STATISTICAL ANALYSIS ON STUDY HABITS AND THEIR EFFECT ON ACADEMIC SUCCESS

BY

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ND/23/STA/FT/0064

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CERTIFICATION

This is to certify that this project was carried out by **ABDULLATEEF NIMOTALLAHI ADEBUSAYO** with Matric number **ND/23/STA/FT/0064**. This project has been read and approved as meeting part of the requirement for the award of National Diploma in Statistics, Kwara State Polytechnic, Ilorin.

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EXTERNAL EXAMINER Date

DEDICATION

This project is dedicated firstly to God Almighty, the source of my strength, wisdom, and inspiration.And also to my family.

ACKNOWLEDGEMENT

First and foremost, I give all thanks and glory to the Almighty God for His grace, wisdom, and strength throughout the duration of this project.

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ABSTRACT

This study explores the impact of study habits on academic success among university students through a statistical lens. Employing descriptive and inferential statistical methods, the research analyzes how behaviors such as time management, concentration, note-taking, and self-discipline influence academic performance. The study is rooted in established learning theories and emphasizes the importance of self-regulation and active engagement in the learning process. Data were collected through structured questionnaires administered to undergraduate students across various disciplines. The analysis revealed a significant positive correlation between effective study habits and higher academic achievement. These findings highlight the crucial role of consistent, organized, and goal-oriented study practices in promoting academic excellence. The study concludes by recommending the incorporation of study skills training into university support programs to enhance student performance and overall educational outcomes.

Keywords: study habits, academic performance, university students, learning strategies, statistical analysis, academic success.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is universally regarded as a powerful instrument for social and economic advancement. In higher institutions of learning, academic success is considered a significant indicator of a student's potential, knowledge acquisition, and preparation for future responsibilities. However, achieving academic excellence does not occur by chance; it is the result of several factors including cognitive ability, motivation, teaching methods, environmental influences, and most importantly—study habits.

Study habits refer to the methods, strategies, and regular practices that students adopt in order to learn effectively. These include the time students allocate to studying, how frequently they study, the materials they use, their preferred study environment, whether they study individually or in groups, and how they prepare for tests and exams. Study habits influence how well a student understands course content, retains knowledge, and performs in assessments.

In Nigeria’s educational context, where competition is high and academic excellence is often a prerequisite for scholarships, job opportunities, and career development, cultivating effective study habits is crucial. Nonetheless, many students, especially in tertiary institutions, struggle with academic challenges not necessarily because they are less intelligent, but because they lack structured and disciplined study patterns.

A worrying trend in institutions such as Kwara State Polytechnic is the increasing number of students with poor academic performance. Lecturers and academic staff

have noted that many students fail to meet expected academic standards due to inadequate preparation, poor study time management, overreliance on last-minute studying (cramming), and an inability to filter distractions such as social media and peer pressure. While some students succeed academically, others with similar capabilities perform poorly, raising questions about the role of study habits.

Therefore, this study seeks to examine the connection between study habits and academic success among students of Kwara State Polytechnic. The goal is to provide statistical insights into how different patterns of studying influence students' performance in school.

1.2 Statement of the Problem

In recent years, academic performance in Nigerian higher institutions has become a major concern. Despite access to instructional materials, qualified lecturers, and digital learning platforms, a significant number of students still fail to meet basic academic expectations. Observations and reports suggest that many students do not have organized study plans, do not revise regularly, and rely heavily on last-minute preparations.

Several questions arise from this situation: Why do some students excel while others struggle? Is it because of differences in intelligence, background, or motivation? Or could it be linked to how students approach their academic work?

This study identifies a gap in understanding how study habits specifically affect academic success. While a number of studies have explored academic performance, there is still a need for a localized, statistically grounded investigation that focuses on

how Kwara State Polytechnic students study—and how that impacts their academic outcomes.

1.3 Aim and Objectives of the Study

The main aim of this research is to statistically analyze the influence of study habits on students' academic success. Specific objectives are to:

I. Identify the common study habits practiced by the students in Kwara State Polytechnic.
II. Determine the relationship between students' study hours and their academic performance.
III. Assess the effect of study methods (e.g, group work, online resources, tutorials) on academic results.
IV. Identify challenges that hinder students from maintaining effective study habits.

