to which the student engages in regular act of studying that are characterized by appropriate studying routines (e.g., reviews of material) occurring in an environment that is conducive to studying (Egbujuo, 2017). According to Bashir and Mattoo (2019), study habit is a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examination. Crede and Kuneel in Egbujuo and Ajagun (2019), argued that study habit is all about study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment. The features of study habit listed above connote the existence of regular patterns in approaching study tasks (Ekanem, 2019). Alex (2021), described a habit as action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Student's study habit is the skill that facilitates students learning. It can be defined as the ways and manners students plan their private academic reading outside lecture hours for mastering a particular subject or topic. Ahmed, Hossain and Rana (2018), noted that study habit is the student's way of study whether systematic, efficient, or inefficient. Every student has a study habit that might be either proper or good study habit or improper or bad study habit (Ahmed, et al, 2018).

Within self-concept construct, academic self-concept has attracted the attention of researchers as it is regarded a significant predictor of students' study habit. Academic self-concept according to Villegas, Tomasini and Lagunes (2023), is the perception that a student has about his/her own academic abilities, constitutes one of the

most relevant variables in the academic world, because of its influence on learning and cognitive functioning. According to Fernández-Zabala, and Rodríguez-Fernández (2019), different empirical studies have found important divergence between students with high academic self-concept and students with low academic self-concept. Students with high academic self-concept value their own abilities, accept challenges, take risks, try new things and consolidate strategy for learning. Positive academic self-concept is concerned with, the confident and assurance a person has of himself; good interests, objective and not too sensitive. This individual may accept the criticism from others and may be able to express their views and opinions. On differing point, individual who has negative academic self-concept has too subjective nature.

Academic self-concept influences student's effort, engagement, and persistence in classroom activities; intrinsic motivation; help-seeking behavior and course selection (Bong, and Skaalvik, 2023). Furthermore, academic self-concept has a significant consequence on the behaviour and attitude of students towards learning. According to Ahmed, Hossain and Rana (2018), academic self-concept redefines students' ways and manners students plan their private academic reading outside lecture hours for mastering a particular subject or topic. It also enhances students' efficiency and self-ability to develop enduring strategies for learning outcomes. Students with low academic self-concept levels, draw themselves away from academic duties, show avoidance, experience motivation problems, and experience anxiety with school (Lodewyk and Winne, 2015). Nonetheless, students with high levels of self-concept devote themselves to school better, are more optimistic, always flexible and develop ensuring learning strategies (Chemers, Hu, and Garcia 2021).
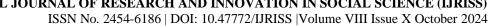
According to Ommundsen, Haugen and Lund (2015), high academic self-concept students, when they succeed, assume their success is caused by their abilities and investments, and they feel that they have control over their outcomes. These students have little concern for failure, are task-focused, have a high expectancy for success, and know that they have what it takes to succeed. Consequently, they should be expected to exert diligence and show evidence of sustained effort when involved in academic tasks. Secondly, their high self-efficacy, their general expectancy for success, as well as their actual success, should also facilitate attention and concentration while studying. Thirdly, following success, they will attempt to maintain that success, and further enhance the self-esteem by making use of deeper levels of information processing strategies in order to better understand tasks and thus ensure success.

On the other hand, Ommundsen, *et al.*, (2015), further noted that students with low academic self-concept, on the other hand, tend to take precautions in order to protect their self-esteem. Consequently, one would expect low self-esteem students to engage in self-handicapping strategies in order to provide a non-threatening excuse should failure occur. Self-handicapping activities or strategies may therefore reflect a self-serving bias among low self-concept students (Ommundsen, *et al.,* 2015).

Chemers, *et al.,* (2021), found that academic self-concept has a direct and significant influence on reading and engaging in notes taking activities in the class, study time allocation and homework engagement. Students who perceive themselves as academically competent are engage actively, and persist through challenges, all of which contribute to better academic outcomes. However, students with a low academic self-concept may struggle with motivation, engagement, and resilience, leading to poorer reading culture, procrastination and inconsistency with study time.

