Relationship Among Self-Concept, Study Habits and Academic Achievement of Pre-Nce Students in Zamfara State College of Education, Nigeria

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

I. INTRODUCTION

Education plays vital roles throughout human existence and has been a weapon by which societal goals and objectives are achieved [1]. These roles are in the area of work force development of infrastructure requirements of the society. Therefore, the school is a social organization in which social message is transmitted to students. Not only is the school primarily responsible for their formal education and general intellectual growth, it is also responsible for proper social relations among students [1]. The school teaches the students to learn and exposes them to situation through which active learning develops. It is a student who does the studying and learning utilizing all the available situations to achieve acceptable academic performance. The process is an active one and unless the child consciously and purposefully participates in the learning situation, then the desired change in behavior will not occur. Education is very important in life and teaches students about change in all aspects of the society.

In our society today, academic achievement is considered to be a key criterion to judge one's total potentialities and capacities. Moreover, academic performance occupies a very important position in education as well as in the learning and teaching process. Academic achievement is defined by3as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement in schools also comprises the knowledge attained and skills developed in the courses offered in school which are usually designed by test scores. School achievement is influenced by personality, motivation, opportunities, education and training. Similarly, there are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc. But this study is only concern with study habits and self-concept on academic achievement of pre-NCE students.

According to[4] study habits include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits & attitudes, school environment. Therefore, the continual writing out of knowledge to force the mind and memory to work are the secrets of active successful study and they enhance the student's need to perform well and academic achievement is high.

Our character is a collection of our habits, and habits have a powerful role in our lives. Habits consist of knowledge, skill, and desire. Knowledge allows us to know what to do, skill gives us the ability to know how to do it, and desire is the motivation to do a certain task[5].

Therefore, habits are routines of behavior that are repeated regularly and tend to occur subconsciously.

The planning and use of time, making the best use of textbooks, improving reading and note-making ability, paying adequate attention and learning to have positive attitudes towards examinations will play an active role in enhancing the academic achievement of the learner.

Effective study is a matter of technique, having good comprehension of what is learnt and often applying the right study behaviors [4].

A behavior according to[5] is often goes unnoticed; therefore, enable us to do things in the easier possible way with a minimum of movement, fatigue and thought. He further states that without the ability to form right behavior no one would profit by experience and learning would be impossible. For instance, if a child with the bicycle had the same difficulty with it after several years as he had on the first day he tried to ride it; he would have learnt nothing from all his painful experiences. Likewise, a child who could not write or read the alphabet and had the same difficult and problem as he had the first day after many years has not learnt and he might have problems in

an important role in the academic achievement of individual student. However, the researcher wants to investigate whether there is significant relationship of study habits and self-concept with students' academic achievements or not, considering Pre-NCE students of Zamfara State collage of Education, Maru, Nigeria.

II. STATEMENT OF PROBLEM.

Studies reviewed in this study indicated that poor study habits and lark of self understanding affect academic performance of students. Several factors have been attributed to variables, such as; study habits, self concept, creativity, motivation etc. All the studies done by the researchers none is on pre-NCE students, the area is often neglected and that's what makes the current study to investigate how study habits and self-concept affect the academic performance of Pre-NCE Students in Zamfara state college of Education, Maru, Nigeria.

Hypotheses
This study tested the following null hypotheses:
1. There is no significant relationship between self-concept and academic achievement of the Pre-NCE students of Zamfara State College of Education, Maru.
2. There is no significant relationship between self-concept, and study habits of the pre-NCE students of Zamfara State College of Education, Maru.
3. There is no significant relationship between study habits and academic achievements of the pre-NCE students of Zamfara State College of Education, Maru.
4. Which of the independent variables, self-concept and study habits, is a predictor of dependent variable, academic achievement.

III. METHODOLOGY

A. Research Design
The research method adopted for this study is quantitative approach usingcorrelational research design. It was adopted in this study because it allows the researcher, to measure and determine the degree of relationship between two or more variables leading to predictions, inferences or conclusions.