1.4 Research Questions

This study will address the following research questions:

1. What types of study habits are commonly practiced by students?
2. Is there a relationship between the amount of study time and students' GPA/CGPA?
3. Do study methods such as group study or online resources improve academic outcomes?
4. How frequently do students revise lecture notes, and does it impact performance?
5. What are the key barriers preventing students from adopting better study habits?

1.5 Research Hypotheses

This study will test the following hypotheses:

H_0 (Null Hypothesis): There is no significant relationship between study habits and academic performance.

H_1 (Alternative Hypothesis): There is a significant relationship between study habits and academic performance.

1.6 Significance of the Study

This research is important for various stakeholders:

- For Students: It will raise awareness about the importance of structured study routines and help them adopt more effective learning strategies.
- For Educators: The findings will guide academic advisors, lecturers, and counselors in designing support programs aimed at improving study behaviors.
- For Parents and Guardians: They will gain insight into how to better support their children's academic journey through encouragement of good habits.
- For Institutions: The study will help administrators and policy-makers understand the behavioral aspects affecting academic performance and guide the creation of a conducive learning environment.
- For Future Researchers: The work will serve as a reference point for further academic studies on learning behaviors and performance metrics.

1.7 Scope of the Study

The study is restricted to students of Kwara State Polytechnic across different departments and academic levels (ND1, ND2, HND1, and HND2). It covers aspects such as:

- Frequency of studying outside class hours
- Number of study hours per day
- Preferred study time (morning, night, etc.)
- Use of learning aids (e.g., online resources, group study)
- Self-reported academic performance (GPA)

This focused approach allows for a precise understanding of the subject within a localized context.

1.8 Definition of Terms

- Study Habits: Regular methods or routines a student adopts for learning, such as time management, note-taking, and revision practices.
- Academic Performance: The level of achievement shown by a student in their studies, usually measured through GPA or examination scores.
- CGPA/GPA: Cumulative Grade Point Average/Grade Point Average, which quantifies academic performance on a scale (typically from 0.00 to 5.00).
- Tutorials: Additional teaching sessions aimed at clarifying concepts taught in class.
- Distractions: External or internal interruptions such as noise, mobile phone use, or personal issues that interfere with study time.
- Self-Discipline: The ability to control one's behavior and stay committed to a study routine without external supervision.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Clarification

The concept of study habits encompasses a range of behaviors and attitudes that individuals adopt in the process of acquiring knowledge. It involves when, where, how often, and in what manner a student engages in study. It may include the use of schedules, reading techniques, note-taking styles, and test preparation strategies. Study habits form part of the larger picture of self-directed learning.

Academic success, on the other hand, is defined as the achievement of set academic goals as evidenced by high performance in tests, examinations, and cumulative grade point averages (CGPA). It is often the outcome of a student's personal efforts, discipline, and consistent study behavior.

2.2 Theoretical Framework

The study is grounded in the following theories:

1. Self-Regulated Learning Theory (Zimmerman, 1989): This theory emphasizes the role of learners in regulating their own learning through goal-setting, self-monitoring, and self-evaluation. Students with good study habits often demonstrate these characteristics.

2. Constructivist Theory (Vygotsky, Piaget): This theory proposes that learners build their understanding through active engagement and interaction with their environment. In this context, effective study habits such as group work, discussion, and exploration of resources align with the theory’s premise.

3. Behaviorist Learning Theory (Skinner): According to this theory, learning is a change in behavior due to reinforcement. When students develop a consistent routine and receive good academic outcomes, they are likely to continue those study behaviors.

2.3 Empirical Studies

Numerous empirical studies have shown that study habits play a vital role in students' academic achievements:

- Olatoye (2009) examined the relationship between study habits and academic performance in Nigerian universities and found that students who engaged in structured study sessions achieved higher GPA scores.

- Ogunleye and Babatunde (2017) studied polytechnic students and reported that students who attended tutorials and had daily study schedules performed significantly better.

- Adeyemo (2010) focused on psychological factors and discovered that motivation and study habits are key predictors of academic performance among Nigerian undergraduates.