In their study, Mayanchi, *et al.*, (2019), revealed that academic self-concept of students is a significant predictor of students' habit of doing homework and assignment consequently, leading to better academic performance. Marsh *et al.,* (2016), whose findings revealed that students with a positive academic self-concept are generally more motivated to engage in academic tasks. They view studying as an opportunity to demonstrate their abilities and achieve their goals, leading them to allocate more time to study. However, Ommundsen, *et al.,* (2015), found that students with a low academic self-concept may avoid studying due to fear of failure or a belief that their efforts will not yield positive results, leading to procrastination and inadequate preparation.

Ekanem (2023), found that students who perceive themselves as competent readers are more likely to engage with texts, employ comprehension strategies, and enjoy reading. On the other hand, those with a negative reading self-concept may avoid reading activities, anxious and oblivious about reading and may have issue of

understanding whenever they read. Guthrie and Wigfield (2020), also found that students who believe in their reading abilities tend to read more frequently and show better comprehension skills. Furthermore, Ekanem (2023), argued that students with high academic self-concept are confident in their note-taking skills are more likely to use advanced note-taking strategies, such as summarization, paraphrasing, and concept mapping while those with a low self-concept may avoid taking notes or engage in less effective note-taking practices.

Similarly, Villegas, *et al.,* (2023), noted that students with a positive academic self-concept are more likely to be attentive and engaged during lectures. This heightened engagement means they are more focused on taking comprehensive and organized notes, as they understand the value of this practice for their learning and future success. Students who see themselves as competent learners are likely to develop effective note-taking strategies, such as using outlines, bullet points, highlighting key terms, and summarizing information in their own words. These strategies enhance the clarity and usefulness of their notes.

Ahmed, *et al.,* (2018), investigated the role of self-concept and study habit on academic achievement of University students in Chittagong, Bangladesh. The study was a survey research design conducted on a population of 128 Chittagong University students from arts, social science, and business studies faculty were selected as a sample following multi-stages sampling technique. Pearson Product Moment Correlation was used to test the null hypotheses at .05 level of significance. The result revealed that both self-concept and study habit were positively correlated with academic achievement. On the other hand, partial correlation analysis showed that only study habit was significantly correlated with academic achievement. Furthermore, the mediation analysis indicated that self-concept had no direct significant effect on academic achievement but study habit influenced the academic achievement.

Hadi (2017), carried out a study on academic self-concept among a sample of faculty members and its relation to gender (male/female), experience, qualification, and specialization. The study aimed to identify the level of academic self-concept among a sample of faculty members who speak Arabic at the Abu Dhabi University. The study sample consisted of 99 faculty members Ph.D. and master's holders from scientific, social and education and management and humanities disciplines in University branches: Abu Dhabi and AlAin. The study found that there were no statistically significant differences at the level (0.05) or less between faculty members due to the variables gender (male/female), qualification, specialization, and years of experience.

Qusar (2018**)**, a study of self-concept and study habits among secondary school students in Jammu district of India. The study adopted a descriptive research design and a sample size of 250 students was selected through stratified random sampling from private schools in the area. The analysis of data was conducted using two way Analysis of Variance. The results indicated that there are significant differences in academic self-concept among secondary school students having high and low study habits. There are no significant sex differences in academic self-concept among secondary school students. There is no significant interaction between study habits and sex among secondary school students with academic self-concept as the dependent variable.

Mayanchi, Khan and Abdul Latif (2019), conducted a study on the relationship between self-concept, study habits and academic achievement of the Pre-NCE students of Zamfara state College of Education Maru. Two hundred and ninety five (295) students were sampled from the total population of 1268 Pre-NCE students of 2011/2012 academic session. Four hypotheses were generated in the study and correlational research design was used to analyze the data. Adopted versions of Akinboye's Adolescent personality Data inventory (APDI) (1985), the study habits Inventory (SHI) adopted by Bakare (1977), and researcher's self-designed instruments on English and mathematics to serve as (A.A.T) was used to collect data for this study. Multiple regression analysis and the Pearson Product Moment Correlation Co-efficient were used to analyze data collected at 0.05 alpha levels. Results of the study showed that self-concept emerged as a positive predictor of academic achievement than study habits.

