

***Social Interactions as Correlate of Adult Education Students' Study Habit in University of Ilorin, Nigeria***

OLUFEMI OKOJI  
REGINA ABUA  
TAIWO TOYIN AMBALI  
University of Ilorin

**Abstract:** The study employed a quantitative methodology. The population sample in the study included 200 Adult Education students from University of Ilorin. Descriptive statistics of mean was used to answer research question while the hypotheses were tested using a Linear Multiple Regression to test the hypotheses at 0.05 level of significance. Result showed that there was a significant correlation between social interactions (i.e. lecturer-students, students-students and students-parent interactions) and adult education students' study habit. Thus, we recommended in the study that Adult education lecturers should establish good working relationship with their students based on understanding love and genuine concern for the academic success of the students. Parents should always have a friendly inter-personal relationship with their wards so as to foster their wards' study habit in schools.

**Résumé :** Ce projet a utilisé une méthodologie quantitative. L'échantillon de population de l'étude comprenait 200 étudiants en éducation des adultes de l'Université d'Ilorin. Des statistiques descriptives de la moyenne ont été utilisées pour répondre à la question de recherche, tandis que les hypothèses ont été testées à l'aide d'une régression multiple linéaire pour les tester à un niveau de signification de 0,05. Les résultats ont montré qu'il y avait une corrélation significative entre les interactions sociales (c.-à-d. les interactions professeur-étudiant, étudiants-étudiants et étudiants-parents) et les habitudes d'étude des étudiants en éducation des adultes. Ainsi, nous avons recommandé que les professeurs d'éducation des adultes établissent de bonnes relations de travail avec leurs étudiants basés sur la compréhension de l'amour et un souci sincère de la réussite scolaire des étudiants. Les parents devraient toujours avoir une relation interpersonnelle

amicale avec leurs élèves afin de favoriser l'habitude d'étudier dans les écoles.

## Introduction

The problems associated with the social interaction on adult education students' study habits might have a major effect on their academic performance, it is believed that everyone has a different study habit and it is important to find out the best way to study. The problem most adult education students have that contributes to their poor performance in tests and examinations is lack of proper study habits and social interaction. For an excellent performance, there is the need for the student to form good study habits and social interaction. At present, students do not relate with each other because of social media and this may affect their academic performance. One of the many issues confronting adult education students nowadays is perhaps, not their inability to read but their lack of interest to interact which leads to poor study attitudes, poor reading methods and study habit. Many adult education students record low achievement in school not because they do not have the intellect but because of their lack of interaction with peers and lecturers which may negatively affect their study habit. The ability to study effectively is important for students' success in any school. Many capable adult education students may experience failure, not because they lack ability but because they do not have adequate study habit.

Social interaction is a social exchange between two or more individuals. These interactions form the basis for social structure and therefore serves as a key object of basic social inquiry and analysis. Onwuegbuzie (2019) asserted that social interactions are the acts, actions and practices of two or more people mutually oriented towards each other, that is, any behavior that tries to affect or take account of each other's subjective experiences or intentions. Social interaction is the foundation of a society. Palani (2012) pointed out that interaction is the major processes for socialization of an individual from birth to death, social interaction is the basis of the whole social order. Social group is the product of social interaction. It is the real foundation of all social processes, structure, social groups and functions (Yadav, 2015). Social interaction among students is noticeable in strengthening their daily reflection and finding solutions in gaps most especially in their

academics (Survana & Bhata, 2015). Social interaction plays an essential role in the student learning process.

According to Singh (2019) social interaction enhances students' literacy, knowledge, critical thinking, problem-solving skills, and ability to communicate and network. In learning environment, students benefit more when they are allowed to read, write, participate, listen, and speak in the learning process through social interaction. Socially, students can participate well when they are allowed to contribute, share ideas, and get involved in the social discourse. According to Pitan (2013), students' ability to develop cognitive reasoning lies in their social interaction, culture, values, and history.

There are two essential conditions of social interaction, these are; social contact and social communication. Social contact can be established through the medium of radio, letters, telephones According to Showkeen and Khan (2014) social contact is the first phase of interaction. Social contacts can be positive as well as negative. They are positive when they lead to benevolence, cooperation, mutual understanding and assimilation. They are negative if they create hatred, jealousy and conflict. Social communication refers to the emergence of verbal and nonverbal skills, social interaction, and social cognition. Communication in this area includes interaction with peers, family members, providers, and educators. Social communication behaviors include understanding and using appropriate facial expressions, eye contact and body language.