These studies suggest that cultivating good study habits can improve academic results regardless of intelligence quotient (IQ).

2.4 Types of Study Habits

Study habits vary among students depending on their learning preferences, goals, and personal schedules. Common types include:

- Reading Alone: A quiet and personal method of studying preferred by those who need minimal distractions.
- Group Study: Collaborative learning where students discuss, quiz each other, or solve problems together.
- Use of Online Resources: Watching educational videos, accessing e-books, and engaging in virtual learning platforms.
- Tutorial Attendance: Supplementary sessions organized by peers or instructors to reinforce classroom learning.
- Note Revision: Going over lecture materials periodically to reinforce understanding and memory retention.

Each method has its own strengths, and the most effective students are those who select methods that match their learning styles.

2.5 Challenges to Good Study Habits

While students are aware of the importance of good study habits, many face significant obstacles that prevent consistent implementation:

- Lack of Motivation: Without a clear goal or reward, students often postpone or avoid studying.
- Distractions: Social media, mobile phones, peer pressure, and environmental noise reduce focus.

- Poor Time Management: Students who juggle multiple responsibilities may find it difficult to create and follow a study timetable.
- Inadequate Study Environment: Overcrowded dorms or noisy off-campus residences hinder effective study.
- Health Issues and Fatigue: Mental stress and physical health concerns also impact study efficiency.

Addressing these challenges requires both personal discipline and institutional support such as mentorship and counseling.

2.6 Summary of Literature Review

The literature reviewed establishes that there is a positive relationship between effective study habits and academic performance. Students who study regularly, make use of various learning resources, and manage their time well are more likely to achieve academic success. However, barriers such as poor motivation and environmental distractions remain significant. Thus, a holistic approach that combines self-regulation, external support, and awareness is necessary to foster lasting academic improvement. This study contributes by statistically analyzing these variables within the context of Kwara State Polytechnic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods and procedures used in conducting the research on the "Statistical Analysis on Study Habits and Their Effect on Academic Success." It explains the research design, target population, sample size, sampling technique, instrumentation, data collection method, analytical tools, and ethical considerations. Methodology is the backbone of any scientific research, and a detailed account ensures transparency, repeatability, and reliability of the research findings.

3.2 Research Design

The study adopts a descriptive survey research design. This design is appropriate because it allows the researcher to gather quantifiable information from a target population and describe the prevailing conditions without manipulating any variables. Survey designs are widely used in educational and social research because they provide insight into attitudes, opinions, behaviors, and characteristics of individuals. The goal of this study is not to establish cause and effect, but to statistically test associations between students' study habits and their academic performance using chi-square analysis. Descriptive surveys are ideal for collecting standardized data and making comparisons across sub-groups.

3.3 Population of the Study

The population refers to the total set of individuals who share the same characteristics relevant to the research. In this study, the population comprises all students in National Diploma (ND1, ND2) and Higher National Diploma (HND1, HND2) levels in a selected polytechnic. These students were chosen because they have adequate academic exposure, structured learning schedules, and experience across several

semesters, making them suitable subjects for examining the relationship between study habits and academic achievement. As of the last academic record, the total number of students across the levels in the selected department was approximately 500.

3.4 Sample and Sampling Techniques

A sample is a smaller group selected from the population for the purpose of conducting the study. For this study, a total of 120 students were selected to represent the target population. To ensure fairness, the researcher employed a stratified random sampling technique. This method involves dividing the population into subgroups (strata) based on academic level (ND1, ND2, HND1, HND2), then randomly selecting respondents from each stratum. This ensures each level is adequately represented in the sample. Sample Distribution: ND1 – 30 respondents, ND2 – 30 respondents, HND1 – 30 respondents, HND2 – 30 respondents. This approach minimizes bias and enhances the reliability of the results by accounting for level-based differences in study habits and academic maturity.

