DETERMINATION OF STUDY HABIT AND PEER GROUP AS CORRELATES OF ACADEMIC ACHIEVEMENT OF ELECTRICAL INSTALLATION TECHNOLOGY STUDENTS IN TECHNICAL COLLEGES IN DELTA STATE.

BY

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SEPTEMBER, 2015

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CERTIFICATION

We the undersigned certify that we approve the dissertation as adequate in scope and quality for the partial fulfillment of Master of Science Degree Industrial Technical Education.

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DECLARATION

I Mkpughe Christiana Ifeyinwa PG/08/09/155977 declare that this is the original work reported in the Department of Technical and Business Education, Delta State University Abraka, here is my project. Acknowledgement and documentation were duly given to every work.

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APPROVAL PAGE

We certify that this dissertation was written by Mkuphe Christiana Ifeyinwa in the Department of Technical and Business Education, Faculty of Education, Delta State University, Abraka. Nigeria.

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DEDICATION

This work is dedicated to my Parents Elder and Ezinne J. B. Mkpughe and all the members of Mkpughe's family.

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ABSTRACT

This study examined study habits and peer group as correlates of Academic Achievement of Electrical Installation Technology students in the six Technical Colleges in Delta State. Five research questions and five hypotheses guided the study and were tested at 0.05 level of significance. Theoretical and empirical literature were reviewed. The sample size for the study was 240. A questionnaire titled Determination of study habit peer group as correlates of Academic achievement of Electrical installation Technology students in Technical Colleges in Delta State was used. The reliability estimate of study habit is 0.95 while reliability index for peer group is 0.87 using cronbach's alpha procedure. Regression statistics was used to analyse the data. The findings include among others that there is no significant relationship between study habit, peer group and academic achievement of students in Technical Colleges; there is no significant peer relationship between study habit and Academic achievement of students in Technical Colleges; there is no significant relationship between academic achievement of students in Technical College; there is significant relationship between school location and academic Achievement of students in Technical Colleges, there is no significant relationship gender and academic achievement of students in the Technical Colleges in Delta State. Recommendations were made based on the finding as follows Parents should try as much as possible to educate their children/wards on peer influence: teachers/school administrators should encourage their students to study for at least three hours daily. Government should build and equip schools both in rural and urban areas.

CHAPTER ONE
INTRODUCTION

Background to the Study

The former British Colonial masters regarded technical education as a peripheral activity clearly manipulated to obtain their selfish interest. By so doing, technical education was played down greatly,This led to the change in Nigeria's Educational System from the informal type to the formal type where educational process was limited to the development of the intellect. According to the National Board for Technical Education (NBTE) Annual Report (1990-2000), technical education was an aspect of education regarded as the concern of individual government rather than an integral part of the educational system.

Technical education is aimed at providing different types of skilled manpower needed in the economy of any country. Obiuwevbi (2007), and Uwameiye (2002) defined Technical Education as the development of appropriate knowledge, skills, attitudes and understanding required to fit into any chosen occupation or occupations.

The National Policy on Education (FRN, 2004) defined vocational and technical education as that aspect of education which leads to the acquisition of practical and applied skills and basic scientific knowledge. It is a group of learning experience which are meant to be systematically imparted to an individual in order to get him or her adequately equipped with skills for a gainful employment in a recognized occupation. Vocational and Technical Education (V.T.E) is that aspect of the education process involving in addition to its general education the study of technologies, related sciences and acquisition of practical skills amongst students in the country.

Vocational and Technical education was already in existence before the coming of Western Education in 1842, hence vocation such as farming, wood work, iron works, weaving, animal rearing/husbandry, carving, and black smithing were learnt. Nigerians were already minning gold, iron, tin, salt coal and other minerals long before 19th century. Obruwebi (2007) sees the period as traditional African education. It's purpose was to induce the youth into the family and society. He pointed out that the system was designed to train the youth for social responsibility, job orientation, political participation, and spiritual and moral values. The family was seen as a basis for learning about the society and those acceptable norms and values to the public.

It was in the 19th century that some mission schools introduced farming, sewing, carpentry as part of their school curriculum while between 1906 and 1935 some Engineering courses were introduced in some higher institutions in the country like Yaba CollegeThis marked the beginning of organized vocational and technical education in Nigeria from the time, Nigerian Government has been making frantic effort geared towards promoting technical and vocational education, although more efforts needs to be made to promote vocational and technical education in the country. The government has already introduced more courses and subjects such as woodwork Technology, civil crafts, Electrical Installation and others and many more technical colleges are being opened in the country. CESAC (1985).

In the Technical colleges where practical and theoretical courses are offered, it is important to examine the study habit of these students especially with the poor performance of the students both in terminal and National Business Examination Board result (NABTEB). It becomes necessary to investigate into the causes of these failures and poor performances and profer solutions to these problems.

Vocational and Technical Education has some goals and objectives that will of benefit to students. The goals of vocational and Technical education clearly show that it is concerned with the development and survival of both the individual and society. This underscore the function of education which is to help people understand the meaning of their lives and to relate to them fully. The best an educational institution can give to youngsters is solid preparation for meeting the challenges that lie ahead. Vocational and Technical Education has a definite role of preparing and equipping students with skills that increase their chances of finding a job; it also equips them with knowledge and skill they need to create their own employment. However, the extent to which these youth are prepared and equipped leaves much to be desired if the objectives of Vocational and Technical Education is to be realized.

In keeping with the pace of changing needs of the society the National Policy on Education of the Federal Government of Nigeria FRN, (2004) outlined the following goals and objectives of vocational and technical education:

(a) Provide trained manpower in applied science technology and commerce particularly at sub-professional level.

(b) Provide the technical knowledge, vocational skills necessary for agricultural, industrial, commercial and economic development.

(c) Provide people who can apply scientific knowledge to the improvement and solutions of environmental and economic development.

(d) Provide people who can apply scientific knowledge to the improvement and solutions of environmental problems for the use and convenience of man.

(e) Give an introduction to professionals studies in engineering and other technologies.

(f) Give training and impart necessary skills leading to the production of craftsman, technicians and other skilled personnel's who will be enterprising and self reliant.

(g) Enable our young men and women to have an intelligent understanding of increasing complexity of technology.

Electrical Electronics Technology which is one of the technical education courses offered in Technical Colleges that provides the youth with the practical skills in works pertaining to telecommunication, refrigeration, radio and television technologies, Air conditioning, electronic devices and circuit services. Electrical installation Technology consists of house wiring, domestic and industrial wiring, domestic and industrial installation, cable joining, Battery charging and electricity distribution. However, it has been discovered that the persistent poor performance of students emanates mainly from the inappropriate teaching method, adopted by technical education teachers. Electrical installation is one of those courses taught in the technical colleges, it appears that study habits among other factors are responsible for the decline in academic development of the students.

Study habit can be described as series of study activities embarked on by the technical education students with a view to ensuring learning effectiveness. According to Crede and Kuncel (2008), study habit should be logically dynamic, functional and relevant to the personal characteristics of the individual students. Reading is an attempt to absorb the thought of the author and know what the author is conveying. Studying is the integration of reading materials. Studying and skills are particularly important for technical college students whose needs include time management, note taking, internet skills, the elimination of distractions and assigning of high priority to study. Simon (2004) said that good study habit helps the students in critical reflection and in skills outcome such as selecting, analyzing, critiquing and

synthesizing. Study habits are learning tendencies that enables students to work privately, peer group on the other hand refers to a group of students of the same age bracket that share common interest, values, styles and attitudes.

The term “peer” refers to a person who is equal to another in rank status, age, ability, qualifications background and so on. In other word a peer is a member of a peer group is defined technically as any collectivity in which the members share common characteristics, such as, age or ethnicity. It is most commonly referred to as age groups in general but more specifically to adolescent groups where members are closely bound together by youth culture. There are two types of peer groups cliques and crowds. Where cliques are relatively smaller friendship, based on groups, crowds are reputation-based collectives of similarly stereotyped individuals who are defined by primary attitudes or activities their member share.

In our society, academic achievement is considered as a key criterion to judge one’s total potentials and capabilities. Hence academic achievement occupies a very important place in education process. Academic achievement is defined as the extent to which a learner is profiting from instruction in a given area of learning that is, achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skilled developed in the school subject, usually designed by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. For effective evaluation of the performance of students in technical colleges, their study habits need to be assessed. Critically looking at the background, it is clear that there are various factors that can affect a student academic achievement in electrical installation particularly and other existing subjects in technical colleges. (Kana and Kausar, 2011). It becomes very important to embark on a study that will attempt a look at the variables of study

habits and peer group, gender and school location on Electrical installation in relation to academic achievement of students. This study therefore seeks to investigate study habits, peer groups and students' academic achievement in electrical installation in technical colleges in Delta State.

Statement of the Problem

In recent times in technical colleges in Delta State, the study of electrical installation and study habit require thorough investigation as a result of the decline in academic achievement as recorded by different examination bodies in charge of electrical installation subjects. See Appendix iv for school results. One wonders the reasons for these apparent poor performances especially among electrical installation students. The study habit of some students leaves a big question mark among various academic stakeholders including parents and guardians. Distractions, hawking, poverty, single parenthood among others appear to be working against good and effective study habit. However, the inadequacy of qualified

and skilled personnel, inappropriate teaching methods and inadequate learning equipment and facilities were not left out as major problems affecting students' performances in Technical college students in Delta State. In view of the foregoing, this research was poised to examine the relationship between study habit, peer group and academic achievement of electrical installation technology students in Technical Colleges in Delta State of Nigeria.

Research Questions

The study sought answers to the following research questions:

1. What is the relationship between study habit, peer group and achievement of students in Technical Colleges in Delta State.
2. What is the relationship between study habit and academic achievement of students.
3. What is the relationship between peer group and academic achievement of students in Technical Colleges in Delta State.
4. What is the relationship between school location and academic achievement.
5. What is the relationship between gender and achievement of students in Technical Colleges.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between study habit, peer group and achievement of students in Technical Colleges in Delta state.
2. There is no significant relationship between the extent of study habit and academic achievement of students.
3. There is no significant relationship between peer group and academic achievement of students in Technical Colleges.
4. There is no significant relationship between the extent of location and academic achievement.
5. There is no significant relationship between gender and academic achievement of student in Technical Colleges.

Purpose of the Study

The major purpose of the study is toDetermine the contributions of study habit, peer group, as corrolates of academic achievement of Electrical Installation Technology students in the Technical colleges in Delta State of Nigeria.

Specifically the study is meant to:

1. Determine any relationship between study habit, peer group and academic achievement of student in Technical College in Delta State.
2. Determine the relationship between study habit and achievement of students in Technical Colleges in Delta State.
3. To determine the relationship between peer group and academic achievement of students in Technical colleges in Delta State.
4. Determine the relationship between school location and Academic Achievement of students in Technical Colleges in Delta State.
5. To determine the relationship between gender and students academic achievement in Technical Colleges in Delta State.

The Significance of the Study

The study is significant in very many ways. It will create awareness for teachers, students, government and the society about the study habits of students in the technical college in Delta state. It willprofer solution to the problems associated with study habits of students. The research will highlight ways of improving the study habits of students in Technical colleges and advocate new ideas, methods, principles of Teaching and skills.