Social interaction plays a fundamental role in the development of cognition (Boeren, 2018) that results in active learning (Dahdal, 2020; Boeren, 2018). Human interaction is arguably the most powerful tool for learning and skills development (Hassan, 2020). As a result, it enables active user participation leading to new ways of co-constructing ideas. It is in social interaction that information can become knowledge. Social learning requires students to work in groups and it will enable them to understand the way knowledge develops and changes. Since knowledge is expanding exponentially in the information age, no individual is an expert, rather individuals are part of a social network with others. Study habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects which will enhance their academic performance and passing at examinations (Isangedighi, 2017). Yadav (2015) pointed out that It fulfills a pivotal role in the development and use

of lifelong reading skills hence, students' study habits are of central concern to both educators and society at large. Study habit is a usual condition of a person either natural or acquired. It is also a pattern of various activities which are done by the learner without conscious effort (Hurst, 2015). He further stated that study habits are formed, learned and developed in a planned way and are very important, it plays a significant role in shaping the personality of an individual. Study habits are usually defined as student ability to manage time and other resources to complete an academic task successfully. Onwugbuzie (2019) affirmed that studying is the procedure of getting information from prints and memorizing and interpreting some concepts in academics. Studying can be expressed as the utilization of an intellectual ability to the gaining, comprehending and arrangement of information. Doing it over and over again entails some method of formal learning. The relationship between social interaction and study habit is that social interaction plays an important role in learning. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts, reflect on their understanding and it enhances their reasoning

Foster (2011) defined study habit as the type of study routines which is used by the students during a regular period of study in a conducive place. Study habit is a fixed routine behavior imbibed by an individual to learn (Fielden, 2014). According to Foster (2011), study habit is an essential and important aspect for creating a literate society, shapes the personality of individuals and it helps them to develop proper thinking methods and ability to create new ideas. It also enhances students' way of studying whether systematic, efficient or inefficient., This implies that efficient study habits produce positive academic performance while inefficient study habits lead to academic failure (Blumner2019). Similarly, Shen (2016) identified study habits as how often, how much, and what students read. It is a pattern with which an individual organizes his or her reading. Blasbalg, Cooney and Fulton (2012) is of the opinion that effective reading is important avenue for effective learning and reading is interrelated with the total educational process and hence, educational success requires successful study habit. Gettinger and Seibert (2012) further added that, nowadays, study habit has lost its importance as both the young and the old are glued to the television.

Social interaction is important because it enables adult education students to enhance their communication skills. For

effective learning to take place, there is need for proper communication. The social interaction helps to improve communication skills of adult education students by enabling them to become good listener. Social interaction improves adult education student learning skills by enhancing their knowledge of literacy, teaching, critical thinking and problem-solving skills. Social interaction helps in developing study habits. Study habits vary among the students. Students can combine studying and socializing for maximum advantages. There is mutual support not only for studying but building social connection.

Two theories guide the study, these are; symbolic interaction and conflict theory. Onwuegbuzie (2019) state that symbolic interaction is a dynamic theory because according to this theory, objects feature meanings within themselves and adult students formulate their activities in the direction of their evaluation of themselves and also people and objects around them. Thus, it is the social actors that attribute meaning to objects according to this perspective. The relevance of these theories to the study is that symbolic interaction is seen as framework for understanding how students interact with each other and the implication of these on their study habit. Conflict theory is useful to the study habit of students because it is useful for understanding how social structure affects the study habits of students. It also helps the lecturers to make use of the motivational variables such as reinforcement of communication, respect. The implication of these variables is that it will enhance students' commitment to their studies.

Blumer (1969) explained that humans forms meaning in two ways, meaning attributed to objects, events and phenomenon. While the other aspect is the interaction among individuals. While meaning as a concept is a physical attachment imposed on events and objects by human. Blumer believed that meaning was a condition that emerged as a result of the interaction of students and not an intrinsic feature of the object (Ossai, 2018). Consequently, meaning is created as a result of the interaction between people. The Symbolic interaction theory is relevant to this study because the theory acknowledges the principle of meaning as the center of student behavior. Language provides a meaning to students by means of symbols. It is symbols that differentiate social relations of students from the level of communication. Adult students give meaning to symbols and they express these things by means of language.