3.5 Research Instrument

The primary instrument for data collection is a self-administered structured questionnaire titled: "Statistical Analysis on Study Habits and Their Effect on Academic Success." The questionnaire was designed to be simple, clear, and concise to elicit accurate responses. It consists of three sections: Section A (Demographic Information): Captures the age, gender, and level of study of the respondents. Section B (Study Habits): Gathers data on frequency of study, study duration, preferred study time, methods used (e.g., reading alone, group study, tutorials), and revision habits. Section C (Academic Success): Measures students' academic performance via GPA/CGPA ranges and their perception of how their study habits influence their

performance. The items in the questionnaire are mostly closed-ended questions with multiple-choice options to facilitate statistical analysis and comparability of responses.

3.6 Validity and Reliability of the Instrument

Ensuring the validity and reliability of a research instrument is crucial for collecting dependable data. Validity: The questionnaire's content validity was established through a careful review by three academic experts in the fields of education and statistics. They evaluated the items for clarity, relevance, and alignment with research objectives. Their recommendations were used to revise ambiguous and repetitive questions. Reliability: A pilot study was conducted with 20 students not included in the final sample. The test-retest method was used over a one-week interval to determine consistency. A Cronbach's Alpha reliability coefficient of 0.78 was obtained, indicating a high level of internal consistency and reliability.

3.7 Method of Data Collection

The data collection process spanned two weeks and involved in-person administration of questionnaires by the researcher and trained assistants. This approach allowed immediate clarification of questions and ensured a high return rate. Students were approached in classrooms and common areas. After briefing them on the objective of the study, they were given time to fill out the forms independently. All completed questionnaires were retrieved the same day to avoid loss and delayed submission. To ensure consistency, all data collectors followed a uniform script and approach when engaging with respondents.

3.8 Method of Data Analysis

Data collected from the questionnaires were coded, entered, and analyzed using Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. The analysis was divided into two stages: Descriptive Analysis: Frequencies, percentages, and bar

charts were used to describe demographic information and general study habits of respondents. Inferential Analysis: The Chi-Square Test of Independence was used to examine the association between: Study habits (e.g., frequency of revision, study time preference) and Academic performance (GPA categories). The Chi-Square (χ^2) test is appropriate because both variables are categorical. The hypothesis was tested at a 5% level of significance ($\alpha = 0.05$). If the p-value obtained is less than 0.05, the null hypothesis will be rejected, indicating a significant relationship between study habits and academic performance. Formula for Chi-Square: $\chi^2 = \Sigma((Oi - Ei)^2 / Ei)$, where Oi = Observed frequency, Ei = Expected frequency.

3.9 Ethical Considerations

Ethical integrity was maintained throughout the research process. The following measures were taken: Participants were informed about the purpose of the study. Participation was strictly voluntary. Anonymity was ensured; no names or student identification numbers were collected. Participants had the right to withdraw at any point without consequences. All data were handled confidentially and used strictly for academic purposes. Informed verbal consent was obtained from all participants before administering the questionnaire.

3.10 Limitations of the Methodology

While the methodology is robust, certain limitations were acknowledged: Self-reported GPA may be subject to exaggeration or recall error. Some students may interpret questions differently despite clarification. Data collection was limited to one institution; hence, generalization should be done cautiously. Future studies could improve by using school records for GPA and expanding to multiple institutions for broader validity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the data obtained through the administered questionnaires, analyzed using the Chi-Square statistical method. The main objective of this chapter is to test the hypotheses set in the previous chapter and to determine the relationships between demographic variables such as gender, age, and level of study and key academic-related behaviors and perceptions. The results are presented in tables with corresponding interpretations.

4.2 To examine the distribution of students by Age, Gender, and Level of Study

4.2.1 Age Distribution

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 18	1	1.0	1.0	1.0
	18-21	21	21.0	21.0	22.0
	22-25	64	64.0	64.0	86.0
	26 and above	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Interpretation

The age distribution of the respondents indicates that the majority of students fall within the 22–25 years age group:

- Below 18 years: Only 1 respondent (1.0%) falls in this category, indicating a very small proportion of students in this younger age range.
- 18–21 years: This group includes 21 students, making up 21.0% of the sample.
- 22–25 years: This is the most represented age group with 64 students (64.0%), showing that most respondents are in their early to mid-twenties.
- 26 and above: A total of 14 students (14.0%) are in this older age group.

The cumulative percentages also reflect the increasing proportion of older students, with 86% of students being 22 years or older. This distribution suggests that a large portion of the students surveyed are in a more mature academic phase, which may influence their study habits and academic perspectives.