Egbujuo and Ajagun (2019), measured study habit as predictors of academic achievement in Chemistry. A total of 601 one Senior Secondary II science students participated in the study. The students were drawn through a stratified random sampling technique from 45 senior secondary schools in the Nigerian Federal Capital Territory (FCT). The instruments used for data collection were Students' Study Habit Inventory (SSHI) and the Chemistry Achievement Test (CAT). The SSHI was adapted from Bakare 1977, CAT was

developed by the researchers. Reliability coefficients of 0.78, 0.81, which were obtained using Crombach coefficient Alpha, were established for SSHI and CAT, respectively. The instruments were administered on the students for a period of four weeks by the researchers with the assistance of the Chemistry teachers. The data collected were analyzed using mean, standard deviation and multiple regression analysis. The finding of the study indicated that while the Chemistry students possessed fairly good study habits, study habit measure (subscales) like homework and assignment negatively predicted.

Academic self-concept and study habits have been examined in most studies as aspects of personal variables and as predictors of academic performance among learners. However, literature on the relationship between academic self-concept and students study habit has not been intensively explored. Thus, this study examines the relationship between academic self-concept and study habit among senior secondary school students in Uyo Local Government Area.

METHODOLOGY

Research Design

Correlational research design was adopted for the study. A correlational research design according to Udoh and Joseph (2005), usually studies the relationship between measures of different variables obtained at almost the same time. It is a type of research design that is usually used to discover or clarify relationship between variables by using correlation coefficient. The design allowed the researcher to uncover the magnitude of the relationship between academic self-concept and study habit among senior secondary school students in Uyo Local Government Area.

Area of Study

The study is conducted in Uyo Local Government Area of Akwa Ibom State. Uyo Local Government Area occupies a landmass of approximately 362 km (140sq mi). Uyo Local Government Area is bounded in the North by Ikono, Ibiono Ibom and Itu Local Government Areas, in the south by Ibesikpo Asutan, Nsit Ibom, and Etinan Local Government Areas, in the East by Uruan Local Government Area and in the west by Abak Local Government Area. The area is rich in both natural and mineral resources such as fine sand, limestone, salt, gravel and clay. There are about 14 public secondary schools in Uyo Local Government Area. The people of Uyo belong to the Ibibio speaking tribe of Akwa Ibom State and they engage in variety of occupation including farming, fishing, trading and public service.

Population of the Study

The population of the study consists of all 2,748 students in public secondary schools in Uyo Local government area. According to Akwa Ibom State Secondary Education Board, (AKSSEB, 2022), there are 2,748 SSII students in public secondary schools in Uyo Local government area in the 2023/2024 academic session.

Sample and Sampling Technique

A sample size of 200 SSII students is selected using a random sampling technique. 8 schools were randomly selected from the 14 schools in the area. In each school, 25 students were selected. Balloting without replacement method was used. This process involved folding pieces of paper with 'YES' and 'NO' options and mixing them up in a basket before drawing. Students who picked paper with Yes options were used for the study.

Instrumentation

Two structured questionnaire titled Academic Self-concept Rating Scale (ASRS) and Study Habit Rating Scale (SHRS) were used as instruments for data collection. The ASRS was 20 items developed from the Reynolds's (1988), Academic Self-Concept Scale (ASCS) however, the SHRS contained 40 items (Reynolds, 1988). It was developed on a four point Likert scale weighted 4, 3, 2 and 1.