The functionalist perspective views students as composed of different groups working together. In contrast, the conflict perspective views adult education students as composed of different groups competing for power and resources. The conflict perspective explains various aspects of how adult education students strive to look at which groups have power and benefit from a particular social arrangement. The origins of the conflict perspective can be traced to the classic works of Karl Marx (1848). The conflict approach to the study of society does not regard the social system as an integrated whole but attempts to explain social phenomena in terms of adult education students' actions and interactions. The functionalists emphasized the importance of consensus, commitment, stability, integration and change by slow adaptation, the conflict theorists emphasized coercion, mal-integration, and radical disruptive change. Adult education students share certain goals, and attempt to achieve them in similar ways, it is not necessary to study each student separately. Max Weber (1864-1920) pointed out that typical adult education students are likely to behave in a typical way in typical situations and it is possible to generalize about social behavior from observations made to these ideal types.

The results of this study will help educators and administrators of academic institutions to provide better learning environment for adult education students in the country. By understanding the relationship of social interactions and study habit, this will help educators assess, plan, design and implement measures to support students. On the practical aspect, the findings from this study will be of immense benefits to teachers, the societies, schools and researchers. Social interaction is essential for education because it helps students learn, retain and apply the skills they have acquired to solve other challenges of life. Apart from this, it creates tight relationship with teachers, peers and staff at the school. These are the stakeholders in education. Teachers will equally benefit from the finding of the study because the finding will help them know what is expected of them as they are role models to their students. Social interaction helps to improve the learning strategies. It enables the adult educators to discover the situations that are distressing unto him or her. This enables one to modify his or her behaviors so as to realize positive outcomes. Social interaction enables a person to understand other people's behaviors and so a learner can improve his or her learning strategies by modifying the negative behaviors. The other aspect in which the social interaction can help one to improve the learning strategies is that it enables one

to become a good listener as well as learning how to accept responsibility with regards to actions that one takes.

#### **The purpose of the study**

- i. Find out the level of adult education students study habit.
- ii. Investigate the relationship between social interaction and adult education students study habit.

#### **Research Questions**

1. What is the level of adult education students study habit in University of Ilorin, Nigeria?

#### **Research Hypothesis**

The following null hypotheses postulated was tested at 0.05 level of significance.

$H_0$ : There is no significant relationship between social interaction and adult education students' study habit.

#### **Research Methodology**

The research design adopted for this study was correlational descriptive research design. The correlational aspect of this study was aimed as examining the relationship which exist between social interaction and study habit of adult education students. The population for the study involved the students of Adult Education in the Department of Adult and Primary Education, University of Ilorin. The total population of the students was 480. The sample of the study comprised of 200 students who were selected through simple random sampling technique. The instruments used to collect data for the study was tagged Social Interaction Study Habit Questionnaire (SISHQ). The questionnaires were personally given to the students. The students were chosen as the target population because of the interaction I have with them as one of their lecturers in the Department of Adult and Primary Education, University of Ilorin, Nigeria. The major characteristics of these students are; they are male and female, their academic performance in the school is above average, they usually have tutorial groups which enhances their study habit. The instrument was validated by some experts in

the Department of Adult and Primary Education, University of Ilorin, Kwara State. This helped to ensure face, content and construct validation. Face validity is concerned with whether an instrument seems relevant and appropriate for what it is assessing only on the surface level while the content validity refers to the degree to which an instrument is relevant to and representative of the targeted construct it is designed to measure. The instrument was further subjected to post-test using students of the Department of Adult Education, University of Ibadan. Their responses to the instrument were collated and analyzed to determine the reliability of the instrument. Internal consistency reliability was estimated using Cronbach Alpha method and the value obtained was 0.79. The research question was analyzed with simple percentage while the hypothesis tested was analyzed with Linear Multiple Regression.

## Result and Analysis

**RQ1:** What is the level of adult education students' study habit in the University of Ilorin, Nigeria

**Table 1:** Level of adult education students' study habit in University of Ilorin, Nigeria

Students' study habit	Score Range	Frequency	Percentage
<b>High</b>	31 – 40	69	34.5
<b>Moderate</b>	21– 30	107	53.5
<b>Low</b>	10 – 20	24	12.0
<b>Total</b>		<b>200</b>	<b>100.0</b>

As revealed in Table 1, out of 200 (100%) adult education students sampled for this study, 69 (34.5%) of them were of high level of study habit; 107 (53.5%) were of moderate level of study habit while 24 (12.0%) were of low level of study habit. Therefore, there was moderate level of study habit among adult education students of University of Ilorin.

