Assessment of Study Habit Skills and Peergroup Influence on Pupils Academic Performance in Mathematics in Lagos Division Nigeria

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ABSTRACT

Background: Technology is the mainstay of any societal development and Mathematics is seen as a tool for the community to achieve it. However, pupils' performance in Mathematics have not been encouraging and this has been the concern of education stakeholders in the community.

Contribution: This study therefore assessed the study habit and peer group influence on pupils' performance in mathematics.

Method: The sample comprised 450 basic-six pupils. Questionnaire and test were used to gather data. Research questions were answered using mean while research hypotheses were tested using PPMC.

Results: Finding revealed that there was no significant relationship between study habit skills and pupils' performance in Mathematics and there was significant relationship between peer group influence and pupils' academic performance in Mathematics.

Conclusion: It was recommended that schools should organize programmes for pupils to develop good study habit and to wary of the friends to be kept.
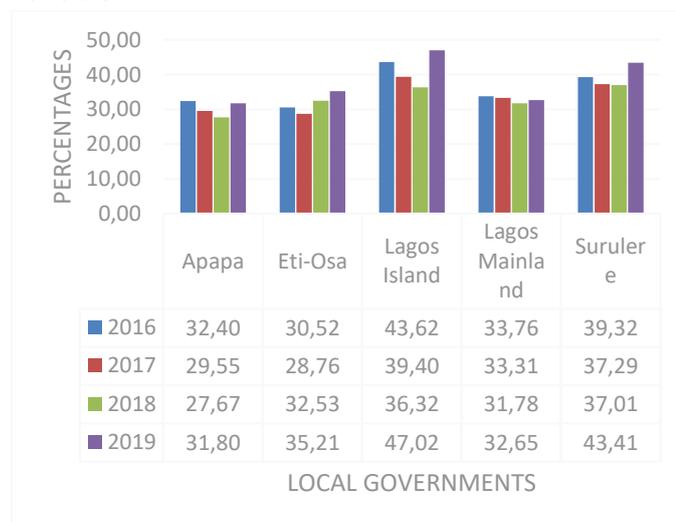
INTRODUCTION

Researching factors influencing the performance of students in Mathematics is fundamental as the scholastic performance of students in Mathematics in Lagos Division has been wellspring of worry to government and community members in the general public. The vile condition had

been credited to many factors, for example, students concentrate on propensities, peer bunch pressure and deficient inclusion of the community members in the scholastic exercises of their wards in Mathematics due to practically no information in the subject. This has made the community members most particularly the Parents Teachers Association (P.T.A) to wage in and banding together on the ground to guarantee further develop instructing and learning of Mathematics. Community organizations include in this offer impressive help in no action by arrangement of numerical materials and employing of Mathematics educators for nothing for work on scholarly performance. However, the performance of students still a cause of stress to government and community members.

The development of any country depends on the success of her education. Education is the force that transforms human potential into effective and efficient resources in the community. However, Nigeria is not exempted from other countries that have invested in education. Today technology has been given highest priorotes for educational development and at the same time the mainstay of any societal development and Mathematics is a tool for achieving Scientific and Technological advancement for any Nation [1]. Mathematics has been viewed as the famous legacy of human race and it isn't the select property of a specific country, race or country. What we have as Mathematical information today is the product of the joined endeavors of every individual. So, it is no misrepresentation to say that set of experiences of Mathematics is the historical backdrop of human progress in the community.

Mathematics is a compulsory subject offered in Nigerian primary and secondary schools and is taught daily in all the schools or at least four times in a week [2]. The job of Mathematics in the cultural construction improvement can't be over stressed as it helps in the advancement of present-day offices like method of transport, method for correspondence and progress in science and innovation. This implies that mathematics has played significant and significant capacities in understanding the advancement of society as well as to its turn of events.The important position occupied by the subject in the school curricula is borne out of the role of Mathematics in scientific and technological development in the community. It is noted that the demand for mathematical skills is on the increase because of the rapid change in technological development. Despite the importance of Mathematics, students/pupils' performance have not been encouraging. The trend in the performance of pupils in basic mathematics in Nigeria are presented in figure 1 and table 1.