The findings of the study will help curriculum planners, school administrators, supervisors in providing instructional guidance and counselling for learners and teachers. Also, the study will provide data that might be useful in future in determining the direction and magnitude of attitudinal changes.

The students, teachers, government, curriculum planners, and school administrators will benefit from the study. It will help students to improve their study habits knowing what reading skills to adopt when reading. The study will reduce mass failures in schools, because the study

will be an eye opener to teachers on the need to guide and encourage their students to spend at least three hours when studying every day.

Delimitation and Scope of the Study

The scope of study is the six Technical in Delta State. This study reviewed, assessed the study habit, peer group as correlates of academic achievement of students in Technical Colleges.

Operational Definition of Terms

The following terms were used in the study:

Technical Education: Is the branch of knowledge of science which deals with mechanical, electrical, electronics, construction, woodwork and building Technologies.

Study habits: These are series of studying activities embarked on by students with a view to ensuring learning effectiveness in technical colleges.

Reading: This is an attempt to absorb the thought of the author or teacher and knowing what the author is conveying. Reading can also be seen as the interpretation of reading materials.

Electrical Installation Technology

This involves training of practical skills in works pertaining to telecommunication, refrigeration, radio and Television Technologies, and air conditioning electronic devices and circuit services. Also it comprises of house wiring, domestic installation, cable joining, Battery charging and electricity generation, transmission and distribution.

Peer group: This refers to a group of student of the same age bracket that share common interest, values, styles and attitudes.

Academic Achievement: This is the extent to which the learner is profiting from the instruction.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review focused on the problems that affect the study habit and academic achievement of students in the Technical Colleges in Delta State.

The review was organized under the following sub-headings:

- Concept of the study
- Time spent on Task
- Experience and qualified teachers in different subjects
- School and reading environment
- Shortage of Relevant Textbooks
- Problem of retention
- Peer pressure-group influence/Theories of peer group
- Academic, Achievement
- Study and types of reading/study habits
- Empirical work on study habit and Academic Achievement
- Appraisal of Review of Related Literature

Concept of Study Habit

Study habit can be described as series of studying activities embarked on by the students with a view to learning effectiveness. Study habit should be logical, dynamic, functional and relevant to personal characteristics of the individual students. The attitudes of human beings toward studies play significant roles Crede and Kuncel (2008).

A research work was carried out to determine why students fail what was found to be true in that study habit survey over 330 years ago still rings to be true today shows that students fail because they do not know how to study and spent time studying. The advice is to develop sound study skills. A students should make sure that he or she has good study environment, a good desk, a study chair, good light, comfortable room temperature and a quiet atmosphere. That means he should be fully equipped with high level of analytical skills, the

capacity for reasoning, self-reflection and conceptual grap and ability to learn autonomously and exercise flexibility of the mind. According to Simon, (2004). Study habits are said to be improving because of the advent and wide use of the internet hypertext and multimedia resource which greatly affect the study habit. Habit is a pattern of activities which through repetition has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effect. Study habit refers to the activities carried out by learners during the learning process of which is geared towards improving learning. Study habits are intended to elicit and guide one's cognitive process during learning. Study habits include home environment and planning of work, reading and note-taking habits, planning of subjects, habit of concentration, preparation for examination, general habits, attitudes and school environment Osa-Edoh and Alutu (2012).

Study habits are reflection of students reading culture. If one culture believes in a single person making way for the family, then the person is most likely studying by himself or herself. On the other hand, if the culture perpetuates family togetherness and encouragement, then group study forum will most likely result. However not all grouping is favoured.

Ability grouping, which can be proposed by the teacher disproportionately and unfairly places ethnic groups at a disadvantage by reducing their opportunities to learn. It is best that if the study group's study habit used is based on ability is not productive for ethnic groups. A good and effective study requires flexibility in study speed, clear perception, memory retention concentration, planning and evaluation, students use three approaches to learning surface deep strategies Sarwar et al (2010).

In the surface approach to learning, memorize all the content to get good grade. Study is a complex activity and students have to use a combination of study skills based on the nature

of subject and difficult skills. To have a fruitful time of study, one should be competent in using study skills. The interest on the part of the student makes him or her to study for longer hours which leads to more opportunity to use study skills. Mastering skills make study skills enjoyable and effective which in turn strengthens the interest and so promotes the time spent in studying. The psychologists working specifically on learning have found effective learning easy (Noohi, 2008). He says reading comphension skills are invaluable tools that contribute to better learning. They include skimming, scanning, critical reading, inquiry reading (Yu, 2011).

A study conducted on 4000 medical students from twenty one (21) universities in Iran showed that 32% of the students had poor study skills. Psychological studies showed that general study skills such as reading comphension and recalls are important particularly in the early stages of students' academic life. Students with effective study skills have been known or discovered to over come educational failure and improve their physical and mental health. This study is an attempt to find out how study skills and study habits are related to students educational achievement.

For a better educational achievement of students in technical colleges, student should have at least three hours out of normal class for study and a special place of study with well ventilated with spacious rooms to work. Students should not be cramped unlike what we find in our schools where there are no seats for the students to sit on and even desks (Noohi, 2008).There should be time to study; a desk and straight-back chair is usually comfortable for study not a bed; a bed is a place for sleep, not for study, A student should have everything at hand (for example: book, pencils, paper, dictionary, computer, calculation and tape recorder)

before starting. Students are not allowed to spend time jumping up and down to get things done. There should be minimized noise. Students should read in a noise free environment.

Time Spent on Task

Time spent on task also determine how students achieve . Time spent on task may include reading a book, participating in extra-curricular activities or watching television. Among minorities though all groups spend time to study or doing assignment, it has been discovered while Asian Americans spend the most time on, school assignments and studying. Minority of students spend time watching television, play a game sport on their on the cell phones. This could affect the minority students and lead them to make poor academic progress: Most Nigerian students spend most of their time watching home video; playing away their time doing nothing; some hawking when they are supposed to be in school or reading; some spend their time in the farm or doing extensive domestic work at the expense of their studies; some even travel at weekends. This could affect their studies negatively (Elmasry, 2005).

Theoretical Framework

The theoretical framework provides the fundamental basis for the research study are considered, these include, Gestalt (Field theory and Abraham Maslow's motivational theory.

The word 'Gestalt' means 'pattern', it expresses the idea of perceptual whole, or a total pattern. The Gestalt theory of learning were first formulated in Germany about 1912. Prominent names associated with Gestalt psychology include; WerthemeimerKoffka and Kohler. These psychologists believe that the analysis of conscious experience as practiced by

the assciationists was insufficient to fully explain the complexities of perception and behaviour. Their emphasis on the perceptional field as a whole.

Gestalt learning principles include the following, among others:

1. Teachers should try to develop into children an integrated approach to learning and the solution of problems. Learning will be more meaningful if children can establish a relationship among different aspects of knowledge.
2. Children should be encouraged in order to facilitate their interaction with the environment.
3. The learner should be encouraged to set their own goals for learning.
4. Divergent as well as convergent thinking should be present among children
5 The learner should be presented with the figure ground relations so that we can see the inter-relatedness among phenomena.

Educational relevance of Gestalt theory indicates the need for considering the whole but also the details with the environment. This implies that in understanding the academic performance of a students, the environment which stimulates certain study skills, study habits, use of instructional materials and teaching method should be considered to know the perception and understanding of a lesson by student. Hence, appropriate teaching method, good questioning technique, practical teaching and relevant instructional material are necessary for development of study habits and improved performance (Mutsotso and Abenga, 2010).

Secondly, the role of a teacher to assist the student is emphasized. A teacher collects academic data on students, they include, students scores on academic achievement, study habits, special academic talents, learning, difficulties, class attendance and educational they may necessary for insight or perceptional process of learning.

Another relevant of gestalt theory is that knowledge should be graded in a hierarchical way to enable children at least obtain some glimpses of the problem before they mature to figure out the whole solution.

Learners should be introduced from simple to complex problems to facilitate learning Hassanbeigi et al (2011) experience, background of the learners, the learners intelligent and interest. The above factors explain the degree in which students can be influenced to form study habits and improve in academic performance.

Maslow's theory of motivation

Abraham Maslow was a famous psychologist whose studies into human motivation led him to propose a theory of needs based on a hierarchical model with basic needs at the top. This theory which he propounded in 1943 in his work entitled 'motivation and production', has considerable influence on people. This theory is simple concerned with the identification of factors and processes to which attention must be paid in order to develop in the people or unless the willingness, the readiness and the interest required before one can do anything at all. That whatever we want to do, whether typing, teaching and learning we must sufficiently motivated before we can put up the necessary action which lead to their achievement and realization.

Maslow's theory is divided into two parts. The first part stated as follows, among others:

1. That this needs are arranged in a hierarchy in which there are lower and higher levels of needs.
2. That the lower needs have to be satisfied first before the higher, level needs can be satisfied.

3. That once a need is satisfied, that need is no longer a motivation of performance.

The second part of Maslow's theory deals with the hierarchy of human motives. There are five in number as stated below from the lowest to the highest of the human needs

1. Physiological needs-such as the need for food, clothing and shelter and so on. Lack of these needs will distort study habits, study methods and intellectual disposition.
2. Safety needs-include need for security, such as job security, protection and freedom. The absence of this need lead to lack of co-operation, expression, interaction and appropriate study habits formation, among students and vice- versa.
3. Love and belonging needs-includes the motives for friendships, companionship and affection etc; teachers performance and facilitate teaching and learning and poor academic performance among teachers and students.
4. Esteem needs is concerned with desire for respect, confidence, freedom and integrity. When this needs is satisfied the student feels at ease, fraternize freely and relaxed. The opposite makes them feel weak and disappointed and of course affects their academic performance.
5. Self-actualization. This refers to the highest level of needs which involves the desire for autonomy, independence, infernality creativity and self-fulfillment. Here an individual may want to become a head teacher, another principal, supervisor and another school administrator.

Maslow's theory is relevant to this research study in many perspectives. In Nigeria contemporary society, people cannot satisfy their physiological interalia, including the safety

needs like job security and protection etc. The account for intellectual backwardness and poor academic performance that in Nigeria. The needs for food, cloth, shelter and drinks first be met, before man can think of democracy and other social issues. This means that a student physiological needs has to be satisfied first for good study habit formation and enhanced academic performance.

In the case of love and belongingness, the latter brings happiness and joy and facilitates most activities. students who are loved by their teachers easily adhere to their instruction, have feeling of belongingness in most teaching and learning activities and are eventually motivated to developing appropriate study habits and having improved academic performance, while the respect, confidence and freedom that teachers give to students make them participate in school activities and adopt relevant habits.

Self-actualization: This refers to the highest level of human needs. At this level, some people have the drive, desire and interest for self-fulfillment. For example a student who wants to become a medical Doctor or a lawyer, needs to develop effective study habits in order to obtain such a professional certificate. But students who are involved in examination malpractices or unscrupulous efforts of cheating in examination will have poor academic performance and will not achieve their desire.

Experienced and Qualified Teachers in Different Subject Areas

The importance of experience and qualified teachers in the school system cannot be over emphasized. This is because quality of teachers in the system determines to a great extent the quality of that system: Professional teachers in particular are crucial to the formulation and successful implementation of educational policies in any country (Ballou, 2005).

