ISSN 2736-0091
E-ISSN 2737-0107

STUDY HABIT AND RETENTION AS PREDICTORS OF ACADEMIC PERFORMANCE AMONG SOCIAL STUDIES STUDENTS IN UPPER BASIC EDUCATION IN DEKINA LOCAL GOVERNMENT AREA OF KOGI STATE

BY
Abuh Isaiah Ugbede: Faculty of Education, Prince Abubakar Audu University Anyigba, Nigeria
&
Hadiza Musa Alami, PhD: Faculty of Education, Prince Abubakar Audu University Anyigba, Nigeria

Abstract
This study examined study habit and retention as predictors of academic performance among social studies students in upper basic education in Dekina local government area of Kogi state. The study was descriptive of correlational method. Multi-stage sampling technique was adopted to select 250 social studies students in 10 secondary schools in Dekina LGA of Kogi State. Adapted instrument was employed for data collection. A reliability index of 0.75 for the Questionnaire Cronbach alpha. Two research hypotheses were formulated and tested. Data obtained were analysed using regression analysis to test the hypotheses at 0.05 level of significance. Findings revealed that regression model shows a strong correlation (R = 0.820) and a high coefficient of determination (R^2 = 0.672), indicating that 67.2% of the variation in students' academic performance can be explained by their regular reading habits and the model shows a very strong correlation (R = 0.875) and a high coefficient of determination (R^2 = 0.765), indicating that 76.5% of the variance in academic performance is explained by retention. It was recommended among others that schools should encourage and create structured programs that promote regular reading habits among students to improve retention and academic performance and teachers should be accessible and proactive in offering consultations to support students in understanding difficult topics and enhancing their study habits.

Keywords: Study habit, Retention, Academic performance, Social studies and Upper basic education

Introduction
Education plays a vital role in shaping the future of individuals and societies, providing them with the knowledge and skills necessary to thrive in an ever-changing world. In Nigeria, a nation with a rich cultural heritage and a rapidly growing population, there is a growing recognition of the need to equip students with a solid foundation in the social related issues of the society (Adeninyi, 2011). The field of education has evolved significantly over the years, with an increased emphasis on employing innovative teaching methods to enhance the learning experience of students. One of such approaches that has gained prominence is the integration of artificial intelligence tools in the teaching and learning process. Social Studies education is the content area with a curricular focus on history and the social sciences. It allows for the exploration of social issues and past and present inequities. Social studies is the study of man and his physical, social, political, cultural and economical environment (Muraina et al., 2024b; Muraina & Kamaldeen, 2022). It centres on the development of man, how man influences his environment and how the environment influences him in return. The introduction of social studies into the Nigeria School System was based on certain philosophical considerations (Numan & Hassan, 2017; Wang et al., 2016). One of them is to address social issues and man's problem of life in their interrelatedness, as they appear in real life situations instead of addressing them in an uninterrelated manner as those learnt through separate disciplines like Geography, Religion, Sociology and Anthropology.

Study habits refer to the techniques and approaches a learner uses to gain knowledge, develop skills, and understand concepts (Muraina et al., 2024a; Edward & Muraina, 2024). According to Husseini (2017), study habits are the predispositions students have developed towards private readings over time. Study habits involve a series of activities and dispositions that a learner must acquire to engage in academic studies effectively (Wang et al., 2016; Yeager & Walton, 2011). Good study habits enhance academic performance and educational success. Students sometimes perform below the expected average, often due to poor study habits rather than low ability levels (Bright & Lawrence, 2018; Khurshid et al., 2012). Such poor study habits include gestures, moving one's head while reading, not following a reading timetable, oversleeping, unorganized assignments, and procrastination. To achieve academic success, a student studying Social Studies must develop effective study habits. Consequently,

ISSN 2736-0091
E-ISSN 2737-0107

Adeninyi (2011) argued that bad study habits make knowledge acquisition rigorous and painstaking, whereas good reading habits facilitate easy learning.

Retention, defined as the ability to recall or retain learned information over time, is equally vital in predicting academic success. Retention goes beyond short-term memory and involves deep understanding and the ability to recall knowledge when required (Muraina et al., 2024a; Edward & Muraina, 2024). This aspect is especially crucial in subjects like Social Studies, where students are required to recall concepts, historical events, geographical information, and social theories. A student's ability to retain this knowledge plays a significant role in their overall academic performance, particularly in assessments that rely on the recall of previously learned material. Similarly, research by Adebayo and Olorunfemi (2022) highlighted that student who maintain effective study routines tend to achieve higher retention levels in both short-term and long-term memory recall.