	Apapa	Eti-Osa	Lagos Island	Lagos Mainland	Surulere
2016	32,40	30,52	43,62	33,76	39,32
2017	29,55	28,76	39,40	33,31	37,29
2018	27,67	32,53	36,32	31,78	37,01
2019	31,80	35,21	47,02	32,65	43,41

LOCAL GOVERNMENTS

Source: Lagos State Ministry of Education (2019)

Figure 1. Basic Six Pupils Performance in Placement Examination in Mathematics in Lagos Central Senatorial District (2016 – 2019)

Results in Figure 1 shows the performance of basic six pupils in mathematics in Lagos Central Senatorial District. In 2016, Lagos Island LGEA had the highest percentage score while Eti-Osa LGEA had the lowest percentage score. In 2017, Lagos Island LGEA also had the highest percentage score while Eti-Osa LGEA had the lowest percentage score. However, in 2018 Surulere LGEA had the highest percentage score while Apapa LGEA had the lowest percentage score. Finally, Lagos Island LGEA had the highest percentage score while Apapa LGEA had the lowest percentage score in 2019. Generally, Lagos Island had the highest percentage score across the years except for 2018. It is also apparent that none of the Local Government Education Areas had performance that is up to 50 percent in basic mathematics. This signifies that pupil's performance were below average level.

Table 1 presents the detailed information about the performance of pupils in Basic Mathematics in Nigeria.

Table 1. Performances in Basic Mathematics Test for Two Classes

S/N	STATE	PRY IV	PRY VI	S/N	STATE	PRY IV	PRY VI
1	Abia	27.63	-	20	Kano	36.51	35.71
2	Abuja	28.33	37.67	21	Katsina	29.85	27.64
3	Adamawa	22.93	27.32	22	Kebbi	41.43	45.54
4	Akwa Ibom	28.29	27.7	23	Kogi	32.2	36.55
5	Anambra	31.04	39.24	24	Kwara	32.59	-
6	Bauchi	45.5	35.33	25	Lagos	32.54	37.76
7	Bayelsa	22.61	43.12	26	Nasarawa	25.4	25.39
8	Benue	40.78	54.82	27	Niger	32.65	31.57
9	Borno	19.32	20.85	28	Ogun	49.27	46.51
10	Cross River	34.4	31.42	29	Ondo	35.03	33.09
11	Delta	30.46	22.48	30	Osun	32.4	28.96
12	Ebonyi	20.21	22.48	31	Oyo	36.41	41.65
13	Edo	33.64	28.64	32	Plateau	29.11	29.24
14	Ekiti	35.63	39.67	33	Rivers	-	27.78
15	Enugu	48.8	38.72	34	Sokoto	27.77	30.91
16	Gombe	36.71	34.88	35	Taraba	45.15	44.73
17	Imo	26.32	30.58	36	Yobe	39.28	40.67
18	Jigawa	46.35	45.07	37	Zamfara	33.17	34.35
19	Kaduna	47.75	48.31				

Source: Federal Ministry of Education (FME, 2018)

Result in Table 1 reveals that primary four pupils in Ogun State had the highest mean percent score of 49.27 while pupils in Borno State had the lowest mean percent score of 19.32. Primary six pupils in Benue State had the highest mean percent score of 54.82 while primary six pupils in Delta and Ebonyi States had the lowest mean percent score of 22.48. Generally, it is apparent from the table that neither the state nor the national mean score is up to 60% in basic mathematics.

Pupils' academic performance has been attributed to many factors which study habit skills and peer group influence were not exempted. How a student takes his or her studies, greatly determines his/her level of academic achievements. Likewise, the peers the pupils play or move