Qualified and experienced teachers help to guide students on how to study and also teach them the necessary study habit tips. Thus, a high quality science teacher is one who can competently achieve the objective of science education. The presence of these characteristics to a high degree marks it out as a thing of high quality. On the other hand, the absence or deficiency of the essential characteristics to high degree relegates a things to a low quality status. Difficulties arise when the teacher cannot reasonably teach to achieve the predetermined objectives of the subject. Teachers are categorized into three groups. First there are the commandingly authoritative teachers who assist their students to achieve a great deal of learning (Dovrat Committee, 2005).

They set a very high standard in their classroom, initiate and implement procedures which maximally keep students on learning task. The second category comprises those teachers with an infectious enthusiasm for the subject, students and for teaching. They are able to generate a substantial amount of enthusiasm for learning in their students regardless of types of teaching method used.

The third group are the dedicated, caring, empathetic as well as sympathetic teachers, demonstrate a great deal of concern about welfare of their students. Beniner (2005) stated that no adequate training could take place without qualified competent and committed teacher to handle the programme. In his words, for a teacher to be effective in his work he must be trained as to possess the theoretical and construct of the subject matter. Thus, insufficient number of Technical teacher is a major cog in the wheel of technical education development. In most secondary schools, graduates of other disciplines like engineering, industrial mathematics, geology, chemistry, physics are constrained to teach other subjects. This is because they are not well grounded in the subject matter. They find it difficult to have a

thorough command of substantive field of the subject. Also, teachers lack the basic teaching techniques necessary to make teaching and learning effective and efficient.

It is therefore important to note that inexperienced and poorly motivated teacher in either art or science subject who are academically and professionally ill-equipped for teaching job are likely to have problems or great difficulty facilitating students' learning; such teachers cannot be expected to promote and sustain qualitative science or technical education in the classroom.

Lack of qualified and competent teachers can affect the study habit and achievement of students. If there are qualified teachers, students can cover, learn what they are supposed to learn; they will not be half baked but be grounded in their field of learning. Schools are said to have effect in achievement, these effect appears to be derived most importantly from the variations in the teacher quality and experience (Hanushek, John and Steven, 2005).

School and Reading Environment

The environment where the child learns is also of utmost importance. Before a child can have an effective learning, the school environment should be conducive. The physical and social environment interacts with human learning to some extent. This factor can affect the study habit and achievement of students in the Technical Colleges (Sunitha andKladi, 2000). This is evident in schools with uncompleted buildings, ill-equipped libraries, laboratories and workshops where a student lacks the necessary reading materials such as comfortable room temperature, a good desk, a study chair and so on. The problem of inadequate learning and reading environment should be of great concern to the teacher and government. It is common to find as many as 100 students in a classroom/laboratory designed and built for 30-40

students. In such a situation, it would not be hard to that good teaching and learning are not achievable. This type of environment is unhealthy for teaching and learning (Demir et al 2012).

In some schools, there is no electricity supply; so many of our practical works that require electricity are hampered, students instead studying at night with electricity light use candle light and kerosene lantern which is not too good for the eye. The realization of these situations shows that conducive classroom environment brings about the achievement of the goals and objectives of Technical education. Ajila and Olutola (2007) emphasized that the environment of a school affect students in several ways. They were of the view that school environment can help or hinder, inspire or inhibit learning. It is to create an atmosphere of dignity, excitement, motivation and not discouragement.

The researcher has discovered that conducive learning environment is needed for effective learning to take place. Ajila and Olulota (2007) also stated that conducive environment facilitates productive teaching, learning and reading environment.

Location

The Environment a child lives has either a positive or negative on the child. By location we mean the environment where the child is living whether its urban or rural setting a role to play in life a child's academic performance. location of schools could also be a factor that affect the academic achievement of student. Ezeudu (2003) stated that schools location means urban and rural schools. location is a particular place in relation to other areas (Ouirk, 2008). Akpan (2008) indicated that schools in urban areas have electricity, water supply, more teacher more learning facilities and infrasture.

Studies have shown that most schools situated in rural setting lack some important learning facilities such as library science equipment, catering facilities, workshop and

mechanics, they also lack qualified subject specialists. Some of these schools are some of these school situated in rural environment do not have accessible roads and lack other social amentias as such teacher. posted to these school take transfer out of such environment and this will have a negative effect on the students. School location has been viewed as one the factor that affects students academic achievement (Akpan, 2008), over the past two decades, research has indicated that educational aspirations of students who study in rural areas lag behind those their urban counterparts.

Related findings from others have further indicated that students from rural schools place less value on academics. In a study of 2,355 from 21 rural high schools in 21 states, ley Nelso, Beltyukova, asked students to indicate the importance of 21 attributes relating to their personal goals after high school. The data revealed that they placed more importance on personal qualities (e.g being be dependable and having the ability to get along with others and less importance on specific areas of academic achievement. It follow that the lower the education aspirations and less importance is placed on academic by students in rural school could lead to poor academic achievement than urban counterparts. In other words rural students could exhibit a sense that 'school is not me ideology'.

School is urban centre are usually over populated because they needed social learning amenities are there. Onah (2011) and Owoeye (2002) indicated that school in urban area achieved more than schools in the rural areas in science and Technical courses, specifically Owoeye and Yira (2011) showed in their studied that schools in urban locations had better academic achievement than their rural counterparts in science and Technical subjects.

Shortage of Relevant Textbooks

In most of our schools, there is shortage of relevant textbooks to teach our students. Where available, they are mostly foreign in approach and content. Studies have shown that lack of textbooks relevant fields and teaching aids will not enhance the understanding of the subject. This problem becomes compounded today as most of our schools have no quality library, where students can go and read and check for facts from these textbooks. Even when these textbooks are available, they are not readily affordable because of the high cost of purchasing them (Denir et al, 2012).

Gender Influence

When we are talking about gender, we are talking about the fact of being a male or female and what effect it has on academic achievement. All over the world gender difference have become a hotlist of issues around the globe. Hausmann, Tyson, and Zahidi (2009) reported that there is no country in the world that has yet reached equality between woman and men in different critical areas such economic participation or education. Okeke refers gender to the socially, culturally constructed characteristics and roles which are ascribed to males and females in any society. Gender is a major factor that influences career choice and subject interest of students. Okeke (2008) described the males as bold aggressive, tactful, economical use of words while the females are more fearful, timid, gentle, dull, submissive and talkative. May be that is that the reason Umoh (2003) started that more difficult works are usually reserved for males while the females are considered feminine in a natural setting. Thus in schools, males are more likely to take to difficult subjects area like sciences/Technical while the females take to career that will not conflict with marriage responsibilities and motherhood

(Okeke 2008), This created fewer job areas available for women which might be of low status and low income.

Gender role differentiation are also encouraged in pictorial illustrations in textbooks which usually portary males as doctors, layers, engineers, professors while females are seen as nurses, cooks mothers e.t.c. This creates mental picture in the mind of the readers of the role expectation from the society (Umoh, 2003, Babayide 2010). Teachers also encourage stereotype by giving different treatment to males and females students in the class. Teachers go further to give different career guidance to male and females. Homes are not let out as responsibilities are assigned different career guidance to males and females. Home are not let out as responsibilities as assigned differently to males and females. The society from at seeing a male cooking or a female climbing a tree. The males are also assigned leadership positions and the females are to assist or to follow. Nigeria since she gained her independent had never produced a female president or governor.

The feminist theory was propounded by Charles fourier in 1894. The word feminism was gotten from the Latin word which means 'Femina' which means women it arose as a result of the need for women education. feminisism was attempts to bring women into science education removing by sex based factors. The first feminist movement was held in New York in 1848. There, they raised the issue that all men and women are created equal. Thus movement led to women liberation. Feminist held it that by changing the science curriculum and how the science is taught can lead to significant change in women participation in science. In 1960s, there was a great move to tackle the issue of low participation of women in science particularly in the upper levels of education. Series of conferences and workshops had been

held on women liberation such as the Belgium conference. The question now is are boys still achieving better than girls in Technical and science subjects?

With the World Declaration on Education for all (EFA) (UNESCO, 1990), It is expected that the learning experience offered to the children in schools should not discrimate against males and females. That there is need for boys and girls to be given equal access to education especially in science and Technical courses. That there is no need for courses or subjects to be as male and female courses or subjects. Anybody should be allowed to read which course or subject one wants to offer or study. This has brought much increase to the number of females students offering both technical and science subjects in schools.

Peer Groups and Schools

Peer pressure refers to the influence exerted by a peer-group in encouraging a person to change his or her attitudes, values or behaviours in order to conform to group norms. In young people, youth peer pressure is considered as one of the most frequently referred to under forms of peer pressure. It is particularly common because most youth spend alot of time in fixed groups (schools and subgroups within them) regardless of their opinion of those groups. In addition to this, they may lack the maturity to handle pressure from 'friends'. Also, young people are more willing to behave negatively towards those who are not members of their own peer groups. However, youth peer pressure can also have positive effects. For example, if one is involved with a group of people that are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. Sometimes, the children are pressurizing themselves. They feel like they need to be in this group to be "cool" or "in". Therefore, the youth would be pressured into improving themselves, bettering themselves in the long run-according to research from (Wikipedia, 2011). This is most commonly seen in

youth that are active in sport or other extracurricular activities where conformity with one's peer-group is strongest.

In schools some pressure groups help in fostering school discipline and internal self-discipline amongst members. Since children should be accorded the same human rights and freedoms as adults, they should be granted responsibility for the conduct of their affairs and there should be full participation in the life of their community. Children of all ages are entitled to participate in all decisions affecting the school without exception. They have a full and equal vote in deciding expenditures, hiring and firing of employees (including teachers) and in making and enforcing the values of the community. Typically, rules are made and business is handled at a weekly school meeting where each student like each staff member has one vote, freedom on individual rights matters and peer-justice, says (Greenberg, 2000),

School Administrators in education as well as in government are constantly counteracting and resisting force of opposition and conflict. Students tend to emulate themselves and spur themselves into action especially during academic matters. They study together forming reading or study groups, reading partners and even compete amongst themselves academically. All these will contribute to their studies more constructively.

The role of the peers also has entered increasingly into theoretical analysis of school choice, starting from the observation that many people express concern about other students, to a variety of analyses (Casultt, 2002; have examined the equilibrium properties of study habit and peer group effect on students achievement.

Theories of Peer Group

Psychologist Erik Erikson built upon the work of Sigmund Freud but focused more on social rather than sexual aspects of development. He organized psychosocial development into

a lifespan model of eight stages from birth to death. Each stage is characterized by an issue in conflict between an individual's makeup and the societal context. Adolescents are in Erikson's fifth stage, which is characterized by a conflict between identity and identity confusion. This is when humans most wrestle with the questions of 'who am i'? and 'where am i headed'?

Autonomy

Children seek to become independent from their parents and immerse themselves in their own social environment during adolescence. In order to increase their autonomy and explore their own individual identities, adolescents also need to question their parents' rules and behaivors, says University of Michigan's professorJacquelynne S. Eccles. As a result of questioning their parents and spending less time with them, adolescents are more susceptible to peer pressure, particularly in the younger years.