B. Population and Sample of the Study
The population of this study was 1268 students drawn from school of languages, school of arts and social

attaining his academic achievements. Thus human beings form behavior, desirable and undesirable. It depends very largely on the home and the teacher whether desirable or undesirable behavior will be developed in the child to the greater degree. Previous studies have shown that the more desirable behavior a child learns, the more admirable will be his character, success and future prospects.

The researcher currently fascinated with another variable, "self-concept" which in the researcher's view is another influential factor in predicting educational outcomes and been accorded attention by many scholars.6defined self-concept as those perceptions, beliefs, feelings attitudes and values which the individual view on describing himself. Therefore, self-concept plays

sciences, and school of sciences respectively, being the number of registered students in the pre-N C E programs of Zamfara State College of Education Maru during the period of 2011/2012 academic session, with an average age of 18+ years. 295 students were sampled from the total population, using simple random sampling.

Table 3.1 Distribution of the Population School Wise for the 2011/2012 Academic Session.

Schools	Population
School of Arts and social sciences	828
School of Languages	240
School of sciences	200
Total	**1268**

Source: Office of the admission officer and academic secretary of the institution.

C. Instrumentation
The instruments used in this study for collecting data from the selected students are as follows:-
(a) Adopted version of 7 Adolescent Personality Data Inventory(APDI), (Adopted by8was used as a measure for self concept
(b) The Study Habits, Inventory (SHI): Designed and adopted version by9. Was used to measure study habits.
(c) The researcher's self designed instruments on English and Mathematics, to serve as Academic Achievement Test (AAT) measure.

These instruments have been specially designed and validated for use in Nigeria with the particular situations of African subjects in view.

D. Validity and Reliability of the Instruments
The instruments had earlier been validated by different experts, and ascertained the face and content validity. The reliability of the instruments was determined through test-re-test method using multiple regression analysis and the Person product moment co-efficient formula. A reliability co-efficient of 0.05 was obtained for the study.

IV. RESULTS.

Hypotheses 1: There is no significant relationship between student's self-concept and academic achievement of the Pre-NCE students of Zamfara State College of Education, Maru.

Table 1: Relationship between Student's Self-Concept and Academic Achievement

Variables	N	Mean	Std. Deviation	r-Cal	p-value	Remarks
Self-Concept	295	67.85	8.485	.260	.066	Significant
Academic Achievement	295	84.03	33.949			

Variables	R	R2	Adjusted R2	SE	F	B	T	p-value
Self-Concept	.066	.004	.001	33.933	1.276	.066	1.127	.261
Study Habits	.066	.004	-.002	33.991	.636	.002	.033	.974

Table 1 above shows that the relationship between student's self-concept and academic achievement result in a higher calculated r-value of .260 against the p-value of .066 at 293 degrees of freedom. Thus, the hypothesis is not accepted. This indicates that there is a positive relationship between student's self-concept and academic achievement of the Pre-NCE students of Zamfara State College of Education, Maru.

Hypothesis 2: There is no significant relationship between student's self-concept and study habits of the Pre-NCE students of Zamfara State College of Education, Maru.

Table 2: Relationship between Student's Self-Concept and Study Habits.

Variables	N	Mean	Std. Deviation	r-Cal	p-value	Remark
Self-Concept	295	67.85	8.485	.188	.077	Significant
Study Habits	295	118.04	9.828			

Table 2 above shows that the relationship between student's self-concept and study habits result in a higher calculated r-value of .188 against the p-value of .077 at 293 degrees of freedom. Thus, the hypothesis is not accepted. This indicates that there is positive relationship between student's self-concept and study habits of the Pre-NCE students of Zamfara State College of Education, Maru.

Hypothesis 3: There is no significant relationship between study habits and academic achievement of the Pre-NCE students of Zamfara State College of Education, Maru.