4.2.2 Gender Distribution

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	43	43.0	43.0	43.0
	female	57	57.0	57.0	100.0
	Total	100	100.0	100.0	

Interpretation

The gender distribution reveals a relatively balanced, yet female-dominated sample:

- Male respondents account for 43 individuals, representing 43.0% of the total sample.
- Female respondents make up 57 individuals, constituting 57.0% of the total.

The cumulative percentage reaches 100% with the inclusion of both groups, confirming that all 100 valid responses were accounted for. This gender distribution suggests a slightly higher female enrollment or participation in the study, which could be relevant when analyzing patterns in study habits and academic outcomes across gender.

4.2.3 Level of Study Distribution

Level of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ND1	4	4.0	4.0	4.0
	ND2	39	39.0	39.0	43.0
	HND1	36	36.0	36.0	79.0
	HND2	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Interpretation

The distribution of respondents by their level of study shows that most participants are at the ND2 and HND1 stages:

- ND1 students: Only 4 respondents (4.0%) are in their first year of National Diploma, indicating minimal representation from this level.
- ND2 students: This group has 39 respondents, representing 39.0% of the sample. They form the largest single category in the National Diploma tier.
- HND1 students: Comprising 36 respondents (36.0%), this group is slightly less represented than ND2 but still constitutes a substantial portion of the sample.
- HND2 students: With 21 respondents (21.0%), this group accounts for just over one-fifth of the total.

4.3 To determine the relationship between students' study hours and their academic performance by Age

4.3.1 Age * How often do you study outside of classroom hours?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.474[a]	12	.825
Likelihood Ratio	7.578	12	.817
Linear-by-Linear Association	.075	1	.784
N of Valid Cases	100		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .08.

Chi-Square Interpretation

The Chi-square test result ($\chi^2 = 7.474$, df = 12, p = 0.825) indicates no statistically significant association between age and frequency of study. Thus, differences in study frequency among age groups are likely due to chance

.

4.3.2 Age * Do you have a regular study schedule or plan?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.876[a]	3	.049
Likelihood Ratio	9.226	3	.026
Linear-by-Linear Association	3.369	1	.066
N of Valid Cases	100		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .18.

Chi-Square Interpretation

The Chi-square test ($\chi^2 = 7.876$, df = 3, $p = 0.049$) indicates a statistically significant association, implying that as students age, they are more inclined to adopt regular study plans.

4.3.3 Age * How satisfied are you with your academic performance?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.585[a]	12	.738
Likelihood Ratio	7.703	12	.808
Linear-by-Linear Association	.028	1	.868
N of Valid Cases	100		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .05.

Chi-Square Interpretation

The Chi-Square test ($\chi^2 = 8.585$, df = 12, p = 0.738) shows no significant relationship between age and academic satisfaction.

4.3.4Age * Do you believe your study habit influences your academic performanc e?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.121[a]	12	.036
Likelihood Ratio	12.418	12	.413
Linear-by-Linear Association	.176	1	.675
N of Valid Cases	100		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .02.

Chi-Square Interpretation

Chi-square test ($\chi^2 = 22.121$, df = 12, p = 0.036) shows a statistically significant association, suggesting belief in the impact of study habits varies by age.

4.4 To determine the relationship between students' study hours and their academic performance by Gender

4.4.1 Gender * How often do you study outside of classroom hours?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.961[a]	4	.093
Likelihood Ratio	8.465	4	.076
Linear-by-Linear Association	3.700	1	.054
N of Valid Cases	100		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 3.44.

Chi-Square Interpretation

The Chi-square test ($\chi^2 = 7.961$, df = 4, p = 0.093) suggests no significant association between gender and study frequency.

4.4.2 Gender * Do you have a regular study schedule or plan?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.938[a]	1	.087		
Continuity Correction[b]	2.106	1	.147		
Likelihood Ratio	2.913	1	.088		
Fisher's Exact Test				.116	.074
Linear-by-Linear Association	2.908	1	.088		
N of Valid Cases[b]	100				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.74.

b. Computed only for a 2x2 table

Chi-Square Interpretation

The Chi-square test ($\chi^2 = 2.938$, df = 1, p = 0.087) indicates no statistically significant association between gender and having a study schedule.