Fitting in

They may be pulling away from their parents, but adolescents want to fit in and understand their place in society. Peer groups fulfill the adolescent's need for validity and acceptance and provide space and opportunity for exploration and experimentation. Adolescents actively seek membership in a peer group to help them explore different educational, occupational, political and social roles. Parents might take comfort in knowing that adolescents generally select peers who resemble them and their upbringing.

Failure

If a child is struggling at this stage and identity confusion is stronger than identity formation, she might explore lifestyles that are unhealthy or dangerous. A child who fails to develop properly during this stage rejects social contracts with others and fights conforming to

social values, becoming particularly susceptible to negative peer pressure. Children who are pressured by parents to conform to a particular role they don't identify with may also rebel.

Success

Successful progression through the fifth stage isn't free from adolescent rebellion. Challenging parents and teachers is necessary for optimal emotional and cognitive health, as is exploring a range of answers to 'who am I'? However, healthy rebellion includes the acceptance of rules, responsibilities and consequences. According to Erikson, successful completion of his fifth stage leads to the virtue of fidelity and the ability to be loyal to people and ideologies, and it is necessary for a positive transition to adulthood.

Piaget's Theory of Cognitive Development.

Piaget's theory identifies four stages of cognitive development (Bein 2012). He believes that children actively construct their understanding of the world based on their own experiences. In addition Piaget identified which aspects of development, occurring from middle childhood onwards, for which peer groups are essential. He suggested that children's speech to peer is less egocentric than their to adults Egocentric speech is referring to the speech that is not adapted to what the listener just said (Steinberg 2010).

Positive (advantages) attributes of Peer groups. Serves as a Source of Information.

Peer groups provide perspective outside of the individual's view points. members inside peer groups also learn to devleop relationship with other in social system. Peers, particularly group members become important social referents for teaching other members customs, social norms, and different ideologies Peer Group (2012).

Teach Gender Roles

Peer groups can also serve as a venue for teaching members gender roles. through gender role socialization, group member learn about sex differences and social and cultural expectations Curtus, (2008). while boys and girls differ greatly, there is not a one to one link between sex and gender roles with males always beings Masculine and females always being femine. both genders can contain different levels of masculinity and ferminity. Peer groups can consist of all males, all females or both males and females. Studies show that the majority of peer groups are unisex. Peer groups can have great influence or peer pressure each other's gender role behaviour, depending on the amount of pressure (Espelage, Holt and Hankel 2003).

Serve as a Practicing Venue to Adulthood.

Adolescent peer group provide support as teen assimilate into adulthood into adulthood. Major changes include decreasing dependence on parents, increasing feelings of self-sufficiency, and connecting with a much larger social network Erikson (2013) Adolescents are expanding their perspective beyond the family and learning how to negotiate relationships with other in different parts of the social system. Peers particularly group members, become important social references peer groups also influence individual members' attitude, studies and behaviours on many cultural and social issues, such as drug use, violence, and academic academic achievement and even development and expression of prejudice.

Teach Unity and Collective Behaviour

Peer group provide an influential social setting in whcih norms are developed and enforced through socialization processes that promote in group similarity Eder and Nenga (2003). Peer group cohesion is determined and maintained by such factors as group communication group consernsus, and group conformity concerning attitude and behaviour. As members of peer groups interconnect and agree on what defines them as a group, a normative

code arises, This normative code can become very rigid, such as when deciding on group behaviour and clothing attire. Member deviation from the strict normative code can lead to rejection from the group Gavin and (Wyndol, 2010).

Identity formation

Identity Formation: Peer group can help individuals from their own identity. Identity formation is a development process where a person's identity is his or her peers. studies have showed that peers provide normative regulation, and they provide a staging ground for the practice of social behaviours. This allows individuals to experiment with roles and discover their identities Gonzales (2010). The identity formation process is an important role in an individual's development. Erik Erikson emphasized the importance of identity formation, and the illustrated the steps one takes in developing his or her sense of self. He believed this process occurs throughout one's entire life (Friedman, 2011)

Negative (Disadvantage) attributes of Peer groups

Peer Pressure

The term peer pressure is of used to describe instances where an individual feels indirectly pressured into changing his/her behaviour to match that of his/her peers. Taking up smoking and underage drinking are two of the best known examples. inspite of the often negative connotations of term, peer pressure can be used positively for example, to encourage other peers to study, or not to engage in activities such as the ones discussed above. although peer pressure is not isolated to one age group, it is usually most common during the adolescent stage Adolescence is a period characterized by experimentation and adolescents typically spend a lot of time with their peers in social contexts. Teenagers compel each other to go along with certain beliefs or behaviours and studies have show that boys are more likely to give in to

give in to it than girls. There has been much research done to gain a better understanding about the effects of peer pressure, and this research will allow parents handle and understand their children's behaviour and obstacles they will face due to their peer groups learning how peer pressure impacts individuals is a step to minimizing the negative effects it lead to.

Future Problems

Success of peer relationships is linked to later psychological development and to academic achievement. Therefore if one does not have successful peer relationships it may lead to developmental delays and poor academic achievement perphaps even incompletion of high school degree. Children with poor peer relationship may also experience job related and marital problem later in life (Curtis, Tepperman and Albanese 2008).

Risk Behaviours

Several studies have shown that peer groups are powerful agents of risk behaviours in adolescence Adolescents typically replace family with peers regarding social and leisure activities and many problematic behaviour occur in the context of these groups. A study done in 2012 focused on adolescentsengagement in risk behaviours. Participants completed a self-report measure of identity commitment, which explores values, beliefs and aspirations, as well as a self report that measures perceived peer group pressure and control. Both peer group pressure and control were positively related to risky behaviours. However, adolescents who were more committed to a personal identity had lower rates of risk behaviours. Overall, this study shows us that adolescent identity development may help prevent negative effects of peer pressure in high-risk adolescent (Dishion and Henry, 2012).

Aggression and ProsocialBehaviour

Social behaviours can be promoted or discourage by social groups, and several studies have shown that aggression and prosociality are susceptible to peer influence. A longitudinal study done in 2011 focused on these two behaviours. A sample of adolescents was followed over a one year period and results showed that adolescents who joined an aggressive group were more likely to increase their levels reports were collected, and results showed a strong correlation between deviant peer groups and sexual promiscuity. Many teens claimed that the reasons for having sex at a young age are of great concern. Pregnancy and sexually transmitted disease are only a few of the consequences that can occur. Also, adolescents were likely to display prosocialbehaviour that were similar to the consistent behaviours of the group they were in. An adolescent peer group a role in shaping him or her into an adult, and the lack of positive can lead to consequences in the future (Dishion and Henry, 2013).

Sexual Promiscuity

Adolescence is also characterized by physical changes, new emotions and sexual urges and teenagers are likely to participate in sexual activity. A longitudinal study done in 2012 followed a group of adolescents for thirteen years. Self-reports, peer nominations, teacher ratings, counselor ratings and parents.

Academic Achievement

Education is a process of developing the capabilities and potential of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily an individual development function. Education begins at birth and continues. It begins some where between the ages of four and six when children are gathered together for the purpose of specific guidance related to skills and

competencies that society deem important. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement.

In our society, academic achievement is considered as a key criterion to judge one's total potentials and capabilities. Hence, academic achievement occupies a very important place in education as well as in the learning process Nuthana and Yenagi (2009). Academic achievement is defined as the extent to which a learner is profiting from instruction in a given area of learning. That is, achievement is reflected by the extent to which skill and knowledge has been imparted to a learner. Academic achievement also denote the knowledge attained and skill developed in the school subject, usually designed by test score. Achievement is influenced by personality, motivation opportunities, education and training. Academic achievement is something you do or achieve at school, college or university, in class, in a laboratory, library or field work site. It does not include sport or music. An academic achievement, such as graduating with first class is something that is purely a quantitative matter, while having the findings of a lengthy comprehensive research published a recognized journal is also a notable academic achievement. Being named head or chairman of a particular department in a university is both a professional as well as academic achievement.

Academic achievement is the outcome of education, is the extent to which a student, teacher or institution has achieved its educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how best to test or which aspects are most important procedural knowledge such as skills or declarative knowledge are facts (Fazal, 2012).

Type of Study Habit Skills

Study skills are strategies and methods of purposeful learning centered around reading and writing. Effective study skills are essential for students to acquire good grades in school and are useful in general to improve learning through one's life in support of career and other interests.

Study habit based on memorization such as rehearsal and rote learning. One of the most basic approaches to learning an information is simply to repeat it by rote. Typically this will include reading over notes, a textbooks, and rewriting notes.

Method Based on Communication Skills e.g Reading and Listening

The weakness with rote learning is that it implies a passive reading or listening style. Educators such as John Dewey have argued that students need to learn critical thinking-questioning and weighing up evidence as they learn. This can be done during lectures or when reading books. A student studies for his final examination using the Preview, Question Summary and Test (PQRST) method. One method according to Gopalakrishan (2009) used to focus on the key information when studying from books is the PQRST method. This method prioritizes the information in a way that relates directly to how students will be asked to use that information in an examination. PQST is acronym for Preview, Question, Summary, Test as explained byRwehumbiza (2013).

Question: Reference materials related once the topic has been thoroughly studied are formulated. Read Reference materials related to topic is read through, and the information that best relates to the questions is chosen.

Summary: The student summarize the topic, bringing his or her own ways of summarizing information into the process, including written notes, spider diagrams, flow diagrams, labelled diagrams, mnemonics, or even voice recordings.

Test: then the student answers the questions created in question step as fully as possible, avoiding adding questions that might distract or change the subject. There are a variety of studies from different colleges nation-wide that show that peer communication can help to increase better study habits tremendously. One study shows that an average of 73% score increase was recorded by those who were enrolled in some classes surveyed.

Method Based on Cues e.g. Flashcard Training

Flash cards are visual cues on cards. These have numerous uses in teaching and learning, but can be used for revision. Students often make their own flash cards, or more detailed index cards – cards designed for filing, often in sizes, on which short summarises are pre written. Being discrete and separate, they have the advantage of allowing students to re-order them, pick a selection to read over or choose randomly for self-testing.

Method Based on Condensing Information, Summarizing and the Use of keywords

Summary method vary depending on the topic, but most involve condensing the large amount of information from a course or book into shorter notes, often these notes are then condensed further into key facts.

Spider diagrams: Using spider diagrams or mind maps can be an effective way of linking concepts together. They can be useful for essays and essay responses in examinations. This tool can give a visual summary of a topic that preserves it’s logical structure, with lines used to show how different parts link together.

Method Based on Visual Imagery

Some learners are known to have visual learning style and will benefit greatly from taking information from their studies which is often heavily verbal, and using visual techniques

to help encode and retain it in memory. Some memory techniques make use of visual memory, for example the method of loci, a system of visualizing key information in real physical locations e.g around a room Mutsotso and Abenga (2010).

Diagrams are often underrated tools. They can be used to bring all the information together and provide practice reorganizing what has been learned in order to produce something practical and useful. They can also aid the recall of information learned very quickly, particularly if the student made the diagram while studying. The information pictures can then be transferred to flash cards that are very effective as last minutes revision tools rather than rereading any written materials.