## Hypothesis Testing

**H<sub>01</sub>:** There is no significant relationship between social interactions and adult education students' study habit

**Table 2a:** Regression Analysis relationship between social interactions and adult education students' study habit

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	573.736	3	191.245	3.126	.0319 <sup>b</sup>
Residual	12173.536	196	61.173		
Total	13050.880	199			

Dependent Variable: adult education students' study habit

Predictors: (Constant), social interactions (i.e. lecturer-students, students-students and students-parent interactions)

The model in Table 2 indicates the linear combination of predictor variables i.e. social interactions (i.e. lecturer-students, students-students and students-parent interactions). The F-value is 3.126 with 3 and 199 degree of freedom at 0.05 critical level of significance. Since the p-value of 0.0319 is less than 0.05 level of significance, the null hypothesis one was rejected. Therefore, the combination of the independent variables significantly predicted the dependent variable ( $F_{(3, 199)} = 3.126$ ,  $p < 0.05$ ). Thus, there was a significant correlation between social interactions (i.e. lecturer-students, students-students and students-parent interactions) and adult education students' study habit in University of Ilorin. In order to ascertain the contributions of the independent variables together, r-square was computed and output is in Table 2b

**Table 2b:** Regression Model Summary of social interactions (i.e. lecturer-students, students-students and students-parent interactions) and adult education students' study habit in University of Ilorin

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 <sup>a</sup>	.414	.129	7.7639

Predictors: (Constant), social interactions (i.e. lecturers-students, students-students and students-parent interactions)

As shown in Table 2b, social interactions (i.e. lecturers-students, students-students and students-parent interactions) jointly contributed R-Square of 0.414, representing 41.4% to the dependent variable (adult education students' study habit). To determine the contribution of each of the independent variable, Beta Weight was calculated, and the outputs are shown in Table 2c

**Table 2c:** Relative Contributions of Independent Variables to women participation in literacy education

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	26.78	3.83		9.44	0.00
Students-students	1.53	1.10	0.38	2.37	0.02
Students-parent	1.21	1.19	0.22	1.22	0.03
Lecturer-students	0.33	1.06	0.12	1.12	0.04

Dependent Variable: adult education students' study habit

Predictors: (constant), social interactions (i.e. lecturers-students, students-students and students-parent interactions)

Table 2c shows the relative contributions of each of the independent variable. The table reveals that students-students had the highest contribution of Beta weight of 1.53 with t-value 2.37 followed by students-parents which has the Beta weight 1.21 with t-value 1.22 while lecturers-students had the least contribution with the beta weights of 0.33. However, students-students and students-parent interactions as well as lecturer-students interaction were significant predictors of adult education students' study habit. The contributions are presented in the equation below;

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_nX_n$$

Thus, the weight of each independent variable in this study can therefore be substituted in the equation as

$$Y = 26.78 + 1.53X_1 + 1.21X_2 + 0.33X_3$$

where

$Y = \text{Adult education students' habit}$

$a = \text{Constant (other factors that related to adult education students' study habit but not considered in this study)}$   
 $= 34.20$

$b_1 = \text{Students-students interaction} = 1.53$

$b_2 = \text{students-parents interaction} = 1.21$

$b_3 = \text{students-parents interaction} = 0.33$

## Discussion of Findings

Findings of this study revealed that there was low level lecturers-students interaction among adult education students at the University of Ilorin. This signifies that there was little social interaction between adult education students and lecturers after lecture delivery. This result negates the study conducted by Ossai (2018) which revealed that the trust developed between the students and the lecturer can contribute to students' academic performance in Social Studies. Students tend to develop interest for a lecturer class especially when they discovered that such lecturer care and value their academics. One of the means of showing students love is by sharing their burden with them, listening and giving them time to express their feelings. Students-lecturer social interaction make students to be more serious and not with the aim of disappointing the lecturers but appreciate their efforts. Students-lecturers social interaction can make students to have better orientation as touching their academics which may indirectly link with their better performance in Social Studies. It will help to reduce the chances of student dropping out of school (Khan, 2012). Positive outcomes from strong student-lecturer relationships are not only confined to the realm of academics.