along with has a great effect on their performance. The level of preparation (e.g., Study habit) developed by students and the guidance they get, go a long way to influence their level of academic performance. A study habit can solely be seen as a mental determination to attain understanding. Studying is an art of learning which helps the individual not only to acquire knowledge but also the skill and the habit to study. Study habit, therefore, refers to learning which leads to the achievement of learner's goal, through a prescribed pattern of steady behaviour [3]. Studying usually involves hard work. A small change in study habit makes a big difference in achieving one's goal. The concept of study habit according to [4] is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude towards study has great contribution to either good/bad study habit skill and on academic performance. Good study habit becomes a situation in which a learner studies regularly to achieve maximum success in his/her schoolwork. Similarly, [5] opined that the most common challenge to the success of students is lack of effective or positive (good) study habit. It was further maintained that if students can develop a good study habit coupled with good discipline, they are bound to perform remarkably well in their academic pursuit. Bad study habits according to [6] are negative or non-productive study habits which are undesirable and counter-productive to students' academic performance. When developed and utilized by students at all levels, it tends to hamper academic progress and performance. [7] opines that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones.

Guiding pupils on study habit skills can play a critical role in maximizing educational success. Good study habit involves; planning of timetable, attending lectures regularly, paying attention during classroom activities, visit to libraries, avoiding procrastination and be ready to read [8]. Pupils need to be guided to maximize their potentials to make positive change in their academic and other aspect of their lives as it will enable them to achieve the desired goals. Similarly, in the view of [9], good habit of studying is very essential to every individual as it shapes the personality and it includes interest in reading, which can lead to ability to create new ideas, developing proper thinking methods and group studying.

However, bad study habits mostly range from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study etc. [10] identifies bad reading habits to include studying with friends, listening to loud music, studying in uncomfortable conditions, cramming, etc. Educational psychologists can help pupils to identify educational goals and develop solutions to problems that cause emotional breakdown, teach and enhance communication skills, strengthen self-esteem and promote positive behaviours that can enhance learning [11]. Based on the discussion, it is pertinent to note that, research on study habits in relation to academic performance is research worthy.

Another factor influencing academic performance of students is peer group. The peer group has great influence on almost aspect of student's social and psychological adjustments which may be capable of influencing their educational aspirations. Peer group can be defined as a social group that its' constituents comprise of people of the age grades, same interest and have needs in common. [12] defined peer group as a unit of people having similar age or social status. it is the social group that affect the thinking, behaviours and attitudes of the child towards all facet of human endeavours. The influence manifest in child at the critical period of developmental stage of childhood and adolescence. [13] averse that peer group is one of the agents of social change and during interaction with peers, the child`s life would be metamorphosed from the helpless child into matured adult.

By and large, extant literature has demonstrated that a clique which a child belongs to could in no measure influence his learning in the school. It is evident that a child's life right from early childhood to adolescence is confronted with impulse to belong and to be accepted by the playmates [14]. In the society the basic human want is to associate to a certain group of people. This group is referring to as peer group. The group relations are very common in the schools and the child's immediate environment which plays crucial roles in their socialization process.

.   To support this [15] says that peer group influence could be tends toward negative or positive aspect of students' academic performance. For example, the pupil could be influenced socially, psychologically, intellectually etc and all these assist their academic performance e.g., forming reading group, going to the library, anxious to join others in answering questions in the classroom, and making friends with brilliant students especially in mathematics, English language, social studies etc. That is the encouragement to learn does not always lie in the hand of teachers but at the same time with the peer group. In this case, there is need to investigate the influence of peer group on academic performance of students.

The researcher deems it necessary to investigate influence of study habit skills and peer group influence on pupils' performance in Mathematics. The researchers consider it worthwhile look at an area that scholars do not often consider in their study of factors influencing academic performance of pupils. That is to the best knowledge of researchers none of the studies reviewed had combined the variables of study habit skills and peer group influence. This has been the reason for embarking on this study.