Methods Based on Acronyms and Mnemonics

A mnemonic is a method of organizing and memorizing information. Some use a simple phrase or fact as a trigger for a longer list of information. For example, the points of the compass can be recalled in the correct order with the phrase. “Never Eat Shredded wheat” starting with North the first letter of each word relates to a compass point in clockwise order round a compass.

Method Based on Examination Strategies

The Black-Red-Green method (developed through the Royal literary fund) helps the student to ensure that every aspect of the question posed has been considered, both in examinations and essays. The student underlines relevant part of the question using three separate colors (or some equivalent). Black denotes Blatant instruction, that is something that clearly must be done, a directive or obvious instruction Red is a Reference point or required input of kind, usually to do with definitions, terms, cited authors, theory, (either explicitly

referred to or strongly implied) Green denotes Gremlins, which are subtle signals one might easily miss, or a GREEN light that gives a hint on how to proceed or where to place the emphasis in answers according to research work from (the contributions of study skills to academic competence 2009).

Method Based on Time Management, Organization and Lifestyle

Changes often, improvements to the effectiveness of the study may be achieved through changes to things unrelated to the study material itself, such as time management, boosting motivation, and in improvement to sleep and diet. Time management in study sessions aims at ensuring that activities that achieve the greatest benefit are given the greatest focus. A traffic lights system is a simple way of identifying the importance of information, highlighting or underlinning information in colours according to (the contributions of study skills to academic competence 2009).

Green: topics to be studied first, important and also simple.

Amber: topics to be studied next, important but time consuming

Red: Lowest priority; complex and not vital. This reminds students to start with the things which will provide the quickest benefit, while ‘red’ topics are only dealt with if time allows. The concept is similar to the ABC analysis, commonly used by workers to help prioritise. Also, some websites (such as flash Notes) can be used for additional study materials and help improve time management and increase motivation.

Study Habits Based on the Study Habit Background of Students

Understanding the study habits background is very important for parents to help their children in their studies. There are various theories of study habits a good parent should find out which one applies best to your child.

Most parents in the present day, have been looking for theories of study habits so as to help them understand why their children study the way they do. If you go into details you will find that there are generally two types of students namely those who study by their own will and others who do not. There are various explanations given by psychologists on the study habits background of the students who are not ready to study willingly. Some of those factors we have been examining which ranges from poor retention ability, shortage of textbooks, Time spent on task and many others. There is need for us to understand that students need to study with close supervision of their parents guardians or teachers. This bill help them to study more effectively. It is best for students to study without being forced, the role of parents and guardian at home in supervising their children's or ward's study habit cannot be over emphased students do better when they are supervised. Parent should continue to guide and supervise their children study habit until they are able to study on their own without being forced.

Types of Study Habits

According to the theories of study habits, there are broadly two types of students. The first category is of the students who study for a shorter duration, have good concentration and are able

to get good scores without much effort. The second includes students who have a rather poor concentration, and need alot of hard work to get good scores.

Based on these two categories, the study habits background is defined with regular study habit, you will find that there are children who study at a time that is deemed normal to study that is after their assignment. Such students have a routine where they finish their assignments after returning from school. They generally study for a couple of hours and are least affected by external diversions. In the entire world, weekends are generally left for time to spend with family and friends. This is the reason behind children not going to school during this time. However, education conscious parents can train their children to have at least one hour of study during the weekends. This should be done for both Saturday and Sunday. Once you have trained your children to be able to study during this time, you will find that they will establish this study habits by themselves to the extent that they will even study for longer than the time allocated (Demir, 2012).

Isolated Study Habits

When it comes to isolated study habits many parents may consider it as an abnormal study habit. It does not necessarily mean that the habit is abnormal in the sense of the word it only means that this type of study does not conform with the normal way of studying. A good classification of isolated study habits will be when your child will prefer to study late in the night or during the early hours of the morning. When looking at the different theories of study habits you will find that this is not necessarily a bad idea. During such hours, there is usually peace and calmness thus offering a very conducive environment for learning. Such study habits are very good for children who have a low concentration span. This can be very productive especially if your child prefers to use this method. One precaution that should be taken with children who prefer this mode of study is that they should be monitored so that they can get

enough sleep. Such study habit becomes dangerous if the student is not monitored. Lack of enough sleep in a child can lead to sleepiness when the child is in class. If a child does not concentrate during class hours, the purpose of the study would be to compensate for such times instead of improving the level of understanding during study hours (Nonis and Hudson 2010).

Whatever your child's study habits background, understand that these patterns are not set in stone. Children can learn good and effective study habits just as they learn any other skill. It simply takes time and effort.

Empirical Findings on Study Habit and Academic Achievement

The 7th edition of Oxford Advanced Learners' Dictionary (2005) defined study as "mental effort to obtain knowledge;" This means that studying is an art of learning which helps the individual not only to acquire knowledge but also acquire the skill and the habit to study. Study is a pattern of which, through repetition, has been earned to the point that it has become automatic and can be carried on with a minimum of conscious effort. It has been discovered that students led very busy lives and as a result, spend a little time studying (Nonis et al, 2006). How does this influence learning? Those who were undergraduates be it in the information technology revolution or outside it, are likely to assume that student performance goes down as a result of this lifestyle. Surprisingly though, whenever the research was reviewed, the results have been mixed Lumsden (2005). For example, contrary to popular belief, Krohn and O'conner (2005) and reported that study time negatively correlates with academic performance. Does this means that the less time a student devotes to studying out of class, the higher his or her performance? It is not really, although there is lack of evidence of attempting

to determine the way such relationship exists. According to the finding of Stinebrickner and Stinebrickner (2004) the understanding of one of the most basic inputs in education process which is students. Study time and its relationship to academic performance is presently limited. Time is a variable over which students have the most control and there is clear evidence that today's college students are devoting less time for studies and more time for other activities.

Research was carried out to investigate the study habit in relationship with students' academic performance of undergraduate business students. Within this context, the time student spend in studying was considered and how effectively this time spent influences their academic performance. Unfortunately, most studies that have investigated the relationship between study time and academic performance to date Krohn and O'conner (2005), Lahmer and Zulauf (2000); have not been controlled for this could explain the mixed findings. Therefore in the present study we attempted to determine if study time and academic performance had any relationship. In other words, does the quality of a student's study time as measured by study habits impact the relationship between the quantity of study time and academic performance. It is reasonable to expect this impact to be stronger for students with good study habit compared to students with poor study habit.

It has been discovered that it is not only the general ability that students bring to class that contributes to their academic achievement. Several studies have investigated and found that demographic variables such as gender, age and race (Beaumont Walter and Suyibo, 2001; Haist, John, Elam, Blue and Fosson, (2000) psychological variables, such as academic self-efficacy motivation and behavioral variables such as time, skills relate to student performance. Missing from these information or investigations are the study strategies that

students use in a timely manner, and reading the study material before a lecture, that are likely to have impact on their performance although not every learning strategy or study habit produces useful results in terms of academic achievement. It would be expected that students who possess good study habit in general have better performance than those students with poor study habits.

There are some empirical evidence that shows that study habit has impact on academic performance. Okpala, Okpalla and Ellis (2000) reported that good study strategies positively influences performance. More recently, Ellias (2005) investigated that there is a relationship between two different approaches to studying deep, which involved developing competencies subject matter, and surface, which involved simply to meet course expectations have on student's performance in basic account course. Result showed that students using the deep approach had a significant, positive relationship with their course grade, whereas students using the surface approach had a significant negative relationship. (Davidson, 2002) also reported a deep study approach that demonstrated a positive relationship with the course performance on complex examination questions.

Investigations have shown that factors that affect achievement of students have attracted the interest and concern of teachers, psychologists, researcher, parents and school administrator in Nigeria. This is because of the public outcries concerning the poor performance of students in the country (Igbokwe, 2003). Some of the factors identified are low socio-economic status of the family, student's attitude towards learning, poor family structure, poor study habit, intellectual ability, parents' education, income and occupation of parent as well as age of the mother at the birth of the child Brooks Gunn and Chase-Lansdale 2001) have

attributed the cause of poor academic performance to combination of personal and institutional factors.

Personal factors relate to the individual's intelligence, knowledge and ability while the institutional factors are family or parental influences, societal influence and school related factors among others. Ajila and Olutola (2007) categorized problem response for students poor performance as their environment which include availability of suitable learning environment, adequacy of educational infrastructure like textbooks among others.

Researches have shown that family's socio-economic status is based on parents income, education and occupation. Thus, a family with high socio-economic status is often more successful in preparing it's young children for school because they typically have access to a wide range of resources to encourage them in various learning activities at home. This in turn, will effect students' academic achievement. According to Marjoribanks (2003), the high achievers from higher socio-economic status groups showed better academic achievement than students belonging to lower socio-economic status groups. With reference to achievement in mathematics, and House (2002) contend that students learn better if they are from above average or average income family with well educated parents who participate in the school's education process and encourage their children to learn. The established socio-economic status of students have affected their achievement.

Again, literature revealed that the age at which a mother gives birth to their young ones affect their achievement in academic performance either positively or negatively. Income, family size and the mother age at child birth were modestly related to students' academic

achievement. This implies that early age or old age has it's significance in students' academic achievement. Haye and Bronzaft (2006) contend that factors such as the mothers age at birth of the child, number of sibilings, genetics and environment have more to do with academic achievement. Early birth has been disadvantageous to a young mother's children as well as the woman herself. One key reason is that early child bearing interferes with the process of schooling and human capital development which means that the mother's ability to gather resource will be reduced. She is therefore likely to be poorer than a woman who delays childbearing. For this reason, he concludes that the age at first child birth may prevent a teenage mother from providing resources that promoted cognitive development, such as high-quality child care arrangement and assimilating home environment than can improve a child's academic performance.

William and Chelser (2005) viewed that mother as the first educator and the age at which she gives birth to the child matters in her life. This allows her to have a stable or unstable mind which affects the mothers instinct and love towards the child. Observed that mother's age enhances the cognitive development of her child. According to (Brooks-Gunn and Chase-Lansdale 2001) young mothers are socially and emotionally immature; we would expect them to have limited parenting ability. They said further that coping with the demands of an infant is likely to be more challenging for a teenager than for an older woman. Inconsistent and arbitrary discipline which is more common among mothers, has a negative impact on children's behaviour and on their social and emotional development. As a result, (Brooks Gunn and Chase-Lansdale 2001), expect a young age at first birth to adversely affect children's social and emotional adjustment. Even if a teenage mother has additional children

when she is older, she may continue the patterns of parenting she established with her first child. Teenage mother also provide children with less cognitive stimulation and less emotional support than do older mothers. School is very important in the life of a young woman or girl, the amount of schooling she obtains affects her occupation, her income, her chances of marriage, risk of poverty and welfare dependence and generally, quality of her own life.

Appraisal of Reviewed Literature

The literature review focused on the problems which influences the study habit and academic achievement of students in Technical colleges in Delta State. These include lack of experienced and qualified teachers, shortage of relevant textbooks and laboratory facilities, school and reading environment, schools location, gender influence, time spent on a task, pressure group, the meaning of academic achievement, concept of study habit, study habit skills, types of study habits, theories of study habit, theories of peer group, empirical findings of other researchers on study habit and academic achievement were also examined.