Table 3: Relationship between Student's Study Habits and Academic Achievement

Variables	N	Mean	Std. Deviation	r-Cal	p-value	Remark
Study Habits	295	118.04	9.828	.957	.003	Significant
Academic Achievement	295	84.03	33.949			

Table 3 above shows that the relationship between student's study habits and academic achievement result in a higher calculated r-value of .957 against the p-value of .003 at 293 degrees of freedom. Thus, the hypothesis is not accepted. This indicates that there is positive relationship between student's study habits and academic achievement of the Pre-NCE students of Zamfara State College of Education, Maru.

Hypothesis 4: which of the independent variables, self-concept or study habits, is a better predictor of the dependent variable, academic achievement?

Table 4: Prediction of the Independent Variables on the Dependent Variables

A look at the squared part correlations revealed that self-concept accounted for 0.4% of the variance in cognitive competence $R^2adj = .001$, $F (1, 293) = 1.276$, $p > .05$. While study habits also accounted for 0.4% of the variance $R^2adj = -.002$, $F (2, 292) = .636$, $p > .05$. Thus, the significant results of the procedure indicated that the linear combination of the predictor variables was able to account for a significant amount of variance in the dependent variable.

Although study habits is an explanatory variable of academic achievement, but based on this study analysis of regression coefficients indicated that self-concept, $\beta = .066$, $t = 1.127$, $p > .05$ emerged as the significant predictor when all variables were in the model. This is an indication that self-concept is a better predicator of students' academic achievement than students' study habits.

V. DISCUSSION

Findings from hypotheses one indicate that a mean score of 67.85 and standard deviation of 8.485 for self-concept and a mean score of 84.03 and a standard deviation of 33.949 for academic achievement at 293 degree of freedom significant at *p<0.05. The two variables self-concept and academic achievement showed a calculated r-value of .260 against the critical p-value of .066. This means that the null hypothesis which states that there is no significant relationship between self-concept and academic achievement is not accepted, because a significant relationship between the independent variables (self-concept) and the criterion variable (academic achievement) has been revealed. The findings is in line with10 was in agreement with the findings of the current study where in separate studies, they all reported positive relationship between students' self-concept and their academic achievements.

Findings from hypotheses two indicate that a means score of 67.85 and a standard deviation of 8.485 for self-concept and a mean score of 118.04 and a standard deviation of 9.828 for study habits. A calculated r-value of

.188 and critical p-value of .077 at 293 degree of freedom at *p<0.05 has indicated a significant relationship. Therefore, the null hypothesis which states that there is no significant relationship between self-concept and study habits of the pre-NCE students of Zamfara state College of Education Maru, is hereby rejected. This means that, there is a strong and significant relationship between students' self-concept and their study habits.

Findings from hypotheses three indicate that a mean score of 118.04 and a standard deviation of 9.828 for study habit and a mean score of 84.03 and a standard deviation of 33.949 for academic achievement. A calculated r-value of .957 and critical p.value of .003 at 293 degree of freedom at *p<0.05 has indicated a significant relationship. Therefore, the null hypothesis is not accepted. This means that there is a strong and significant relationship between study habits and academic achievement of the Pre-NCE students of Zamfara state College of Education Maru.

However, this also agrees with the previous findings by many scholars. For example a great deal of research Literature from this study provides an evidence for the positive link between study habit and academic achievement. Such work includes a research finding reported by[11], [12], [13]. They all conducted various researches, trying to find out the relationship between study habits and academic achievement and the results of all their findings revealed a strong and significant relationship between study habits and academic achievement.

The multiple regression analysis of hypotheses four reveals a high beta value and an f-value for self-concept than those figures recorded for study habits. Another look at the co-efficient of determination shows that the self-concept has an R^2 value of .004 while study habits recorded an R^2 value of .883. The implication of this is that, self-concept which occupies 0.4% position of the dependent variable, the academic achievement, is more related than study habits.

VI.   CONCLUSION

The outcome of the research revealed that there was positive relationship between the student's self-concept and their academic achievement; between self-concept and the student's study habits, and between the students study habits and their academic achievement respectively [14]-[15].

The analysis of regression coefficients indicated that, self-concept emerged as the significant predictor of the dependent variable (Academic Achievement) As such; self-concept is a better indicator of an increase in student's academic achievement than student's study habits.

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