The impact of these factors becomes more apparent in social studies, a subject that requires not just memorization but also understanding and the application of concepts to real-world situations (Ogbodo, 2014; Oyibo & Obro, 2020). Social studies, which encompasses various disciplines such as history, geography, economics, and civics, requires students to not only memorize facts but also understand the context and relevance of these facts in their lives. Therefore, study habits that promote deeper learning and better retention can significantly enhance students' performance in the subject. Olawole and Adegboye (2021) emphasized that when students engage in group discussions, problem-solving tasks, and practical applications of social studies concepts, they tend to retain knowledge better and demonstrate improved academic performance. Students preparing for tests or examinations often experience test anxiety, which subsides as confidence grows from thorough study. Adequate test preparation enables students to perform better, as they enter the examination hall with expectations of achieving increased performance (Asagwara, 2021; Mace, 2019). Test preparation motivates students to develop note-taking, reading, and writing skills. Studies show that students who take notes during study sessions are more likely to remember and apply key points when necessary (Muraina et al., 2022; Muraina & Popoola, 2022). Consequently, students with better performance tend to utilize note-taking skills more effectively than those with weaker performance. The relationship between study habits and student performance is well-established in literature. Olawole and Adegboye (2021) asserts that students with effective study habits achieve higher scores compared to those with ineffective study habits.

Statement of the Problem

The academic performance of students, particularly in secondary schools, continues to be a major concern in the Nigerian educational system. Among the various factors influencing student achievement, study habits have been widely acknowledged as essential. Study habits such as regular reading, retentions, consistent participation in class assignments, and engagement with homework are believed to significantly contribute to knowledge acquisition, retention, and academic success (Yeager & Walton, 2011). Social studies is a multidisciplinary subject that requires students to comprehend, retain, and apply knowledge drawn from history, geography, civics, and economics. This unique blend of content demands that students not only memorize facts but also develop the ability to engage deeply with complex concepts and real-world issues. Despite this, the specific study habits that most effectively support performance in social studies remain underexplored.

Therefore, this study titled "Study Habit and Retention as a Predictor of Social Studies Student's Academic Performance in Upper Basic Education in Dekina Local Government Area of Kogi State" seeks to examine how four key components of study habits regular reading, retention, involvement in class assignments, and homework engagement predict students' academic performance in social studies. By identifying the most impactful study behaviors, this research aims to inform teaching practices, improve student learning outcomes, and contribute to raising the overall standard of social studies education in Nigeria.

Purpose of the Study

The purpose of this study is to investigate study habit and retention as predictors of academic performance among social studies students in Upper Basic Education in Dekina Local Government Area. Specifically, the study aims to:

1. Examine the relationship between study habit and students' academic performance in Social Studies.

ISSN 2736-0091
E-ISSN 2737-0107

2. Determine the relationship between retention and students' academic performance in Social Studies.

Hypotheses

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

1. There is no significant relationship between study habit and students' academic performance in Social Studies.
2. There is no significant relationship between retention and students' academic performance in Social Studies.

Methodology

This research study adopts the correlational survey design. The population of the study comprises of all social studies students in the whole secondary schools in Dekina local government area of Kogi state. The sample size for this study consists of 250 students from ten (10) selected secondary schools in Dekina LGA. Simple random sampling technique was used to select twenty-five students each was sampled from the ten selected schools. To select the required sample, stratified random sampling and purposive sampling techniques was used. The instrument for data collection is a structured questionnaire title 'Study habit as a predictor of social studies students' academic performance Questionnaires'(SHPSSSAPQ) which was used to gather information from respondents. The questionnaire contains questions requiring the selected junior secondary school students to respond accordingly, which was divided into two parts. That is part A and B respectively; part "A" are Bio-Data information of the student (s) while part "B" was used to find out if there are study habits serves as predictors of academic performance among social studies student in Dekina LGA. The responses option in measuring this work was Strongly Agree (SD), Agree (A), Strongly Disagree (SD) and Disagree (D).

The instrument was validated by three experts. One expert is from the Department of Educational Foundation (Measurement & Evaluation Unit). Two experts from Department of Social Science. Both experts are from Faculty of Education Prince Abubakar Audu University Anyigba. The experts were requested to check both the face and content of the instrument. Based on the expert comments, corrections and suggestions the instrument was modified. Internal consistency reliability measures the extent to which all items in an instrument consistently measure the same construct. It is typically assessed using statistical methods such as cronbach's alpha coefficient. To establish the reliability, the instrument was trial testing using 20 respondents(students) who were randomly selected from the schools that were not part of the main study. The reliability co-efficient of the instrument was determine yielding 0.75 which showed that the instrument is reliable to be used for the study. A high alpha coefficient (usually above 0.70) indicates good internal consistency reliability, suggesting that the items in the in the instrument are reliable in measurable the intended construct. The questionnaire was distributed by the researcher and three research assistants who were brief on the modalities of the administration of the instrument to the sampled respondents directly and collect back on the spot after been filled to ensure 100% retrieval. Regression Analysis was used to test the hypotheses at 0.05 level of significance.