METHOD

The research design used for this study is a descriptive survey type. The population comprised all basic six students in Local Division of Lagos State. Lagos Division of Lagos State comprises of five Local Government Areas namely, Lagos Mainland, Lagos Island, Apapa, Surulere and Eti-osa. The sample consist of 450 basic six pupils selected from 15 schools. Purposive sampling technique was used to select three schools each from the five Local Government Area that constitute Lagos Division, while 30 pupils were randomly selected from the 15 schools. The choice of basic six is that they have been interacting with playmates and are fairly matured to respond to the items on the questionnaire and must have completed the basic Mathematics curriculum. Three instruments were used to gather data for this study. Adapted questionnaire from [21] titled "Study Skills Inventory". The scoring key for study skills inventory is.

| 1-42 | --------- | Bad Study Habit |
| 43-84 | --------- | Good Study Habit |

Also, researcher-designed questionnaire to gather data on peer group influence and adapted questions from 2014 - 2018 Lagos State placement examination in mathematics tagged Mathematics Performance Test (MPT) was used. Experts in Educational Psychology, Sociology of Education and Educational Research, Measurement and Evaluation were given the questionnaire and performance test to validate. The test re-test method was used for the reliability of the instrument. Data obtain from the first and second administration were collated separately and subjected to correlation using Pearson Product Moment Correlation (PPMC) to ascertain the reliability of the instruments. The reliability coefficients were found at 0.71, 0.82 and 0.80 respectively.

The consent of the respondents was sought before the administration of the instrument. The research questions 1 and 2 were answered using percentage while research question 3 was answered using mean. The hypothesis raised was tested using Multiple Regression

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Analysis at 0.05 level of significance.

Approval was granted by the Department of Social Sciences Education Research Panel Committee of the University of Ilorin to administer instrument in the selected schools. The respondents participated in the study were given inform consent form to seek their consent to be included in the study. The content of the form enables them to understand the reasons and implications of the research. Assurance was given to respondents that information collected is purely for research purpose and their identity will not be disclosed to anybody and they were made to know that they can withdraw from participating in the at any point in time. The names Finally, no monetary incentive was given to any respondent.

RESULTS AND DISCUSSIONS

Mathematics play a significant role in all activities of man, and it is also seen as a tool for scientific and technological advancement for any nation. Yet the extent to which pupils perform in mathematics both in internal and external examination has not been encouraging. Many factors could be responsible for the poor academic performance of Pupils in mathematics. Pupils' performance may depend largely on peer group influence and the skills of studying they have developed for themselves. Available literature such as [16], [17], [18] revealed that pupil's performance in mathematics is poor.

Also, studies such as, [19] compared study habits and academic performance of 200 science students in 10th grade. The results indicated that white British students had significantly better study habits than Pakistani British students; but the academic performance of Pakistani students were concurrent with British students in all measures. Similarly, [20] conducted a study-on-Study habit and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja and finding shows that there was significant relationship between study habits and students' academic performance.

Based on studies above, none has investigated study habit skills among basic school pupils in relation to pupils' academic performance in mathematics. It is therefore imperative that study on assessment of study habit skills on pupils' academic performance in Mathematics, implication for counseling on study habit skills particularly Lagos Division appears relevant and complementary to the existing studies.

Research Questions
1. What is the nature of pupils' study habit skills in Lagos Division?
2. What is the nature of peer group influence of pupils in Lagos Division?
3. What is the prevalence of counseling on study habit skills in basic schools in Lagos Division?
4. What is the performance of pupils in Mathematics in Lagos Division?

Research Hypothesis
H01: There is no significant relationship among peer group influence, study habit skills and pupils' academic performance in Mathematics.Research Question One

What is the level of peer group influence among Pupils in Lagos Division, Nigeria?

The scores of each respondent on peer group influence were subjected to percentage analysis. Given that the questionnaire contained 10 items structured in a four-response-type, the minimum, maximum and score range were 10, 40 and 30 respectively. The score range was therefore divided by 3-level of High, moderate, and low (30/3=10). Thus, students whose score fell within score range of 10 – 20; 21 – 30 and 31 – 40 were of 'Low', 'Moderate' and 'High' level of peer group influence respectively. The statistics of respondents' scores were summarized

and presented in Table 1.

Table 1. Level of Peer Group Influence among Pupils in Lagos Division, Nigeria

Level of Peer Group Influence	Score Range	Frequency	Percentage (%)
High	31 – 40	129	28.7%
Moderate	21 – 30	187	41.5%
Low	10 – 20	134	29.8%
Total		450	100.0%

Table 1 revealed that out of 450 (100%) students sampled for this study, 129 (28.7%) of the respondents were of high level of peer group influence; 187 (41.5%) had moderate level of peer group influence while 134 were of low level of peer group influence in Mathematics. This shows that majority of students had moderate level of peer influence in Lagos Division, Nigeria.

