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## **Study Habit And Academic Self-Efficacy As Predictors Of Academic Under-Achievement Among High Ability Senior Secondary School Students In Oyo State**

**G.A. Adelodun, PhD**

Department Of Special Education, Faculty Of Education  
University Of Ibadan, Ibadan, Nigeria

### **Abstract**

This study examined the influence of study habit and academic self-efficacy on academic underachievement of high ability senior secondary schools in Oyo state, Nigeria. The population of this study comprised of all the high ability underachievers in both Afijio and Atiba local government area of Oyo state. Twenty (20) secondary schools were randomly selected using simple random sampling technique, while three hundred (300) high ability were purposively selected which cut across, SS1, SS2 and SS3. Two research questions were answered at 0.05 level of significance. Questionnaire was the main instrument used for the collection of data. The reliability co-efficient of the instrument ranged between  $r = 0.72$  and  $r = 0.78$ . Results indicated that there was a significant relationship between the predictive variable (study habit and academic self-efficacy) and academic underachievement of the participants. Academic self-efficacy contributed most to the academic underachievement of the high ability senior secondary school students. The following recommendations were made; academic underachievement should not be encouraged from any high ability students, secondly, high ability student should be properly monitored on the kind of reading or learning style they exhibit so as to discourage any bad learning or bad study habit. Finally, academic self-efficacy of individual high ability student should be encouraged. The teacher should help the high ability student to build their confidence in learning.

**Keyword:** Study habit, Academic Self-efficacy, Academic underachievement, high ability student.

### **Introduction**

Many high ability students have high intelligence but are unable to show good performance. Students are classified as underachievers based on the results of the intelligence and creativity tests. The results of this study explain that some students do not show learning achievements in accordance with their potentials in the school. High ability underachieving students are first determined by the characteristics of their potentials and achievements.

Sarika (2018) postulated that, high ability Student performance that falls noticeably short of potential, especially for young people with exceptionally high ability, is bewildering and perhaps the most frustrating of all challenges faced by both teachers and parents. Why do so many high ability students fail to realize their potentials? For years, the under-achievement of high ability students has troubled both parents and educators. Too often, students who show great academic potential fail to perform at a level commensurate with their abilities. Some underachieving students lack self-regulation skills; other low achievers may suffer from either obvious or hidden disabilities (MeenuDev 2016).



High ability underachievers are often not identified as gifted but are seen as lazy, unmotivated and behaviourally challenging, resulting in the potential and ability not being recognized (Adelodun, 2017). These perceptions are likely to have a negative impact on their access to appropriate learning opportunities. Educational provisions that do not match a student's potential are likely to lead to less engagement and further underachievement; consistent underachievement can also undermine the general psychological well-being of high ability students. This is likely to affect all areas of their functioning including identified development and sense of self, which in turn can lead to difficulties with social and behavioural adjustment (Adelodun, 2017).

Fakolade (2012) asserted that the high ability students need assistance, in specialized curriculum, instructional programmes, materials and experiences that will allow them to realize their full potentials. These students and youth exhibit high performance capability in intellectual, creative and artistic areas, possess an unusual leadership capacity or excel in specific academic fields. They require the service or activities not ordinarily provided in the regular school. Outstanding talent is present in children and youths from all cultural groups across all economic strata and in all areas of human endeavour (Adelodun and Salako, 2020).

Ogodo (2010) found that, some high ability underachievers fail in school for obvious reasons: excessive absences from school, poor performance, disruptive behavior, low self-esteem, family problems, and poverty. In addition to the risk factors that predict the reasons why most students fail, another long-standing problem that causes underachievement in high ability or high potential students is the inappropriate curriculum and content that they encounter on a daily basis.

Anwa (2013) stated that, the hundreds of hours spent each month in classrooms in which students rarely encounter new or challenging curriculum, the boredom of being assigned routine tasks mastered long ago, the low levels of discussion, and the mismatch of content to students' ability lead to frustration on the part of many of high ability students. In fact, dropping out of school is the only way that some students believe they can address these issues effectively.

One of the independent variable of study is study habits. Underachieving students tend to have no interest in learning and are fond of procrastination when it comes to doing assignment at home and school. Underachievers are experienced by many intellectually high ability students who have an Intelligent Quotient (IQ) level above 120. MeenuDv (2016) found that, In Indonesia, students at Senior High School have good learning achievement, but there are still differences in the achievement of students in the report. This implies that, high ability students who have a high level of intelligence can record good learning outcomes if they have good study habits and stimulating environment.