The findings of this study revealed that their lecturers did not create a cordial learning environment for students in his/her class and this negates the view of Owoyele (2012) who reported that the quality of student-lecturer relationships is a stronger predictor of behavioral than of academic outcomes. As students enter formal school settings, social relationships with lecturers provide the foundation for successful adaptation to the social and academic environment. From the first day in the school, it is argued that students must rely on lecturers to provide them with the understanding and support that will allow them to get the best results out of their daily interactions in the classroom. Students who

form close relationships with lecturers enjoy school more and get along better with peers. Positive relationships with lecturers can also serve as a secure base for any students; they are better able to play and work on their own because they know that if things get difficult or if they are upset, they can count on their lecturers to recognize and respond to these problems.

It was revealed through the study that there was lack of lecturers and students' interaction with one another, this negates the view of Pinder (2013) who asserted that relationship with lecturers may be particularly important for students who display early academic problems in Social Studies. Both lecturers and students have to value their contributions. A student has to feel worthwhile and appreciated. A lecturer needs to recognize that he or she can have a positive effect on their students. Yadav (2015) referred to this as lecturer efficacy and noted that the more the lecturer believes in this, the more they will cause it to happen. A student wants to feel connected to lecturer and to feel as though he or she deserves to be loved and respected (Palani, 2019). According to Palani, many of the students who are not doing well academically are the ones who have a poor relationship with their lecturers. Usually, the more they fall behind academically, often, the more this relationship is weakened. Owoyele (2012) found that students who perceived a more nurturing relationship with their lecturers tended to have better attitudes towards academics in social studies and often did better than their peers who lacked the same support system.

Another finding of this study showed that there was high level of students-students interaction among adult education students in University of Ilorin. It is widely believed that student-to-student interaction is important in distance learning. These findings correlate with Okita (2020) who held the view that one of the recurrent themes in the literature is the effectiveness of using collaborative activities, group discussions, and other forms of student-student interaction. The findings also pointed out that student-to-student interaction helps students develop problem-solving and critical thinking skills amongst themselves. This tallies with the view held by Dahdal (2020) that education with its correlated activities of teaching and learning process involves interaction between lecturer-students and students-students as channels of realizing its objectives. Interaction occurs every day in teaching and learning process thus it is managed by everyone, not only by the lecturer in the classroom, but also the students. This

therefore implies that interaction is usually used to express their ideas all together. The findings also indicated that student-to-student interaction increases motivation, self-confidence, and self-esteem, this correlates with the findings of Crow and Crow (2012) who conducted a meta-analysis of previous research and found 10 studies where student-to-student interaction had a large effect size on student learning. This finding also negate the view of Creswell and Poth (2016) who found a significant, negative relationship between student-student interaction and course completion rates in six mid-Western community colleges. Crew, Hamman, Tukur, Fajonyomi and Ali (2004) found student-lecturer interaction and student-content interaction were good predictors of student satisfaction with online courses; however, student-student interaction did not contribute to student satisfaction. Hurst (2015) found learner-learner interaction was negatively correlated with course satisfaction among MBA students. In addition to looking specifically at expectations regarding student-to-student interaction, it might be prudent to gather more information about characteristics of students enrolled in distance education classes. Different personality types tend to prefer different modes of instruction (Lawrence, 2009).

The result of the study revealed that student-to-student interaction supports productive and satisfying learning amongst students, this tallies with the opinion of Showkeen and Khan (2014) that students enjoy engaging with others, so in the classroom they appreciate social interaction provided by collaborative projects and active learning techniques.

Findings from this study also revealed that there was moderate level of students-parents interaction among adult education students. The significant role of parents in improving the study habit of students has significant impact on their children academic performance. A familiar finding by The learning process which takes place in the home setting is obviously or consciously is often in an informal way. Thus, in the early lives of the children parents teach and train the fundamental skills, attitudes, and values necessary for day-to-day living (UNESCO 2016).