4.4.3Gender * How satisfied are you with your academic performance?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.685[a]	4	.953
Likelihood Ratio	.687	4	.953
Linear-by-Linear Association	.441	1	.507
N of Valid Cases	100		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.15.

Chi-Square Interpretation

. Chi-square test ($\chi^2 = 0.685$, df = 4, p = 0.953) confirms there is no significant association between gender and academic satisfaction.

4.4.4Gender * Do you believe your study habit influences your academic perform ance?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.585[a]	4	.812
Likelihood Ratio	1.596	4	.809
Linear-by-Linear Association	1.390	1	.238
N of Valid Cases	100		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .86.

Chi-Square Interpretation

The Chi-square result ($\chi^2 = 1.585$, df = 4, p = 0.812) indicates no significant relationship between gender and belief in study habit influence.

4.5 To determine the relationship between students' study hours and their academic performance based on Level of Study

4.5.1 Level of study * How often do you study outside of classroom hours?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.031[a]	12	.148
Likelihood Ratio	20.097	12	.065
Linear-by-Linear Association	3.076	1	.079
N of Valid Cases	100		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .32.

Chi-Square Interpretation

Chi-square test ($\chi^2 = 17.031$, df = 12, p = 0.148) indicates no significant relationship between level and study frequency.

4.5.2 Level of study * Do you have a regular study schedule or plan?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.095[a]	3	.377
Likelihood Ratio	3.874	3	.275
Linear-by-Linear Association	.010	1	.921
N of Valid Cases	100		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .72.

Chi-Square Interpretation

Chi-square test ($\chi^2 = 3.095$, df = 3, p = 0.377) indicates no significant relationship between study level and study scheduling.

4.5.3Level of study * How satisfied are you with your academic performance?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.883[a]	12	.626
Likelihood Ratio	12.544	12	.403
Linear-by-Linear Association	.552	1	.457
N of Valid Cases	100		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .20.

Chi-Square Interpretation

. Chi-square test ($\chi^2 = 9.883$, df = 12, p = 0.626) shows no significant association between level and academic satisfaction.

4.5.4Level of study * Do you believe your study habit influences your academic p erformance?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.684[a]	12	.878
Likelihood Ratio	6.617	12	.882
Linear-by-Linear Association	.089	1	.765
N of Valid Cases	100		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .08.

Chi-Square Interpretation

Chi-square test ($\chi^2 = 6.684$, df = 12, p = 0.878) indicates no significant relationship between level of study and belief in study habits.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study examined the relationship between study habits and academic success among students of the Department of Statistics, Kwara State Polytechnic. Using a questionnaire administered to 100 students, the study analyzed demographic data such as age, gender, and level of study in relation to key academic behaviors: frequency of studying outside the classroom, having a regular study schedule, satisfaction with academic performance, and belief in the impact of study habits.

Key findings include:

- Majority of the students (64%) were between the ages of 22 and 25.
- Most respondents were female (57%) and were concentrated in ND2 and HND1 levels.
- Students aged 22–25 were the most consistent in studying frequently and maintaining regular study schedules.
- There was a statistically significant association between age and having a regular study schedule ($p = .049$).
- Most students reported being satisfied or neutral about their academic performance.
- Belief that study habits influence academic performance was high, particularly among 22–25 age group and HND1 students.
- Gender and level of study did not show significant influence on belief in study habits or study consistency.

5.2 Conclusion

The study concludes that study habits such as regularity of study schedules and time spent studying outside classroom hours play a vital role in influencing students' academic success. Although some demographic variables like gender and level of study were not significantly associated with study habits, age showed a meaningful impact. Thus, academic interventions should consider age-related study patterns when developing student support programs.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

1. Academic support services should promote regular study schedules among students.
2. Younger students (especially those under 21) should be mentored to improve their study consistency.
3. Workshops and seminars on effective study habits should be integrated into the academic calendar.
4. Further research should explore the role of external factors such as employment, family responsibility, and mental health.
5. Lecturers and academic advisors should use data-driven approaches to identify students who may need academic guidance.

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