

EFFECTS OF STUDY HABIT ON THE ACADEMIC PERFORMANCE OF ADULT STUDENTS: A CASE STUDY OF NATIONAL OPEN UNIVERSITY OF NIGERIA

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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 21st 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.

Study habits are learning tendencies that enable adult learners to work privately. Azikiwe (1998) describes the study habit as "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject". According to her, "good study habits are good assets to learners because they (habits) assist adult learners to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure".

Chapter Two: Literature Review

This chapter reviews literature on the effects of study habit on the academic performance of adult students. The literature is presented under sub-headings derived from the study's research questions. Gaps to be filled by the present study are highlighted.

Chapter Three: Research Methodology

This chapter deals with the methodology and the research instrument to be used in getting data for the study. This study uses descriptive survey type. The target population consist of all adult learners at the National Open University of Nigeria. Questionnaire will be used as instrument for data collection. Relevant statistical tool in the SPSS will be used for data analysis.

Chapter Four: Data Analysis

In this chapter, the researcher will analyse the data collected for the research work and interpret it according to the research hypotheses 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 will be made in the final chapter.



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