It was revealed further in the study that student-to-parent interaction helps to identify the areas of problem and learning difficulties, this correlates with the opinion of Crede and Kuncel (2008) who narrated that the informal knowledge given by parents to their children is specific and to a certain degree to empower the children to deal successfully with the requirements of the homes

and the community with the immediate confinement. Furthermore, the conceptual understanding of the study according to Owoyele (2012) defined parental involvement as a determinant of attitude towards learning, contribution to children's activities and promoting school-based activities. Dahdal (2020) defined academic performance as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors, and philosophy that students achieve. This achievement is assessed by the mark or grade that students achieve in tests or examinations completed at the end of the topic, term or year or education cycle. In addition, Parents have noteworthy imprints on the income, health and general living standards of their children, this goes even to the genes as well as inheritance. In this fast moving and cutting-edge era of the world, education being the first step for every human activity plays a dynamic role in the human capital development and is connected with an individual's well-being and opportunities for better living (Showkeen and Khan, 2014). In addition to the social structure, parents' involvement increases the rate of academic success of their child education (Oluwatimilehin & Owoyele, 2012). It is widely believed by the research scholars and educationists that school children spend their 70% of time out of the schools either in their households or playing sessions cite. So, it is strongly urged that parents' involvement in direct working with their children in learning process activities at home plays a significant role and affects their lives.

More so, findings of this study showed that there was moderate level of study habit among adult education students. Good study habits allow students to study independently. The formation of good study habits serves as the basis for students' performance in school. Habit towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive attitude towards study and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation is usually positive, and if the learning experience is not pleasant as he tends to avoid it. Habit serves as index on how we think and feel about people, objects and issues in our environment. This result is in line with Yadav (2015) whose study submitted that many students feel that the hours of study are the most important. However, students can study for hours and retain very little. The more appropriate question is how students should study effectively.

The study revealed that there was significant correlation between social interactions (lecturer-students, students-students and students-parent interactions) and adult education students' study habit in University of Ilorin. Students' interaction had the highest contribution followed by students-parent while lecturer-students had the least contribution. However, students-students and students-parent interactions as well as lecturer-students interaction were significant predictors of adult education students' study habit. This corroborates the findings of Palani (2019) used students study habit as the dependent variable. He stated that there is significant relationship between students' level of use of social interaction study habits. Thus, adult education students' level of use of social interaction is positively related to study habit. This means that the more the use of social interaction by adult education students, the better is students study habits.

### **Conclusion**

Based on the findings of this study, it could be concluded that social interactions are positively crucial to students' study habit as there was low level of lecturer-students interaction, high level of students-students interaction and moderate level of students-parents interaction among adult education students at the University of Ilorin despite being moderate in their level of study habit. There was a significant correlation between social interactions (i.e. lecturer-students, students-students and students-parent interactions) and adult education students' study habit in University of Ilorin, Nigeria.

### **Recommendations**

The following recommendations were proffered in this study:

1. Adult education lecturers should make the classroom environment very conducive for the students
2. In considering lecturer-student relationship in the lecture room, authoritarianism which is, oppressive and coercive need to be guided against as it erodes learners' freedom, create tension and makes studying hard to the students and could result to poor study habit.

Adult education lecturers should be provided with empirical and inspirational examples that would enhance their social

interactions with students and students' course study habit.4.Adult education lecturers should always have a friendly inter-personal relationship with students so as to enable them to positively concentrate on their study.5.Parents should always have a friendly inter-personal relationship with their wards so as to foster their wards' study habit in schools

### ***References***

Blasbalg, J., Cooney, R., & Fulton, S. (2012). Defining and Exposing Privacy Issues with Social Media. Air Force Academy Colorado Springs, United States.

Blumer, H. (1969) Symbolic Interactionism: Perspective and Method. Englewood Cliffs, NJ: Prentice Hall.

Blumner, H.N. (2019). Study Habits and Standardized Test Performance: Prediction of Post-secondary Academic Achievement Doctoral Dissertation, University of Virginia.

Boeren, E. (2018). Participation in Adult Education: Attitudes and Barriers. US-China Education Review. 3, 369 -382

Carew, P. F. (2004) Study Habits, Patterns and Academic Performance of Development and Testing of the Study Habit and Examination Taking Inventory, Maiduguri: Psychology Education Service

Creswell, J. W., & Poth, C. N. (2016). Qualitative Inquiry and Research Design: Choosing Five Approaches. Sage Publications.

Crow & Crow (2012). Adolescent Development and Adjustment, Mc. Graw Hill Book Company, U.S Grewal, H.P.