Breger (2018) reported that, procrastination of doing assignments, indiscipline in learning and self-regulation can determine the learning achievements of underachievers. On the other hand, the students with a high level of intelligence that are not supported by good study habits might get poor learning outcomes. Good study habits will determine the learning achievements of the students (Bowby 2014). Study habits are study practices that include the frequency of studying sittings, rehearsal of learned material, review of material, studying in favourable surroundings and self-testing, (Salako and Oyediran, 2020). Students study habit depends on the internal and external factors that play a critical role in education. Educational incentives, support provided for learning, assessment and competition faced by the students during the course of studies are some



internal factors whereas pressures related to the family, job and future expectations are considered to be external factors (Amin, 2004). Education helps the high ability students in development of self-concepts and the attainment of knowledge by ways of good study habits. Good study habit is an asset to learners because it assists pupils to attain mastery in areas of specialization and consequent excellent performance, while poor study habit constitutes constraints to learning and achievement which leads to failure. Study habits play a very important role in the life of primary school pupils as success or failure of each student depends upon his own study habits (Aremu, 2012).

Another variable of concern in this study is academic self-efficacy. Self-efficacy functions as the internal motivator for high ability students to endure challenges and achieve goals. Clickenbeard (2012) finds that “high ability students are more likely to attribute success to their own ability and effort and attribute failure to bad luck or inappropriate strategy choice. Even when high ability students experience failure, they do not relate the experience to a lack of intelligence or ability. Most likely, high ability students will not allow the experience to affect their self-efficacy for future challenges. Cavilla (2015) convey that “the development of high abilities and high levels of achievement are all dependent on their academic self-efficacy in general. Research indicates that high ability students portray greater levels of self-efficacy. Intellectually talented students show more perfection in reading, writing, and solitude” when compared with average students (Nurfaizal 2016).

Whereas students’ self-efficacy acts as an intrinsic motivator, average students may question their ability to achieve and rely upon extrinsic. Academic self-efficacy is the belief in a person's ability to learn or perform at a given level (Adeyemo, 2014). The belief in academic self-efficacy differs in level, universality, and intensity. In particular, perception of tasks is at least influenced by self-efficacy beliefs. Student with weak academic self-efficacy beliefs are likely to allow negative experiences to weaken their sense of self-efficacy in the process of giving up their efforts toward set goals; even in the face of difficulties, people with strong self-efficacy will continue to work hard for their achievements, or adapt to any situation (Bandura, 2006).

Academic self-efficacy differs from other concepts such as self-concept, self-worth and self-esteem because it is task-specific (Adeyemo, 2014). On the one hand, high ability students may have a low level of efficacy on a particular activity (such as a figure) and will not lose self-worth when doing the activity, but will be self-imposed because he has set very strict personal standards (Adeyinka, Adedeji and Olufemi, 2011).

Academic underachievement of high ability students has become a serious concern to the educational stakeholders and if nothing is done to correct these anomalies these students are at the risk of school failure and eventual dropout of school. These students face a lot of problems in developing study habits and academic self-efficacy. Bad study habit and lack of academic self-efficacy are frustrating phenomena which have negative influence on the academic outcome, social and emotional development of high ability students. High ability students with bad study habit and lack of academic self-efficacy often experience situations that affect their psychosocial wellbeing such as having difficulty in attaining high academic level and verbal proficiency, social acceptance as well as social interpersonal relationship with their mates in the school. Similarly, they could also experience lack of warmth, empathy and social acceptance from peers.



This makes many of them to display low frustration tolerance tendency, aggression and low self-esteem, academic anxiety, truancy and school dropout.

### Research Questions

The following research questions were answered at 0.05 level of significance

- i. What is the joint contribution of study habit and academic self-efficacy to academic underachievement of high ability senior secondary students in Afijio and Atiba local government of Oyo state?
- ii. What is the relative contribution of study habit and academic self-efficacy to academic underachievement among high ability senior secondary school students in Afijio and Atiba local government in Oyo state?