Many literatures has been written on study habit, on academic achievement but none has actually talked about study habit and peer group as correlates of academic achievement of students in Technical Colleges in Delta State. So, this work is out to cover that gap.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

In this chapter, a description of the method adopted in the conduct of this research are presented under the following sub-headings: Design of the Study, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validity of Instrument, Reliability of Instrument Method of Data Collection and Method of Data Analysis.

Design of the study

The research design is a correlational method. This is the study of the extent of relationship between two or more variables. Correlational study is a scientific study in which a researcher investigates association among variables. This implies that correlational research is concerned with investigating and describing the extent to which two or more variables are related in quantitative term.

Population of the study

The population of this study comprises of Four Hundred and Eighty students of six technical colleges in Delta State.

Sample and Sampling Techniques

A study was carried in the six Technical Colleges in Delta State as a representative Sample. The sample size is two hundred and forty students from Four Hundred and Eighty, students of the six Technical Colleges in Delta State. Proportionate sampling technique was employed in the study.

Instrument for Data Collection

The instrument used for data collection, of this study were two questionnaire (1) Questionnaire (2) Scores from school examination result. Questionnaires consists of 20 questions for peer group and another thirty questions for study habit which was administered to students of the six technical colleges in Delta State. It was divided into sections A and B. Section A deals with personal data of the respondent while section B elicit questions on pear group and study habit. Respondents were provided with response options in a four-point scale from which they were required to choose only one. About two hundred and fifty copies of questionnaire were distributed and collected by the researcher.

The response mode is as follows;

Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, Strongly Disagree (SA) 1

The bench mark is 2.50

Validity of the Instrument

The validity of the instrument must have been ensured by the Examination and standard Department of the ministry of education and subject experts where the scores were subjected to face and content validity. Also the questionnaire which is come of the process of validation was properly scrutinized and substandard questions were deleted (where noticeable) by experts in the field.

Reliability of Instrument

The instrument of the study was established using Cronbach's Alpha. It was used to establish the internal consistency reliability of the instrument. The reliability estimate study habit 0.95 for while the peer group gave the reliability index of 0.87. See Appendixiv and v

Method of Data Collection

The documented school examination of result of 2011/2012 academic session of Electrical Installation Technology year two students were collected by the researcher from Examination and standard Department of the Ministry of Education, Asaba. Questionnaires were administered to students of Electrical Electronics Installation Technology Students of the six Technical Colleges in Delta State, the questionnaires were grouped into two questions 240 questions for peer group and another 240 questions for study habit were administered.

Method of Data Analysis

Coefficient of determination was used to answer the research questions while regression analysis and F-test was used to test the stated hypotheses at 0.05 level of significance.

CHAPTER FOUR

Presentation of Results and Discussion

This chapter presents the analyzed data collected for the study. Five research questions were stated and five hypotheses were formulated correlation coefficient of determination was used to answer the research questions while regression analysis was used to test the stated hypotheses at p-value of 0.05 level of significance.

Correlation matrix of the variables

The correlation matrix examines the relationship between the variables of study habit, peer group location, gender and academic achievement.

Table 4.1: Correlational Matrix Among the Study Variables.

Variables	**Study Habit**	**Peer Group**	**Location**	**Gender**	**Academic Achievement**
Study Habit	1.000				
Peer Group	.098	1.000			
Local	.024	-.025	1.000		
Gender	-.042	-.004	.076	1.000	
Academic Achievement	-.045	.007	-.176*	.033	1.000

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.1 shows that the correlation matrix which demonstrates the relationship between the implemented variables (study habit, peer group, location and gender) and the dependent variable (academic achievement). From the table, it could be seen that academic achievement is significantly related to location (r = -.176). Whereas, the variables of study habit, peer group, gender were not significant with academic achievement.

Presentation of Research Questions

Research question 1

What is the extent of the relationship between study habit, peer group, and academic achievement of students in Technical Colleges in Delta State?

Table 4.2: Correlation Analysis of Study Habit, Peer Group and Academic Achievement in Technical Colleges.

Variables	N	r	r^2	r^2%	Decision
Study Habit					Positive
Peer Group	240	0.78	0.6084	6%	Relationship
Academic Achievement					

Table 4.2, shows that 0.78 is the extent of relationship between study habit, peer group and academic achievement of students. The coefficient of determination is 0.006 and the amount of variance or contribution of academic achievement is 6%. The result shows a positive relationship between study habit, peer group and academic achievement of students.

Research Question 2

What is the extent of the relationship between study habit and academic achievement of students in Technical colleges?

Table 4.3: Correlation Analysis of Study Habit and Academic Achievement

Variables	N	r	r^2	r^2%	Decision
Study Habit					Positive
Academic Achievement	240	0.069	0.005	0.5%	Relationship

In Table 4.3, 0.069 shows the extent of relationship between study habit and academic achievement of students. The coefficient of determination is 0.005 and the amount of variance or contribution of academic achievement is 0.5%. The results shows a positive relationship between study habit and academic achievement of students.

Research question 3

What is the extent of the relationship between peer group and academic achievement of students in Technical Colleges in Delta State?

Table 4.4: Correlation Analysis of Peer Group and Academic Achievement of Students in Technical Colleges

Variables	N	r	r^2	r^2%	Decision
Study Habit					Positive
Academic Achievement	240	0.043	0.002	2%	Relationship

The result in Table 4.4, shows that 0.043 is the extent of relationship between peer group and academic achievement of students in technical colleges. The coefficient of determination is 0.002 and the amount of variance or contribution of academic achievement is 0.2%. This indicates a positive relationship between peer group and academic achievement.

Research Question 4

What is the extent of the relationship between school location and academic achievement of students in Technical Colleges in Delta State?

Table 4.5: Correlation Analysis of School Location and Academic Achievement of Students in Technical Colleges.

Variables	N	r	r^2	r^2%	Decision
School Location Academic Achievement	240	0.195	0.038	3.8%	Positive Relationship

Table 4.5 shows that 0.195 is the relationship between school location and academic achievement of students in technical colleges. The coefficient of determination is 0.038 and the amount of variance or contribution of academic achievement of students in technical colleges is 3.8%. The result indicates a positive relationship between school location and academic achievement of students.

Research Question 5

What is the extent of relationship between gender and academic achievement of students in Technical Colleges in Delta State?

Table 4.6: Correlation Analysis of Gender and Academic Achievement of Students in Technical Colleges.

Variables	N	r	r^2	r^2%	Decision
Gender Academic Achievement	240	0.012	0.000	0	Positive Relationship

Table 4.6, shows that 0.012 is the relationship between gender and academic achievement. The coefficient of determination is 0.00 and the amount of variance or contribution is 0%. The result shows a positive relationship between gender and academic achievement of students in Technical Colleges.

Presentation of Research Hypotheses

Hypothesis 1

There is no significant relationship between study habit, peer group and academic achievement of students in Technical Colleges in Delta State.

Table 4.7: Table 4.7: Regression Analysis of Study Habit, Peer Group and Academic Achievement of Students in Technical Colleges.

Model Summary

R	R-square	Adjusted R-square	Std. Error of the Estimate
.078	.006	-0.002	18.00

Anova

	Sum of		Mean		
	Square	Df	Square	F	Sign
Regression	471.376	2	235.688	.727	.485
Residual	116266.474	237	324.331		
Total	77337.850	239			

Coefficients

	Unstandardized	Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	t	Sign
(constant)	67.113	6.607		10.158	.000
Student Habit	-.076	0.075	-0.066	-1.011	0.313
Peer Group	-0.056	.098	0.037	-0.576	0.565

The result in Table 4.7, yield a coefficient of regression R 0.078, a multiple R-square 0.006 and adjusted R square of .002 this means that study habit and peer group accounted for 6% of the variance in academic performance of students in technical colleges. The Table also shows that the analysis of variance for the multiple regression data produce an F-ratio of 0.727

which is not significant at P-value of 0.05 hence the null hypothesis was accepted. This implies that there is no significant relationship between study habit, peer group and academic achievement of students in technical colleges. The Table also revealed that the t-ratio range from -11.011 to -0.576 of study habit and peer group were not significant at 0.05 level. See Appendix V (e) for regression analysis.

Hypothesis 2

There is no significant relationship between the extent of study habit and academic achievement of students in Technical colleges.

Table 4.8: Regression Analysis of Study Habit and Academic Achievement of Students in Technical Colleges.

Model Summary

R	R-square	Adjusted R-square	Std. Error of the Estimate
0.069	0.005	0.001	17.984

Anova

	Sum of Square	Df	Mean Square	F	Sign
Regression	363.856	1	363.856	1.129	.290
Residual	76973.994	238	323.420		
Total	77339.850	239			

Coefficients

	Unstandardized	Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	t	Sign
(constant)	65.240	5.743		11.361	.000
Study Habit	-0.079	0.075	-0.169	-1.061	.290

The result in Table 4.8, shows a multiple regression of 0.069, a multiple R-square (R2) of 0.005 and adjusted R square – of 0.001. This means that study habit accounted for 5% of academic achievement of students in technical colleges. The analysis of variance for the regression data produce on F-ratio of 1.129which was not significant at p-value of 0.05 level. Therefore, the null hypothesis was accepted. This implies that there is no significant relationship between the extent of study habit and academic achievement of students in technical colleges. The ratio of t -1.061 was not significant at 0.05 level. See Appendix V(a) for regression analysis.

Hypothesis 3

There is no significant relationship between peer group and academic achievement of students in Technical colleges.

Table 4.9: Regression Analysis of Peer Group and Academic Achievement of Students in Technical College.

Model Summary

R	R-square	Adjusted R-square	Std. Error of the Estimate
0.043	0.003	-0.002	18.010

Anova

	Sum of Square	Df	Mean Square	F	Sign
Regression	140.140	1	140.140	0.432	0.512
Residual	77197.710	238	324.360		
Total	77337.850	239			

Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sign
(constant)	61.698	3.865		15.964	.000
Peer Group	-0.064	0.098	-0.043	-0.657	0.512

Table 4.9 shows a multiple regression of 0.043 and a multiple R-square (R^2) of 0.003 and adjusted R-square of -0.002. This shows that peer group accounted for 0% of the variance in academic achievement of students in technical colleges. The analysis of variance shows that the F-ratio of 0.432 was not significant at $P< 0.05$ level. The result under the coefficient estimate indicate that partial correlation coefficients of peer group has a negative relationship

to academic achievement of students in technical college. See Appendix V (b) for regression analysis.

Hypothesis 4

There is no significant relationship between the extent of location and academic achievement of students in Technical Colleges.

Table 4.10: Regression Analysis of School Location and Academic Achievement of Students in Technical Colleges.

Model Summary

R	R-square	Adjusted R-square	Std. Error of the Estimate
0.195	0.038	0.034	19.681

Anova

	Sum of		Mean		
	Square	Df	Square	F	Sign
Regression	2939.517	1	2937.519	7.397	0.002
Residual	74400.333	238	312.606		
Total	77337.850	239			

Coefficients

	Unstandardized	Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	t	Sign
(constant)	69.249	3.448		20.083	.000

School location	-7.167	2.338	-0.195	-3.065	0.002

Table 4.10, show a multiple regression of 0.195, a multiple R-square of 0.038 and adjusted R-square of 0.034. This shows that location of students in technical colleges accounted for 3.8% of the variance on academic achievement of students in technical colleges. The analysis of variance shows that the F-ratio of 7.397 was significant at p-value of 0.05 level. This implies that there is a significant relationship between the extent of location and academic achievement of students in technical colleges. The result under the coefficient estimate indicate that partial correlation coefficient of location has a negative relationship to academic achievement of students in technical colleges. See Appendix V (c) for regression analysis.