Research Question Two

What is the level of students' study habit among Pupils in Lagos Division, Nigeria?

The scores of each student on their study habit were subjected to percentage analysis. Given that the questionnaire contained 15 items structured in a four-response-type, the minimum, moderate and maximum scores were ranged from 15, 60 and 45 respectively. The score range was therefore divided by 3-level of High, moderate, and low (45/3=15). Thus, students whose score fell within score range of 15 – 30; 31 – 45 and 46 – 60 were of 'Low', 'Moderate' and 'High' level of study habit in Mathematics respectively. The statistics of respondents' scores were summarized and presented in Table 2.

Table 2. Level of Study Habit Skills among Pupils in Lagos Division, Nigeria

Level of Social Studies Teachers Civic Competence	Score Range	Frequency	Percentage (%)
High	46 – 60	176	39.1%
Moderate	31 – 45	192	44.9%
Low	15 – 30	72	16.0%
Total		450	100.0%

Data in Table 2 revealed that out of 450 (100%) students that were sampled for this study, 176 (39.1%) of them were of high level of study habit in Mathematics; 192 (44.9%) were of moderate level of study habit while 72 (16.0%) had low level of study habit in Mathematics. This shows that majority of students moderately cultivate good study habits in Lagos Division, Nigeria

Research Question Three

What is the level of students' performance in Mathematics?

The scores of students in Mathematics Achievement Test (MAT) obtained were collated and subjected to percentage analysis. Out of 100% raw score, students whose score fell between 50 – 69 and 70 and above were categorized as having low, average and high performance in Mathematics. The statistics of students' scores were summarized and presented in Table 3.

Table 3. Level of Students' Performance in Mathematics

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Students' Performance in Mathematics	Frequency	Percentage (%)
High (70 and above)	116	25.8%
Average (50 – 69)	207	46.0%
Low (below 50)	127	28.2%
Total	450	100.0%

Table 3 shows that 116 (25.8%) of the students sampled for this study had high performance in Mathematics; 207 (46.0%) were of average performance while 127 (28.2%) had low level of performance in Mathematics. This shows that majority of students had average performance in Mathematics.

Hypotheses Testing

Hypothesis: There is no significant relationship among students' peer group influence, study habit skills and performance of pupils in Mathematics.

Table 4.1 Multiple regression analysis of students' peer group influence, study habit and performance in Mathematics.

Model	Sum of Squares	df	Mean Squares	F-value	Sig.
Regression	336.712	2	168.356		
Residual	17071.115	447	38.190	4.408	0.013
Total	17407.827	449			

    a. Dependent variable: Performance in Mathematics
    b. Predictors: (constant), students' peer group, study habit

The model in Table 4.1 indicates the linear combination of predictor variables (i.e., students' peer group and study habit). The F-value is 4.408 with 2 and 447 degrees of freedom at 0.05 level of significance. Since the p-value of 0.013 is less than 0.05 level of significance, the null hypothesis is rejected. Therefore, the combination of the independent variables significantly related to the dependent variable ($p<0.05$). Thus, there is a significant relationship among students' peer group, study habit and performance in Mathematics.

In order to ascertain the contribution of the two independent variables together, r-square was calculated, and output is in Table 4.2

Table 4.2. Regression model summary of students' peer group influence, study habit and performance in Mathematics.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.056	0.004	**-**0.005	8.446

    a. Predictors: (constant), Students' peer group and study habit

As shown in Table 4.2, the two independent variables (peer group influence and study habit) jointly contributed R-Square of 0.004, representing 0.4% to the dependent variable (Students' Performance in Mathematics). Thus, the total variance in students' academic performance in Mathematics was accounted for by the combination of peer group and study habit.

