

**EFFECT OF STUDY HABITS ON THE ACADEMIC  
PERFORMANCE OF ADULT LEARNERS IN  
NATIONAL OPEN UNIVERSITY OF NIGERIA**

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# **EFFECT OF STUDY HABITS ON THE ACADEMIC PERFORMANCE OF ADULT LEARNERS IN NATIONAL OPEN UNIVERSITY OF NIGERIA**

## **RESEARCH OVERVIEW:**

**Complete Project:** 52 Pages

**Literature Review:** 2005 Upward

**Data Analysis:** Pearson Product Correlation Coefficient

**Research Population:** 300 Respondents from NOUN

**Research Location:** Lagos State, Nigeria

**Questionnaire:** 20 Items x 300 Respondents

**References:** APA Style, 6th Edition (2010).

# RESEARCH PROPOSAL

## Chapter One: Introduction

Nigeria has a legislation framework for adult education and training as adults have a constitutional right to basic adult education. However, this right does not appear to be translated into adequate action to cater for adult learners. One of the educational challenges of the 21<sup>st</sup> century is the need for an educational system that facilitates a process of life-long and self-directed study habit among adult learners. The overarching goal of the education policy is to enable all individuals to value, have access to, and succeed in life-long education and training of good quality.

The extent of adult student's learning in academics may be determined by the grades a student earns for a period which learning has been done. It is believed that grade is a primary indicator of such learning. If a learner earns high grades, it is concluded that they may also have learned a lot while low grades indicate lesser learning. However, many experiences and studies found out that there are also several factors that would account for the grades. No single factor can be definitely pointed out as predicting grades. It has been an interplay of so many factors such as gender, intelligence quotient, study habits, age, year level, parent's educational attainment, social status, number of siblings, birth order, etc. In fact, almost all of existing environmental and personal factors are a variable of academic performance among adult learners.

Research on the correlation between study habit, gender, school location and academic achievement of adult learners in adult class has for long received attention from

scholars and educational agencies. For instance, the National Assessment of Educational Progress (NAEP) in 1994 conducted a study to find out the relationship between study habits and academic performance of the adult learners. Findings of the study revealed a positive correlation between study habit and academic achievement. Similarly, Onwuegbuzie (2001) conducted a series of studies to find out the relationship between academic success and study habit and reported positive relationship between the two variables.

However, studies of school achievement indicate that most adult learners are under achievers. (Dizney, 2003, Okegbile, 2007 and Adetunji and Oladeji, 2007). A major reason for adult learners' under-developed potentialities may be in their lack of learning strategies. Emily and Betty (2004) posit that it is not an infrequent occurrence that adult learners, who spend inordinate amounts of time memorizing study materials, are still barely getting by. To them, the student's personal, emotional, and social development may suffer from the pressures created by the use of relatively inefficient learning strategies.

In Nigeria, there are so many factors influencing the ability of adult learners to cultivate effective and efficient study habit. Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of adult learners studying habit. In the same vein, Adetunji and Oladeji (2007) submit that the environment of most children is not conducive for studying; it is in the light of this that made some parents to prefer their children to go to boarding school for proper discipline and to inculcate better reading habit.

Although, studies abound on the causative and predictive nature of factors of study habit on adult learners' academic achievement, all factors of the variables tend to focus on poor study habit while the effect is yet to be fully accessed on the nations educational development.

The primary aim of this study is to provide a survey study habits of adult learners in adult class as well as the relationship between gender and study habit; school location and study habit and how each of these variables affect the study habit on adult learners' in adult class. This general aim is expressed in the following specific objectives which are to:

1. Assess the study habit of adult learners in adult class;
2. Compare the academic performance of male and female adult learners who have developed a study habit and those who do not have study habit;
3. Examine the relationship between school location and study habit among adult learners in adult class; and
4. Investigate the effect of study habit on student's academic performance in adult class

## **Chapter Two: Literature Review**

Chapter two focuses on the literature review; and contextualizes study habit among adult learners.

## **Chapter Three: Research Methodology**

This chapter presents the research methodology employed in this study. It focuses on the influence of study habit on the academic performance adult learners in National

Open University of Nigeria, Lagos State. It entails or deals on the methods and procedure employed by the researcher in collecting data. In analyzing the data collected from the respondents, simple percentage method of data analysis was adopted for demographic data. Inferential statistical analysis of Pearson Product Correlation Coefficient was used in analyzing the research question at 0.05 level of significance

#### **Chapter Four: Data Analysis**

In this chapter, the researcher analyses the data collected for the researcher work and interprets it according to the research questions formulated in chapter one.

#### **Chapter Five: Summary, Conclusion and Recommendations**

Summary and conclusions are to be drawn from the research literature, research findings and data analysis. Recommendations on linking positive study habit to enhanced performance of adult learners will be made in the final chapter.

## **CHAPTER ONE**

### **INTRODUCTION**

- 1.1 Background to the Study
- 1.2 Statement of the Study
- 1.3 Purpose of the Study
- 1.4 Research Question
- 1.5 Research Hypotheses
- 1.6 Significance of the Study
- 1.7 Scope of the Study
- 1.8 Operational Definition of Terms

## **CHAPTER TWO**

### **LITERATURE REVIEW**

- 2.1 Introduction
- 2.1 Concept of Study Habit
- 2.2 Concept of Academic Performance
- 2.3. Relationship Between Gender and Study Habit
- 2.4. Relationship Between School Location and Study Habit
- 2.5 Factors Affecting Study Habit Among Adult learners'
- 2.6 Effect of Study Habit on Academic performance of Adult learners'
- 2.7 Empirical Review

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample and Sampling Procedure
- 3.4 Instrument of Data Collection
- 3.5 Procedure of Administration
- 3.6 Method of Data Analysis

## **CHAPTER FOUR**

### **DATA ANALYSIS**

- 4.1 Introduction
- 4.2 Analysis of Research Hypotheses
- 4.3 Discussion of Findings

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

- 5.1 Summary
- 5.2 Conclusion
- 5.3 Recommendation

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