Validity and Reliability of Instruments

To ascertain the validity of the instrument used in the study, the instruments were subjected a face validation. The instruments were given to three experts in Educational Measurement and Evaluation for content and face validity. They examined the instruments in terms of its clarity and appropriateness. Correction and suggestions made are incorporated in the final production of the instrument. A test re-test method is adopted to ascertain the consistency of the instrument. The researcher administered the instrument to 30 students in one of the schools that form the population who were not part of the sample study. After two weeks, the same instruments administered to the same group of students. This is done to ensure the consistency of the test instrument. Cronbach Alpha statistics is used to test the instrument and this gave coefficient index of .76 and 78 for ASRS and SHRS respectively. This indicated that the instruments were reliable and suitable for the study.

Research Procedures

Copies of the instrument were administered to the respondents in their respective schools by the researcher with the help of two research assistants who were appropriately briefed on the administration of the instruments. In the process of administering the instrument, face to face contact was used. This enabled the researcher to build rapport with the respondents. No time limit was given to the students in completing the questionnaire. All the distributed copies of the questionnaire were retrieved after completion which indicated 100 % return rate.

Method of Data Analysis

Pearson Product Moment Correlation (PPMC) statistics was used to analyze the research questions and to test the null hypotheses at a .05 level of significance. In the testing of hypotheses, the null hypotheses will be rejected if the p-value is less than the .05 level of significance. However, the null hypotheses will be accepted if the p-values is equal to or greater than the .05 level of significance.

RESULTS

Research Questions

Research Question One

What is the relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area?

Table 4.1: Correlation Analysis of Academic Self-concept and homework/assignment among senior secondary school students

Variables	n	r	Remarks
Academic self-concept Homework/assignment	200	.793	High relationship

The analysis in Table 4. 1 showed the r-value of .793 which implies that academic self-concept has a high relationship with engagement in homework and assignment among senior secondary school students in Uyo Local Government Area.

Research Question Two

What is the relationship between academic self-concept and time allocation among senior secondary school students in Uyo Local Government Area?

Table 4.2: Correlation Analysis of Academic Self-concept and Time Allocation among Senior Secondary School Students

Variables	n	r	Remarks
Academic Self-concept Time Allocation	200	.681	Moderate relationship

The analysis in Table 4.2, showed the r-value of .681 which implies that academic self-concept has a moderate relationship with time allocation for study among senior secondary school students in Uyo Local Government Area.

Research Question Three

What is the relationship between academic self-concept and reading/note taking among senior secondary school students in Uyo Local Government Area?

Table 4.3: Correlation Analysis of Academic Self-concept and Reading/note taking among Senior Secondary School Students

Variables	n	r	Remarks
Academic Self-concept Reading/note taking	200	.713	High relationship

The analysis in Table 4.3, showed the r-value of .713 which implies that academic self-concept has a high relationship with positive engagement in reading and note taking among senior secondary school students in Uyo Local Government Area.

Research Hypotheses

Hypotheses One

There is no significant relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area.

Table 4.4: Summary of Pearson Product Moment Correlation between Academic Self-concept and Homework/Assignment among Senior Secondary School Students

Variables	n	r	p-value	r-crit.	Df	Decision
Academic Self-concept Homework/Assignment	200	.793	.001	.138	198	Reject H_0

Significant at .05 Alpha level

The analysis in Table 4.4, shows that the p-value of .001 is significant at .05 level of significance hence the null hypothesis is rejected. This implies that there is a significant relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area.

Hypotheses Two

There is no significant relationship between academic self-concept and time allocation among senior secondary

school students in Uyo Local Government Area.

Table 4. 5: Pearson Product Moment Correlation between Academic Self-concept and Time Allocation among Senior Secondary School Students

Variables	n	r	p-value	r-crit.	df	Decision
Academic self-concept Time allocation	200	.681	.005	.138	198	Reject H_0

Significant at .05 Alpha level

The analysis in Table 4.5, shows that the p-value of .005 is significant at .05 level of significance hence the null hypothesis is rejected. This implies that there is a significant relationship between academic self-concept and time allocation among senior secondary school students in Uyo Local Government Area.