### Methodology

This study adopted descriptive research design of Correlational type because the researcher has no control over the variables being investigated and therefore, the variables of study were not manipulated. The population for this study consist all the high ability senior secondary school students in Afijio and Atiba local government of Oyo state in Nigeria. The sample of three hundred (300) high ability students were purposively selected, this was done because of the peculiarity of their personality. Fifteen high ability students were picked from each school which cut across SS1, SS2, and SS3. Twenty (20) secondary schools were selected using simple random sampling technique for this study from the two local governments. The school study records of the participants were thoroughly scrutinized after the screening of their intelligent with Slosson intelligence test. All the students who cumulatively and persistently scored 75 and above in all their subjects participated in this current study. And these students were regarded as high ability student (HAS).

Study habit inventory was adapted from Gilbert Wiber and McKeown (2005). The study Habit Inventory was used to find out more about students ability to manage time, concentration, note taking, reading comprehension, test preparation and test taking, reading speed, writing skills and test anxiety. The reliability of the instrument was obtained at  $r = 0.78$ , after being pilot tested for two week using test-retest method. An adapted self-efficacy questionnaire was piloted among high ability students who were not part of this study within two weeks and the reliability of  $r = 0.82$  was yielded.

The Slosson Intelligence Test (SIT) was constructed and validated by Slosson (1961) and recalibrated in 2006. Oyundoyin (2003) designed and organized it as a test of general intellectual ability, treating SIT as a foreign-adapted test, for example, suitable for African students, for certain words and without changing the validity of the test content. The project has been changed to suit the culture of the subject, such as changing the words "Pennies", "Dollars" to "Naira" and "Kobo", "Dime and Nickel are 10 and 5 kobo respectively. The former is used in the United States, and then Used in Nigeria. This test will be used in this study to assess the psychological ability of the sample to determine the level of achievement.

The content validity factor is calculated from 0.90 to 0.96 for each age level. Slosson concludes that SIT and His standard SB is related, just as SB is related to himself. The validity and



usefulness of the exam seems to have been fully confirmed in the “Academic Record” The instrument interviewed 40 people who were not in the sample at two-week intervals. A pilot test was performed. Thereafter, the data was analyzed using a test-retest reliability estimate. The reliability factor obtained was  $r = 0.86$ .

### Achievement Test in English and Mathematics

These consist of 40 questions drawn from SS1 English Language and Mathematics Scheme of work. A pilot testing was carried out on twenty, H.A.S who were not part of the main respondents used in this study. The achievement test was subjected to statistical analysis using Pearson product moment correlation to test the reliability coefficient and the results yielded 0.84 in English Language while 0.76 was also recorded for Mathematics. This achievement test was used in order to support the Slosson intelligent screening test to ascertain the real H.A.S who participated in this research work.

### Method of Data Analysis

Data collected in this study were analysed using Multiple Regression Analysis. This statistical tool measures the joint contribution and the relative contributions of two or more independent variables and dependent variable at 0.05 level of significance.

### Results

**Table 1: Intercorrelation Matrix between Academic Underachievement**

	1	2	3	4	5
Academic underachievement	1.000				
Study Habit	-.007	.144	.010	1.000	
Self-Efficacy	1.68	.27	.018	.067	1.000
Mean	54.6	25.92	28.26	55.41	29.02
SD	12.71	4.22	4.812	13.181	6.42
<b>Total number</b>	<b>293</b>	<b>293</b>	<b>293</b>	<b>293</b>	<b>293</b>

N = 300, Df = 293, Significant at 0.05

The result in table 1 showed the co-efficient value of the predicting variables of -.007 and 1.68 on the study habit and academic self-efficacy and academic underachievement of high ability students.

**Research Questions 1: What is the joint contribution of study habit and academic self-efficacy on the academic underachievement of high ability of senior secondary school students?**

R  
 R<sup>2</sup> .19  
 Adjusted .02  
 SE 12.56

ANOVA	Sum of Squares	Df	Mean Square	F	Sign
Regression	1887.45	5	387.09	2.44	0.5
Residual	46523.26	293	154.57		
Total	4768.75	298			

In table 2, the regression analysis yielded an R<sup>2</sup> adjusted of 0.024 which translated into 2.3% of the total observed variables in the academic underachievement. The analysis further showed a Standard Error (SE) of 12.56 and f-ratio value of 2.5 significant at 0.05 margin of Error. This shows that a significant relationship exist between the predictive variable (study habit and academic self-efficacy) and academic underachievement of the participants.