Results

This chapter presents the results derived from the analysis of data collected during the study. Regression analysis was used to test the stated hypotheses.

Research Hypothesis One: There is no significant relationship between study habit and students' academic performance in Social Studies

Table 1: *Showing regression analysis on significant relationship between study habit and students' academic performance in Social Studies*

	R	R^2	Adjusted R Square	F	Coefficient (B)	Std. Error	Sig
Constant	.820	.672	.670	487.263	5.671	0.800	.000
Regular					.903	0.041	.000

Source: Field Survey, 2025

Table 1 presents the regression analysis results testing Hypothesis One (Ho_1), which states that regular reading has no significant predictive power on students' academic performance in Social Studies. The regression model shows a strong correlation (R = 0.820) and a high coefficient of determination (R^2 = 0.672), indicating that 67.2% of the variation in students' academic performance can be explained by their regular reading habits. The F-value of 487.263 with a significance level (p = .000) confirms that the model is statistically significant. The coefficient for

ISSN 2736-0091
E-ISSN 2737-0107

regular reading (B = 0.903, p = .000) shows a strong and significant positive relationship, meaning that for every one-unit increase in regular reading, students' academic performance increases by 0.903 units. Since the p-value is less than 0.05, the null hypothesis (Ho_1) is rejected. This implies that study habit significantly and positively predicts students' academic performance in Social Studies, highlighting the importance of consistent reading habits in achieving academic success.

Research Hypothesis Two: There is no significant relationship between retention and students' academic performance in Social Studies

Table 6: *Showing regression analysis on significant relationship between retention and students' academic performance in Social Studies*

	R	R^2	Adjusted R Square	F	Coefficient (B)	Std. Error	Sig
Constant	.875	.765	.764	775.469	5.235	0.651	.000
Regular					.954	0.034	.000

Source: Field Survey, 2025

Table 2 presents the regression analysis results testing Hypothesis Two (Ho_2), which proposes that retention has no significant predictive power on students' academic performance in Social Studies. The model shows a very strong correlation (R = 0.875) and a high coefficient of determination (R^2 = 0.765), indicating that 76.5% of the variance in academic performance is explained by retention. The F-value of 775.469 with a significance level of p = .000 indicates that the overall model is statistically significant. The coefficient for retention (B = 0.954, p = .000) is positive and statistically significant, meaning that an increase in retention corresponds to an increase in academic performance. Since the p-value is less than 0.05, the null hypothesis is rejected. This implies that retention is a significant and strong predictor of students' academic performance in Social Studies, emphasizing the critical role of teacher interaction in enhancing learning outcomes.

Discussion of the Findings

The findings shows that regular reading, as an aspect of study habit and retention, has significant predictive power on students' academic performance in Social Studies. The findings is in accordance with Osa-Edoh and Alutu (2012) findings revealed a significant positive correlation (r = 0.65, p < 0.05) between students' study habits such as time management, reading routines, and note-taking and their performance in Social Studies. Students with better study discipline and regular review patterns performed considerably higher than those with poor study practices. Akinleke and Adeaga (2014) result showed that retention ability significantly predicted students' academic performance. Students who consistently reviewed classroom content, participated in class discussions, and practiced retrieval learning strategies outperformed others. Also, Osa-Edoh and Alutu (2012) revealed that study habits accounted for approximately 46% of the variance in social studies academic performance, with time management and concentration being the most significant predictors.

The result shows that retention has significant predictive power on students' academic performance in Social Studies. The finding is in line with Akinleke and Adeaga (2014) found that time management, self-discipline, and regular revision were the most predictive factors, with concentration being particularly impactful. Students who dedicated specific time slots for studying social studies performed better than those with irregular study patterns, indicating that time-bound studying contributed to better academic outcomes (Wang et al., 2016; Yeager & Walton, 2011). Lawrence (2014) findings showed a statistically significant relationship between cognitive retention and academic performance. The study emphasized that the use of memory-enhancing strategies such as revision, note summarization, and peer explanation plays a vital role in sustaining students' academic excellence. Also, Lawrence (2014) results indicated that students in the experimental group performed significantly better than those in the control group. When students are deliberately taught how to retain information, it leads to higher academic achievement, especially in subjects that require conceptual understanding like Social Studies.