Hypotheses Three

There is no significant relationship between academic self-concept and reading/note taking among senior secondary school students in Uyo Local Government Area.

Table 4. 6: Summary of Pearson Product Moment Correlation between Academic self-concept and Reading/Note taking among Senior Secondary School Students

Variables	n	r	p-value	r-crit.	Df	Decision
Academic Self-concept Reading/note taking	200	.713	.002	.138	198	Reject H_0

Significant at .05 Alpha level

The analysis in Table 4.6 shows that the p-value of .002 is significant at .05 level of significance hence the null hypothesis is rejected. This implies that there is a significant relationship between academic self-concept and reading/note taking among senior secondary school students in Uyo Local Government Area.

DISCUSSION OF FINDINGS

Academic Self-concept and Homework/Assignment

The findings of the study revealed that there is a significant relationship between academic self-concept and homework/assignment among senior secondary school students in Uyo Local Government Area. This finding implies that, undergraduate students who have high academic self-concept would as well have favourable study habit of engagement in homework and assignment. This finding aligns with Mayanchi, *et.al.*, (2019), whose findings revealed that academic self-concept of students is a significant predictor of students' habit of doing homework and assignment consequently, leading to better academic performance.

Academic Self-concept and Time Allocation

The findings of the study revealed that there is a significant relationship between academic self-concept and time allocation among senior secondary school students in Uyo Local Government Area. This implies that among of time dedicated to study is a function of students' academic self-concept. This finding is in line with Marsh *et al.,* (2016), whose findings revealed that students with a positive academic self-concept are generally

more motivated to engage in academic tasks. They view studying as an opportunity to demonstrate their abilities and achieve their goals, leading them to allocate more time to study. However, Trautwein *et al*., (2016), found that students with a low academic self-concept may avoid studying due to fear of failure or a belief that their efforts will not yield positive results, leading to procrastination and inadequate preparation.

Academic Self-concept and Reading/ taking note

The findings of the study revealed that there is a significant relationship between academic self-concept and reading/note taking among senior secondary school students in Uyo Local Government Area. This finding implies that students with high self-concept can develop favourable strategies for note taking and better reading culture. This finding aligns with Ekanem (2023), who found that students who perceive themselves as competent readers are more likely to engage with texts, employ comprehension strategies, and enjoy reading. On the other hand, those with a negative reading self-concept may avoid reading activities, anxious and oblivious about reading and may have issue of understanding whenever they read. The findings of the study is also associated with Guthrie and Wigfield (2020), who found that students who believe in their reading abilities tend to read more frequently and show better comprehension skills. Ekanem (2023), also found that students with high academic self-concept are confident in their note-taking skills are more likely to use advanced note-taking strategies, such as summarization, paraphrasing, and concept mapping while those with a low self-concept may avoid taking notes or engage in less effective note-taking practices.

CONCLUSION

Based on the findings of the study, it was concluded that, academic self-concept of significantly enhance students study habit of engaging homework/assignment, time allocated for study and reading/note taking among senior secondary school students in Uyo Local Government Area. The findings of the study revealed that there is a significant relationship between academic self-concept and homework/assignment, time allocation for study and reading/note taking among senior secondary school students in Uyo Local Government Area. These findings have implications on the pedagogical processes. The findings imply that, the development of academic self-concept would not only facilitate homework/assignment, time allocation for study and reading/note taking but would lead to improvement in academic performance of senior secondary school students in Uyo Local Government Area.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

i) Parents and teachers should create a positive home and classroom environments that are necessary for the development of adequate academic self-concept and study habit.

ii) Students should develop and consolidate their academic self-concept through regular review of their interaction with friends and significant others.

iii) School counsellors should regularly sensitize secondary school students on how to maintain a productive study habit of doing homework, reading and taking notes.

Suggestions for Further Studies

Based on the findings of the study, further study should be conducted on:

i) The influence of self-concept on academic performance of senior secondary school students in Uyo Local Government Area.

ii) Study habits and academic performance of senior secondary school students in Uyo Local Government Area.

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