Dahdal, S. (2020). Using the WhatsApp Social Media Application for Active Learning. Educational Technology System 49(2), 239 -249

Fielden, K. (2014). Evaluating Critical Reflection for Post-graduate Students in Computer Information Science and Information Technology Education (Joint Conference 2014, Flagstaff, Arizona). Retrieved from <http://www.informingscience.org/Proceedings/In SITE2005/138f36 Fielden>.

Foster, T.R. (2011). A Comparative Study of the Study Skills, Self-concept, Academic Achievement and Adjustment to College of Freshmen Intercollegiate Athletes and Non-athletes (Doctoral dissertation, Purdue University

Gettinger, M., & Seibert, J. K. (2012). Contributions of Study Skills to Academic Competence School. *Psychology Review*, 31, 350-365.

Hassan T.(2020) Psychology of Studying and Passing Mathematics Examinations. *Psychology for Everyday Living*. Enugu: Agada Publishers Abo

Hurst (2015).My Journey with Learning Logs. *Journal of Adolescent & Adult literacy*,49(1), 42-46

Isangedighi, A. J. (2017). A Comparison of Study Habits Among the Under Achieving, the Achieving and Over Achieving Junior Secondary Students. *West African Journal of Educational Research*, 1, 114-127.

Khan, Z. N. (2012). Characteristics of High Achieving Girls in Science Stream at Higher Secondary Stage -A Factorial Study. *Indian Journal of Psychometry and Education*, 33(2), 34 – 55.

Marx, K and Friedrich E. (1848). *The Communist Manifesto*. New York: Penguin.

Okita, S. Y. (2020) Social Interactions and Learning. *International Journal of Learning and Development* 12(2), 36-53

Oluwatimilehin, J. T. B., & Owoyele, J. W. (2012). Study Habits and Academic Achievement in Core Subjects Among Junior Secondary School Students in Ondo State, Nigeria. *Bulgarian Journal of Science and Education Policy*, 6(1), 155-169.

Onwuegbuzie U (2019). Correlation between Study Habit and Students` Academic Success, *Jos Journal of Education* 2(1), 27 – 42

Ossai, M. C. (2018). Study Habit Predicts Examination Behaviour: An Imperative for Enhancing Quality of College Guidance and Counselling. *Mediterranean Journal of Social Sciences*, 2, 23- 34.

Owoyele, J.W. (2012) Techniques for Acquiring Study Skills. Paper Presented at Study Skills Workshop. Tai Solarin University of Education. World Bank World Development indicators.Palani, K.K., 2012. Promising Reading Habits and Creating Literate Social. *International Reference Resarch Journal*, 3(2), 90 - 104

Pinder, J. (2013). A Comparative Study of the Effectiveness of Client Centered and Rational Emotion Group Counselling Models on the Study Habit of low Achieving NCE Students

in Kashim Ibrahim Colege of Education, Maiduguri. Unpublished PhD Thesis, University of Maiduguri

Pitan, O. O. (2013). Poor Study Habits as an Educational Problem among University Undergraduates in the Contemporary Time and Effective Management Strategies. International Journal of Humanities and Social Science Invention, 11 (2), 72 -87

Showkeen, B. W., & Khan, Z. N. (2014). Assessment and Understanding of Gender Equity in Education in Jammu and Kashmir. Review of Literature, 1(6), 1-12.

Singh, Y.G., 2019. Academic Achievement and Study Habits of Higher Secondary International Referred Research Journal, 3(2), 2 - 17

Survana.V.D & Bhata.G (2015). A study of Academic Achievement and Personality of School Students. Research in Pedagogy, 6(1), 99-108.

UNESCO (2016). 3rd Global Report on Adult Learning and Education: The Impact of Adult Learning and Education on Health and Well-being, Employment and the Labour Market and Social, Civic and Community Life

Yadav, R. (2015). Self-Concept, Study Habits and Academic Achievement of High School Students Studying in Government and Public Schools. Education Tracks. 14 (6), 35 - 50.

**Author and Affiliation**

Dr. Olufemi Okojo  
 Associate Professor  
 University of Ilorin, Nigeria  
 Email: okoji.oo@unilorin.edu.ng

**Author and Affiliation**

Regina Abua  
 Student  
 University of Ilorin, Nigeria

**Author and Affiliation**

Prof. Taiwo Toyin Ambali  
 Professor  
 University of Ilorin, Nigeria  
 Email: ambali.tt@unilorin.edu.ng