Hypothesis 5

There is no significant relationship between gender and academic achievement of students in Technical colleges.

Table 4.11: Regression Analysis of Gender and Academic Achievement of Students in Technical Colleges.

Model Summary

R	R-square	Adjusted R-square	Std. Error of the Estimate
0.012	0.000	-0.004	18.025

Anova

	Sum of		Mean		
	Square	Df	Square	F	Sign
Regression	11.147	1	11.147	0.034	0.853
Residual	77326.703	238	324.902		
Total	77339.850	239			

Coefficients

	Unstandardized	Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	t	Sign
(constant)	59.020	1.803		32.743	.000
Gender	0.437	2.360	0.012	0.185	0.853

Result in Table 4.11, shows that a multiple correlation of 0.012, a multiple R-square (R^2) of 0.000 and adjusted R of -0.004. this means that gender accounted for 0% of academic achievement of students in technical colleges. The analysis of variance shows that the F-ratio of 0.034 was not significant at p-value of 0.05 level. Hence, the null hypothesis was accepted. This implies that there is no significant relationship between gender and academic achievement of students in technical colleges. The t-ratio of 0.185 was not significant at 0.05 level. See Appendix V(d) for regression analysis.

Research Findings

The following findings were observed from the study:

- There is no significant relationship between study habit, peer group and Academic achievements of students in technical colleges.

- There is no significant relationship between study habit and academic achievements of student in technical colleges.
- There is no significant relationship between peer group and academic achievement of students in Technical Colleges.
- There is significant relationship between school location and academic achievement of students in technical colleges
- There is no significant relationship between Gender and Academic achievement of student in Technical Colleges.

Discussion of Findings

The discussion is discussed under the following sub headings:

(i) Study habit, peer group and Academic Achievement of students.

(ii) Study Habit and Academic Achievement of Student

(iii) Peer Group and Academic Achievement of student.

(iv) School location and Academic Achievement of Student.

(v) Gender and Academic Achievement of students.

Study Habit, Peer Group and Academic Achievement of Students

The findings in hypothesis 1 revealed that there is no significant relationship between study habit, peer group and academic achievement of students in technical colleges. Students fail because they do not know how to study and spend time in studying. The findings supports the views of Nonis and Hudson (2006) who discovered that student live very busy lives and as a result, spend a little time studying similarly, Stimiebricker and Stiniebrickner (2004) opined that the understanding of one of the basic inputs in education process is students' study time and its relationship to the academic performance is presently limited. Time is a variable over

which students have the most control and there is clear evidence that today's college students are devoting less time for studies and more for other activities.

Study Habit and Academic Achievement of Students.

The results in hypothesis 2, shows that there is no significant relationship between study habit and academic achievement of students in technical colleges. Because of home environment and planning of subjects, habit of concentration, preparation for examination and general habits. This findings support the studies (Fazal, 2012) of which says that Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how best to test or which aspects are most important procedural knowledge such as skills or declarative knowledge are facts.

Peer Group and Academic Achievement of Student

The findings in hypothesis 3, indicates that there is no significant between peer group and academic achievement of students in technical colleges. Since, youth peer pressure can also have positive effects, if one is involved with a group of people that are ambitious and working succeed, one might feel pressure to follow suit to avoid feeling excluded from the group. This study is in line with (Wikipedia, 2011) sometimes, the children are pressurizing themselves, they feel like they need to be in this group to be accepted, therefore, the youth would be pressured into improving themselves, bettering themselves in the long run.

School location and Academic Achievement of students

The results in hypothesis 4 shows that there is significant relationship between school location and academic achievement of students. This is because some schools with uncompleted buildings, ill-equipped libraries, laboratories and workshops where a student

lacks she necessary reading materials such as comfortable from temperature, a good desk, a study chair and so on. This finding supports the studies of Ajila and Okutola (2007) emphasized that the environment of a school affects students in several ways, they were of the view that school environment can help or hinder inspire or inhibit learning. It is to create an atmosphere of dignity, excitement, motivation and not discouragement. Ajila and Olulota (2007) also stated that conducive environment facilitates productive teaching, learning and reading environment. Related findings from other studies have further indicated that students from rural schools place less value on academic. In a study of 2, 355 from 21 rural high schools in 21 states, Ley, Nelson and Beltyukova ask students to indicate the importance of 21 attributes relating to their personals after high school. The data revealed that the placed more importance on personal qualities (e.g. being dependable and having the ability to get along with others) and less importance on specific areas of academic achievement. It follows, then, that lower educational poor academic achievement placed on academics by students in rural schools could lead to poor academic achievement in science and Technical subjects than their urban counterparts. In other words rural students could exhibit a sense that school is not for me ideaology (Onah 2011).

Gender and Academic Achievement students

Findings in hypothesis 5, shows that there is no significant relationship between gender and academic achievement of students in technical colleges because with declaration on Education for all declaration on Education for all (EFA)(UNESCO,1990), it is expected that the learning experience offered to the children in schools should not discrimate against males and females, that is the need for boys and girls to be given equal access to education especially

in science and Technical courses or subjects. This has brought much increase to the number of females students offering both Technical and science subjects in schools.

. This finding supports the views of Beaumout Walter and Sutibo 2001, that several studies have investigated and found that demographic variables such as gender age and race, Haist, John, Elam, Blue and Fosson, 2000; Wrong, 2000); psychological variables such as academic self-efficacy motivation optismism and behavioural variables such as time, skills relates to students performance.

CHAPTER FIVE

Summary, Conclusion and Recommendation

Summary

The purpose of this study is to examine the relationship between study habit, and peer group as correlates of Academic achievement of Electrical installation Technology students in the Technical Colleges in Delta State. The investigation was carried out with reference to the standards set out in the National Policy on Education (2004) and that of the National Board for Technical Education (NBTE) Annual Report (1990-2000).

In this study, a comprehensive and detailed review of related research literature both locally and internationally was looked into. Various problems and suggested solution to the study habit and Academic Achievement of students were highlighted.

A total number of five research questions and five stated hypotheses were tested in the study in order to ascertain the effect of study habit peer group as correlates to Academic Achievement of students. Data collected from the respondents and documented result of 2011/2012 promotion examination Electrical installation year two student was collected from the six technical colleges in Delta was analysed and presented in a tabular form for easy understanding. Correlation coefficient of determination was used to answer the research questions while regression analysis was used to test the stated hypothesis at p-value of 0.05 level of significance. The researcher used a total of two hundred and forty students (respondents) randomly selected from the six technical colleges in Delta State. From the study the main findings were arrived at:

(1) There is no significant relationship between study habit, peer Group and Academic Achievements Students in Technical College.

(2) There is no significant relationship between study habit and Academic Achievements of students in Technical Colleges

(3) There is no significant relationship between Peer Group and academic achievement of students in Technical Colleges.

(4) There is significant relationship between school location and Academic Achievement of students in Technical Colleges.

(5) There is no significant relationship between Gender and a academic Achievement of Students in Technical Colleges.

Conclusion

The results from this study showed that students need to spend more time in their studies and the need for them to apply more effective study skill/study habit which will help improve on their Academic Achievement. Also they were encouraged to study in groups and ensure that they study in noise free environment, free from distraction, and stress for excellent performances in their studies.

Recommendations

Based on the findings and conclusions of the study the following recommendations are made.

(1) Teachers should try as much as possible to educate their students on the importance and effects of peer group influence.

(2) Teachers and school administrators from time to time should ensure that they educate their children on study habit.

(3) Teachers and school Administrators should advocate that students in Technical Colleges should study for at least three hours a day.

(4) For effective learning Government should build more schools both in rural and Urban areas and not too far from the location where people are living.

(5) For better performance of both male and females students teacher/schools administrators should organize inter-guiz competition, debates, reading, science and competitions between them and between schools.

(6) Students should be encouraged to study in groups (group reading)

(7) Students should not study when they are emotionally stressed or under pressure

(8) Students are encouraged to visit the internet, hypertext and multimedia systems which will greatly help them in their studies.

(9) Government should ensure that schools in local environment or rural settings are properly equipped with the necessary reading and learning materials. They should ensure that their laboratories are well equipped.

(10) More classrooms should be built for schools without enough classrooms. The environment should ensure that delapidated buildings both in the rural and urban setting are reconstructed. Government should ensure that there are good and accessible roads to school in rural communities.

(11) The school administrator should ensure that erring staff/students are disciplined and he should ensure that teachers students take and learning very serious. They can monitor students study habit by engaging them in inter-quiz competitions, debates, reading, and science competitions. Thus spur the students to study more.

Contribution to Knowledge

(1) The study provided information which will help teachers, parents and school Administrators to educate their children/students on the effective study habit skills to apply when studying.

(2) The study provided data that will help students to find out what study skill they should imbibe during their study hour, thus help them to have a thorough study hour.

(3) It has provided data for teachers, parents, school Administrators and students to understand the dangers of studying under stress and pressure.

(4) It provided data that will help to improve the study habits of students in Technical College in Delta State, Nigeria.

(5) The study has provided data that will help parents, schools Administrators to understand the effect of peer groups on the students Academic Achievement in Technical Colleges.

(6) It has provided data on the influence of school location on the academic performances of students in Technical Colleges in the state.

(7) It has provided data that will help the society to abolish gender discrimination.

Suggestion for further Research

The factors that have been examined in this study are only but a few. Further research should be conducted on the following:

(1) Determination of study habit and peer group as correlates of academic achievement of students in Technical Colleges in Edo State.

(2) Determination of study habit and Peer group correlates of Academic Achievement students in Technical Colleges in Ondo State.

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APPENDIX I

School of Postgraduate Studies,
Delta State University,
Abraka.
16th October 2011.

Dear Sir,

LETTER TO THE PRINCIPALS OF TECHNICAL COLLEGES, IN EDO AND DELTA STATE.

I am carrying out a research on the determination of study habit and peer group as correlates of academic achievement of students in the Technical Colleges in Delta State. The purpose is to determine areas of problem, where emphasis and attention is needed. The findings will be generalized and no individual will be identified by name.

I therefore ask for your permission to enable me distribute these questionnaires amongst your students.

I appreciate your co-operation.

Yours faithfully,

Mkpughe Christiana.

STUDY HABIT QUESTIONNAIRE

This questionnaire seeks information on the study habit influence on Academic Achievement of Electrical installation Technology Students in the Technical Colleges of Delta State. **SECTION A**

Use of tick (√) to indicate the level of which you agree or disagree with the following statements.