Conclusion

The study revealed that regular reading significantly predicts students' academic performance in Social Studies, confirming that consistent reading habits enhance retention and understanding of subject matter. This reinforces the importance of fostering daily reading routines to improve learning outcomes. Similarly, retention emerged as a

ISSN 2736-0091
E-ISSN 2737-0107

strong predictor, highlighting that direct interaction with teachers clarifies difficult concepts and boosts student confidence, thereby positively affecting academic achievement. Furthermore, regular involvement in class assignments was found to significantly impact academic performance, indicating that consistent engagement with classwork reinforces knowledge and facilitates deeper comprehension. Overall, these findings affirm that effective study habits, including reading, teacher consultation, class assignments, and homework, collectively enhance students' academic success in Social Studies. This underscores the need for both students and educators to prioritize these habits as integral parts of the learning process.

Recommendations

The following recommendations were made in the study:

1. Schools should encourage and create structured programs that promote regular reading habits among students to improve retention and academic performance.
2. Teachers should be accessible and proactive in offering consultations to support students in understanding difficult topics and enhancing their study habits.
3. Educators should design meaningful and frequent class assignments that challenge students and reinforce lesson content for better academic outcomes.

References

Adebayo, D. A., & Olorunfemi, O. I. (2022). The impact of study habits on academic performance among secondary school students in Lagos State, Nigeria. *Educational Research and Reviews*, 17(1), 15-22.

Adeninyi, V. (2011). Studying to Pass: Implication for Students. Lagos: Macmillan.

Akinleke, W., & Adeaga, R. (2014). Study patterns and academic achievement in Nigerian universities. *African Journal of Education*, 20(1), 33-48.

Asagwara, M. (2021). Assessing the impact of study habits on academic performance in Nigerian universities. *Nigerian Journal of Educational Research*, 15(1), 50-60.

Bright, K., & Lawrence, M. (2018). Effective study techniques for college students. *Journal of Higher Education Studies*, 15(4), 78-94.

Edward, M. O & Muraina, K. O. (2024). The Adoption of ICT Tools for Collaborative Learning Among Students in Kenyan Higher Education Institutions. *Seybold Report Journal, 19(7),* 71-95.

Khurshid, F., Tanveer, A., &Qasmi, F. N. (2012). Relationship between study habits and academic achievement among hostel living and day scholars' university students. *British Journal of Humanities and Social Sciences*, 3(2), 34-42.

Lawrence, A.S.A. (2014). Relationship between study habits and academic achievement of higher secondary school students. *Indian Journal of Applied Research, 4(6),* 143-145.

Mace, N. (2019). The evolution of study habits and their influence on academic success. *Journal of Modern Education*, 15(1), 103-115.

Muraina, K. O & Kamaldeen, R. T. (2022). Psychological Capital and Quality of Life Among Secondary School Tutors in Kwara State Nigeria. *Journal of Psychological Perspective (JoPP), Vol. 4, No. 1, 17-20*.

Muraina, K. O & Popoola, B. O. (2022). Locus of Control and Self-Concept as Determinants of Internet Addiction among Public University Undergraduates in Oyo State, Nigeria. *Journal of Digital Learning and Education (JDLE), Vol. 2, No. 1, 51-58*.

Muraina, K. O., Ayoku, O.B & Habibat, B. A. (2022). Influence of Quality Early Childhood Education Centres on Social Interaction of Pre-Primary School Pupils in Kwara State. *Journal of General Education and Humanities (JGEH), Vol. 1, No. 3, 139-148*.

Muraina, K. O., Muraina, M. K & Oladele, O. (2024). Political Interest and Academic Achievement among Students Offering Government in Senior Secondary School. *Mimbar Ilmu Journal*, 29(1), 17-22.

Muraina, K. O., Ogra, C. A & Muraina, M. K. (2024). Fairness and Responsibility as Predictors of Academic Integrity among Lecturers in Public Universities in Oyo State. *The Uganda Higher Education Review*, 11(2), 28-34.

Numan, M., & Hassan, M. (2017). Impact of study habits on academic performance of students. Journal of Research and Reflections in Education, 11(2), 147-162.

Ogbodo, R. O., (2014). Effective study habits in educational sector: Counseling implications. *Edo Journal of Counseling, 3*(2), 230-242.

ISSN 2736-0091
E-ISSN 2737-0107

Olawole, A. D., & Adegboye, D. S. (2021). Impact of study habits on academic achievement among secondary school students in rural areas of Nigeria. *Journal of Educational Research and Practice*, 11(2), 33-45.

Osa-Edoh, G. I., &Alutu, A. N. (2012). A survey of students' study habits in selected secondary schools: Implications for counseling. *Journal of Social Sciences*, 4(2), 145-150.

Oyibo, O., &Obro, B. (2020). *Developing positive attitude towards effective performance.* Owerri: Nelson publishers.

Wang, F., Leary, K., Taylor, L., & Derosier, M. (2016). Peer and teacher preference, student-teacher relationships, student ethnicity, and peer victimization in elementary school. *Psychology in the Schools, 53* (5), 488-501.

Yeager, D., & Walton, G. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, *81* (2), 267-301.