To determine the contribution of each of the independent variable, Beta Weight was calculated, and the outputs are shown in Table 4.3

Table 4.3. Relative Contributions of Independent Variables to Students' Academic Performance in Mathematics.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	60.305	2.374		25.399	0.000
Peer Group	0.257	0.696	0.033	0.153	0.008
Study Habit	0.485	0.571	0.094	1.513	0.000

a. Dependent Variable: Performance in Mathematics
a. Predictors: (constant), students' peer group and study habit

Table 4.3 shows the relative contribution of each of the independent variables. The table reveals that the study habit has contributed more to students' performance in Mathematics with Beta weight of 0.094 than their peer group influence having the Beta weight of 0.033. This implies that students' study habit was found to be more related to students' performance in Mathematics than peer group influence. However, both pupils' peer group and study habit had positive relationship with students' academic performance in Mathematics.

This segment discusses the findings of the study and explicates the information collected from the field via the questionnaires administered. It analyses the data in line with the problem which the study sought to solve. The first finding shows that, the majority of pupils' moderately cultivate good study habits in Lagos Division This finding corroborate the finding of [20] who conducted a study and found that students in Federal Capital Territory possess good study habit. Similarly, [22] concluded that good study habits allow students to study independently at home and aspire for higher educational career and the formation of good study habits in secondary school level further serves as the basis for students' performance in external examinations such as WAEC, NECO and JAMB.

Also, the outcome of the finding showed that majority of pupils had moderate level of peer group influence in Lagos Division, Nigeria. This may like to be as a result early intervention of the school authorities to reduce the negative impact of peer pressure in the school. This is tandem with the result of the finding of [12] who found out that students who moderately had peer group pressure tend to exhibit moderate behaviour in the school.

Another finding revealed that, prevalence of counseling on study habit skills in basic schools in Lagos Division was every day. The implication for this finding is that everyday counseling on study habit skills could go a long way or serve as encourager for pupils to cultivate the habit of good studying.

The performance of pupils in Mathematics in Lagos State was at average level. This finding support that of [23] who found out that the academic performance of secondary school students in Ado-Ekiti was at average level. However, the findings of the studies do not agree with the finding of [19], who found that the performance of pupils in basic mathematics is below average. The disagreement might be triggered by difference in the program and the method of teaching used by the teachers in teaching mathematics in these schools.

There was a significant relationship among peer group influence, study habit and students' academic performance in Mathematics. This implies that the higher the positive peer group influence the higher will be the academic performance of pupils and vice versa. Similarly, the more the cultivation of good study habits the higher will be the pupil's performance. More so, pupils' study habit was found to be more related to students' performance in Mathematics than peer group influence. In conclusion, pupils' peer group and study habit had positive relationship with students' academic performance in Mathematics.

The finding of this study supports the finding of [24] who conducted a study to find out the relationship between academic success and study habit. The study reported significant relationship between the two variables (academic success and study habit). Similarly, [25] conducted a study to ascertain the relationship between study habits and the academic performance of the students. Findings of the study revealed a significant positive correlation between study habit and academic achievement. However, the differences in the findings could be as a result of the different categories of respondents used for the various studies and location could also be part.

CONCLUSION

This study investigated relationship among peer group influence, study habit and pupils' academic performance in basic schools in Lagos. Based on the findings of the study, the researcher concludes that pupils in the study area have good study habits and moderate peer group influence. The study also concludes that there is no significant relationship between study habits skills and basic school pupils' academic performance in Mathematics. Recommendation based on the findings; Teachers and parents should reinforce behaviours that leads to good study habits so as for the pupils to sustain the good habit already developed in the school community. Mathematics teachers should as a matter of fact encourage group activities among pupils through group discussion. The school counsellor should always advice the pupils on the choice of friends they make as this will discourage negatives peer influences and promote good behaviour among them in the community they find themselves. Parents and guardians should encourage their children to set up schedules for study and they should give their children enough time to study at home. The community leaders, teachers, sociologist of education, educational psychologists and school guidance counselors should collaboratively guide pupils on how to develop good study habits, thereby improving their social adjustment and academic performance in mathematics. Schools should organize frequent programme for pupils on how to develop good study habit and how to avoid negative peer influence. Also, teachers, educational psychologists and guidance counselors should encourage good study habit skills among the pupils with close supervision.

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