**Research Questions 2: What is the relative contribution of study habit and academic self-efficacy on the academic underachievement of high ability of senior secondary school students?**

**Table 3: Standard Regression Weight shows the Predicting Variables as the Predictors of Academic Underachievement**

	B	Std	Beta	T	Sign
Constant	38.47	8.68		4.57	.000
Study Habit	-1.89	.05	-0.24	-3.35	NS
Academic Self-efficacy	.36	.12	.170	2.94	0.5

The above table shows the relative contribution of each variable to academic underachievement of high ability students. This indicated that academic self-efficacy contributed most to the academic underachievement of the high ability senior secondary school students. Beta = .170; t = 2.942 (0.5). This showed that study habit is not significant as academic self-efficacy in this current study.

**Discussion**

Table 1, shows that there is significant relationship between the predictive variable (study habit, academic self-efficacy and academic underachievement). The result shows the co-efficient value of the predicting variable of -0.07 and 1.68 on the study habit, academic self-efficacy and academic underachievement. This result indicated a positive significant contribution of the predicting variable to academic underachievement of high ability students. This finding is consistent with the study of Aremu (2012) who found that study habit is a good asset to learners most especially the high-ability students because it assists them to attain and master their content



while the opposite constitute constrain to learning and achievement teaching to underachievement. This implies that good study habit helps the high-ability underachievers to change their reading laziness behaviour and if this can be properly handled it would improve them drastically.

Study conducted by Salako and Oyediran (2020) found that, the high ability student with a high level of intelligence that are not supported by good study habit, which is full of procrastination of doing assignment, indiscipline in learning might get poor learning outcome but the good study habit will determine the learning achievement of the high ability student. The above statement implies that laziness in reading is tantamount to bad study habit which could be resulted in academic underachievement among high ability students. Fakolade (2012) also asserted that high ability students need attention and assistance of the parent, teacher and the society entirely in the area of academic if these categories of students should use their potential to the fullest. He stated further that learning outcome or underachievement of each high ability student depends on their learning style.

Table 2; the result obtained using multiple regression analysis yielded an  $R^2$  adjustment of 0.024 which translated into 2.3% of the total observed variables in academic underachievement. The results further showed a standard error (SE). This showed relative contributions of independent variables (study habit, academic self-efficacy and academic underachievement). The result further showed a standard error (SE) of 12.56 and f-ratio value of 2.4 significant at 0.05 margin of error. This current study corroborates the study of Cliekenbeard (2012) who found that high-ability student are more likely to attribute success to their own ability and effort and attribute failure to bad luck or inappropriate strategy choice. This shows that high ability belief system helps a lot in their ability to handle their academic activities.

Anyone who has negative academic self-efficacy is not likely to perform up to the people's expectation. While positive academic self-efficacy is good and help the high ability underachievers to solve their academic problems. Study conducted by Cavilla (2015) also found that development of high-ability students depends on their self-efficacy. This academic self-efficacy will serve as intrinsic motivation for them to perform but any other wise will lead to underachievement among them.

Table 3, the contribution of each variable to academic under-achievement was noticed from the result. This showed that academic self-efficacy has the highest significant relationship over academic underachievement of high ability students. This study indicated that most of the academic underachievement among high-ability students are caused by lack of academic self-efficacy. Academic self-efficacy refers to the ability or the belief that the high ability students have on their personal skills, control or self-ability to control their academic activities. This also corroborates the study of Nurfaizal (2016) who reported that high ability academic self-efficacy act as an intrinsic motivation which helps individual to perform and succeed in certain activities that requires skills.

### **Conclusion**

In this current study, it can be concluded that, study habit and academic self-efficacy have a lot of positive influence on academic under-achievement of high ability students. However, this



study has also established that when talking about determinants of academic under-achievement among high ability students' academic self-efficacy is the most potent factor.

### Recommendations

This current study requires that the following recommendation should be properly addressed.

- i) Academic underachievement should not be encouraged from any high ability students.
- ii) High ability student should be properly monitored on the kind of reading or learning style they exhibit so as to discourage any bad learning or bad study habit.
- iii) Academic self-efficacy of individual high ability student should be encouraged. The teacher should help the high ability student to build their confidence in learning.

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