1. Name of school
2. Type of school: Co-educational ( ) or single sex ( )
3. Your age: Less than 17 ( ) 17 years and above ( )
4. Your class: J.S.S. I ( ), J.S. II, J.S III, VOC I ( ), VOC II ( ), VOC III ( )

   Gender: Male ( ), and Female ( )
5. Location: Urban ( ) Rural ( )

SECTION B

Use a tick (√) to indicate the level to which you agreed or disagree with the following statement. SA: Strongly Agreed, A: - Agreed, SD – Strongly Disagreed, D: Disagreed.

S/N	ITEMS	SA4	A3	D2	SD1
1	When your assigned homework is too long or unusually hard, do you either stop or study only the easier parts of the lesson?				
2	If you were absent from class, do you make up missed lessons and notes immediately?				
3	Even through an assignment is dull and boring do you stick to it until it is completed?				
4	Do you begin your assignments as soon as the teacher gives them to you and not allow them to pick up?				
5	Do you waste too much time talking and listening to the radio for the good of your studies?				
6	Do you find that having many other things to do causes you to get behind in your school work?				
7	Do problems outside of the classroom with other students or at home cause you to neglect your school work?				
8	Do you study for at least three hours each day after classes?				
9	In talking notes, do you write things which later turn out to be unimportant?				
10	After reading several pages of an assignment, do you find yourself unable to remember what you have just read?				
11	Do you find it hard to pick out the important points of a reading assignment?				
12	When reading along assignment do you stop now and then to try to remember what you have read?				
13	Do you have to re-read material several times because the words don't have much meaning the first time you go over them?				
14	Do you go back and recite to yourself the material you have studied, rechecking any points you find doubtful?				
15	Do you miss important points in the lecture while copying down notes on something's which has gone before?				
16	Do you keep all your notes for each subject to gather carefully arranged for studying?				
17	Do you need a long time to get warmed up when you want to start studying?				
18	Are you unable to study well because you get restless and unable to sit for long?				
19	When you sit down to study, do you find yourself too tired,				

	bored, sleepily to study well?				
20	Do you seem to get very little done for the amount of time you spend studying?				
21	At the beginning of a study period, do you plan your work so that you will make the best use of your time?				
22	Do you find yourself beset by too many health problems to study efficiently?				
23	Do you find that day dreaming distracts your attention from your lessons while studying?				
24	Do you find it hard to keep your mind on what you are studying for any length of time?				
25	Do outside interruptions disturb you while studying?				
26	Do you correct errors on the papers which your teacher have marked and returned to you?				
27	Do you have trouble saying what you want to say on test essays and other written work?				
28	Do you teacher criticize your written work for begin poorly planned or hurriedly written?				
29	Do you poorly on tests because you find it hard to think clearly and plan your work within a short period of time?				
30	Do you get nervous and confused when taking a test and thereafter fail to answer questions as well as you otherwise could?				

APPENDIX II

PEER GROUP QUESTIONNAIRE

This questionnaire seeks information on determination of peer group and study habit as correlates of academic Achievement of Electrical installation Technology student in Technical Colleges of delta State.

SECTION: A

Use a tick ( ) to indicate the level of which you agree with the following statements and also briefly state your answers where required.

1. Name of School
2. Type of school Co-educational ( ) or single sex ( )
3. your age: less than 17 ( ) 17 years and above ( )
4. Your class: J.S.S 1 ( ) J. S. II ( ) J. S. III ( ), VOC I ( )
5. Gender: Male ( ) Female ( )
6. Location Urban ( ), Rural ( )

SECTION B

Use a tick ( ) to indicate the level to which you agreed or disagree with the following statement: SA strongly Agreed A Agreed D: Disagreed, SD: strongly disagreed

S/N	ITEMS	SA4	A3	D2	SD1
1	I have friends who engage in stealing behavior				
2	I visit my friend during school period				
3	I love my friend fighting behavior				
4	I go to my friend's house to watch films during school hours				
5	I love to belike my friend who fight always				
6	I obey my friend's instruction				
7	I go to play video games with my friend				
8	I love my friend who do not go to school always				
9	I love my friend who do not engage in reading their books always				
10	I love to always be with my friend				
11	I copy from my friend in the exam hall				
12	My friend cooperate with me in the exam hall				
13	I like to do the same subject with my friend				
14	I do what I see my friends do				
15	I like to have what my friends have				
16	I always ask my friend for advice				
17	I read because I see my peers reading				
18	I can't sit alone in the exam hall; I like to sit with my friend				
19	I cooperate with my friend to cheat in the exams				
20	I beg my friends to allow me copy during exams.				

APPENDIX III

SCHOOL: OFEGBE TECHNICAL COLLEGE
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
1		50	50	56
2		50	65	60
3		50	70	51
4		60	40	46
5		50	60	70
6		50	45	49
7		40	45	43
8		60	50	-
9		50	50	54
10		50	55	56
11		50	70	60
12		50	45	39
13		50	50	51
14		50	50	61
15		40	55	73
16		50	45	57
17		50	-	0.1
18		60	-	49
19		-	-	-
20		-	45	59
21		50	45	50
22		-	40	51
23		-	50	53
24		-	45	51
25		40	-	41
26		40	40	40
27		-	15	31
28		-	-	-

Six persons failed while Eighteen students passed and were promoted to Voc. 3.

40SCHOOL: OGOR TECHNICAL COLLEGE, OTOGOR
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
		73	64	61
		60	66	80
		50	64	63
		70	62	57
		63	62	61
		67	54	47
		62	66	56
		55	54	49
		50	59	53
		61	61	53
		49	58	50
		61	64	40
		58	65	49
		40	65	51
		50	60	49
		52	48	47
		57	48	66
		44	55	36
		53	51	44
		49	66	49
		41	61	46
		23	62	49
		65	51	39
		23	57	47
		45	50	54
		25	40	-
		21	-	17

2 student failed in first term
students failed in second term
students failed in 3rd term, 25 student where promoted to Voc 3

SCHOOL: ISSELE-UKU TECHNICAL COLLEGE
ANIOCHA NORTH
ACADEMIC SESSION: 2011/2012
CLASS: ELECT II: SUBJECT: ELECT. INSTALLATION AND MAINTENANCE WORK

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
1		80	90	-
2		80	90	36
3		90	85	86
4		80	90	43
5		90	90	-
6		80	90	-
7		80	90	34
8		80	90	64
9		80	90	-
10		90	90	30
11		90	90	44
12		90	90	26
13		80	85	19
14		90	80	41
15		80	80	39
16		80	80	41
17		80	85	21
18		80	85	43
19		80	85	43
20		80	80	36
21		80	80	-
22		80	85	-
23		80	90	43

All the students passed in first term
All the students passed in second term
Twelve students absence in 3rd term
48 students were promoted in 3rd term

SCHOOL: ISSELE-UKU TECHNICAL COLLEGE
L.G.A: ANIOCHA NORTH
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
24		90	85	44
25		80	90	43
26		80	80	-
27		80	90	-
28		60	95	43
29		80	80	43
30		90	80	29
31		80	85	43
32		80	85	29
33		90	90	51
34		90	80	37
35		80	80	34
36		70	87	-
37		80	80	47
38		80	80	-
39		70	80	49
40		70	85	36
41		80	85	39
42		90	90	44
43		80	85	-
44		80	85	-
45		90	80	39
46		80	90	43
47		80	85	43
48		90	80	31
49		-	-	-

SCHOOL: AGBOR TECHNICAL COLLEGE
L.G.A: IKA SOUTH
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
1		80	85	23
2		70	90	74
3		80	90	33
4		70	75	51
5		70	90	39
6		80	80	44
7		70	90	11
8		80	85	34
9		70	85	26
10		70	90	36
11		70	85	40
12		70	85	46
13		70	75	20
14		70	80	33
15		80	80	23
16		70	90	20
17		70	85	51
18		80	85	-
19		70	90	-
20		80	15	23
21		80	85	40
22		80	85	34
23		70	85	-
24		80	75	36
25		70	85	60

All the students passed in first term
All the students passed in second term

5 students were absence from the examination in third fifteen students performed poorly 41 students passed and were promoted to Voc 3

SCHOOL: AGBOR TECHNICAL COLLEGE
L.G.A: IKA SOUTH
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
26		60	80	36
27		80	80	21
28		70	80	34
29		80	85	53
30		80	80	24
31		70	80	13
32		80	30	-
33		80	75	37
34		70	75	21
35		80	75	29
36		70	85	40
37		80	85	-
38		80	90	44
39		80	85	41
40		80	80	50
41		70	85	97

SCHOOL: SAPELE TECHNICAL COLLEGE
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
1		60	75	57
2		70	80	-
3		70	85	54
4		60	80	74
5		70	85	71
6		50	75	71
7		60	70	71
8		50	70	-
9		70	75	57
10		60	85	57
11		50	70	60
12		60	70	71
13		50	75	54
14		40	70	-
15		40	80	57
16		40	75	57
17		60	75	66
18		60	70	-
19		40	80	64
20		70	75	57
21		40	75	-
22		50	70	57
23		60	70	57
24		60	75	71
25		40	75	57
26		50	70	57
27		40	80	54
28		40	75	-
29		60	80	57
30		50	70	54
31		40	65	57
32		60	65	57
33		60	80	51

All the students passed in first term
All the students passed in second term
70 students passed on third term and were promoted to Voc 3

SCHOOL: SAPELE TECHNICAL COLLEGE
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
34		50	70	-
35		40	60	-
36		50	80	86
37		40	65	57
38		60	60	57
39		60	75	71
40		40	80	43
41		40	65	51
42		40	60	57
43		40	60	57
44		20	75	60
45		40	60	60
46		50	70	57
47		70	85	77
48		50	60	64
49		50	65	57
59		40	60	57
51		50	65	60
52		50	65	60
53		60	60	60
54		40	60	57
55		50	65	64
56		60	65	64
57		40	60	57
58		50	75	74
59		60	70	57
60		40	65	54
61		60	70	51
62		60	75	51
63		40	70	54
64		60	75	57
65		60	85	71
66		40	70	57
67		40	80	57
68		50	80	64
69		50	75	57

70		60	60	57

SCHOOL: UTAGBA-OGBE TECHNICAL COLLEGE
L.G.A: NDOKWA WEST
ACADEMIC SESSION: 2011/2012
CONTINUOUS ASSESSMENT SHEET FOR THIRD TERM (PROMOTION) EXAMINATION

S/N	NAMES OF STUDENTS	FIRST TERM	SECOND TERM	THIRD TERM
1		30	55	57
2		10	35	53
3		3	30	39
4		50	55	34
5		60	45	46
6		80	60	44
7		30	45	41
8		70	45	44
9		50	50	37
10		40	40	31
11		40	55	53
12		60	40	56
13		60	35	39
14		30	35	56
15		30	-	-
16		20	35	31
17		40	40	50
18		40	40	47
19		80	15	31
20		40	40	36
21		40	25	-
22		50	40	31
23		70	45	43
24		60	50	59
25		60	40	49

1 student passed in first terms 6 students failed in 1st term
all students passed in second term 7 students failed in second term. 19 students passed and where promoted to the Voc 3 while five students failed.

APPENDIX VII

The schools and their population figures include:

Issele-uku Technical College 49 students
Agbor Technical College, Agbor, 41 students
Sapele Technical College, Sapele, 70 students
Ogor Technical College, 28 students,
Utagbe Ogbe Technical College 25 students
Ofagbe Technical College, 27 students.