RELATIONSHIP AMONG STUDY HABITS, GENDER, MARITAL STATUS, AGE, PARENTS' LEVEL OF EDUCATION AND ACADEMIC PERFORMANCE OF NCE STUDENTS IN KASHIM IBRAHIM COLLEGE OF EDUCATION MAIDUGURI, BORNO STATE, NIGERIA

Dr. Bitrus Glawala Amuda[1] and Dr. Domiya G. Ali[2]*

[1]Department of Educational Psychology, Guidance and Counselling, Kashim Ibrahim College of Education Maiduguri, Borno State, Nigeria
[2]Department of Vocational and Technical Education, University of Maiduguri, P.M.B 1069 Maiduguri, Borno State, Nigeria

ABSTRACT: *The study examined the relationship among study habits, gender, age, and parents' level of education and academic performance of NCE Students in Kashim Ibrahim College of Education Maiduguri, Borno State, Nigeria. Five objectives were raised which include, to determining the relationship between study habits and academic performance of NCE students of Kashim Ibrahim College of education Maiduguri and relationship between gender, age, marial status and academic performance of NCE students. In line with the objectives, five hypotheses were tested. The researchers adopted survey and correlational design for the study. A sample of 142 NCE 2 and 3 students was selected through simple random and stratified sampling techniques. That is, 20 NCE II and NCE III students' (males 71 and females 71) were involved. The research instrument that was adopted for this study is "Study Habits and Examination Techniques Inventory (SHETI)" Form P, developed by Carew and Hamman-Tukur (1996). Data was analysed using descriptive statistics and Pearson product moment correlation. Results indicate that, there is significant relationship between gender and academic performance (r-value = .419, p value = .006 and P<0.05). However, the result revealed no statistically significant relationship between study habits and academic performance. From these findings, it is recommended that Since there was significant relationship between gender and academic performance, equal opportunity should be given to both males and females in schools and Colleges, particularly in terms of placing students into various courses; they should not be discriminated based on their sex. Married students should not be denied admission in all the schools and Colleges, because marital status is never abarrier to students' academic performance. Though the result indicated that no significant relationship between study habits and academic performance, study habit patterns should be taught to students because it cannot be divorced from study.*

KEYWORDS: Study Habits, Gender, Marital Status, Age, Parents' level of Education and Academic Performance

INTRODUCTION

The desire for high level of academic performance puts a lot of pressure on students, teachers, Schools and in general the education system itself. In fact, it appears as if the whole of education revolves around academic performance of students, though various other outcomes are also expected from the system. Thus, a lot of time and effort of the Schools are used for helping students to achieve better in their scholastic endeavours.

The Colleges of Education and other tertiary institutions like Universities assume the role of training and producing teachers to teach in junior secondary schools and primary schools in Nigeria. It is in the realisation of the importance of teacher education in contributing to quality of academic performance that successive administrations in Nigeria at both state and national levels have been allocating significant part of their annual budget to education. Parents too are not left out as they are struggling to see that their children perform well in Schools by giving all necessary support, moral and financial. The individual parents readily expend sizable proportion of their annual income on the education of their children. Many parents do give a lot of moral and financial supports to their children to enable them perform well in schools and Colleges.

Nuthan (2007) opined that, despite the efforts made by the government and the parents, the academic performance of students at different levels of education appears to be deteriorating every year. The low level of understanding accompanied by discouraging performance of the students have become a cause of great concern particularly to educationists, parents, government and even the non-professionals. The situation applies to all fields of education. At the primary school level, this problem is not quite noticeable as the pupils graduate automatically from primary school to junior secondary School. At the senior secondary school level, Nigeria is still experiencing deteriorating effects on academic performance in WAEC/SSCE. A close examination of performance of students within some English-speaking West African in year 2000 May/June WAEC/SSCE examination speaks much of failure of Nigerian students as compared to students in other West African countries. Sule (2001) compared the performance of candidates from four English- speaking West African Countries (Nigeria, Ghana, Gambia & Liberia), Nigeria candidates scored the lowest `among them. The subjects were English language, physics, and literature in English, History, Economics and Agricultural science. Compared with recent performance, the West African Examination Council (WAEC) results have indicated that the performance of students has been declining (WAEC. 2004, 2005, 2006, 2007 & 2008). Similarly, record of academic performance of students in the NCE/DLS programme of Colleges of Education in the Country from1993-1999 shows that out of the 996,856 enrolled, only 58,064 (6%) graduated successfully (Isyaku,2002).

Parents' education may have unquestionable influence on their children's performance. For parents to positively reinforce their children perform better; parents need to have the means and be aware of the need for education so that adequate support, material, moral and financial can be given to their wards (Bakari, 1997). This would enable those set high goals for themselves and pursue them through a variety of means (Girei, Badejo, Jika & Ahmed 2002). Studies by Grisemer, Kirby and Williamson (1994), and Okantey (2008) reported that parents' level of education is a good predictor of academic performance of students. Fontaine (1996) also indicates that educational attainment of parents is a good predictor of students' academic performance. Padberg (1991) also reported that parents, educational background have a positive effect on students' academic performance.

In spite of numerous findings on studies that showed the relationship between parents' level of education and academic performance, there is still a gap in our knowledge of the relationship of parents' level of education in relation to other variables such as study habits, gender, age and marital status as predictors of academic performance. In a study by Wikeley and Jamieson (1999) in Mohammed (2006) on school response to gender differences in examination performance, it was reported that, girls were better than boys. When asked why

girls got better marks than boys did, both groups talked about girls caring more about schoolwork, wanting to succeed more, working harder studying more, trying harder, and listening more in the class and even being cleverer. Both boys and girls perceived that girls were more diligent about coursework than boys were. However, this trend seems to be changing in the recent past and such discriminations are not so marked.

Age of the individual, as it increases usually affects the various developmental changes and it affects every area of human performance (Ukneze, 2007). In addition, it is often been said that, older students, being more highly motivated and being more experienced in many realms of life, should obtain higher grade point average (Sturman, 2003). Similarly, Morris (1995) reported that, younger students obtain higher grade than older students, because of their relative freedom from cares. He also observed that, age of the students while he/she attended college might be of some importance about his academic success in college (Naderi, Abdullah & Kumar, 2009). Ng & Feldman (2008) found a moderate positive relationship between age and performance. McEyoy (1989) on the other hand, found that age was largely unrelated to performance. While Sturman (2003) found that, the age and performance relationship took an inverted-U shape. Frisby (1991) conducted a study of medical students, the result showed that there is a relationship between scores in examinations and age. Durr (1992) reported that, there is no significant relationship between performance and age.

Many studies in the past have measured the differences in academic performances of graduate students by gender (see for example, Robert, Wooster and Chen, 2009 and Egwualu & Umeora, 2007). However, few of them are able to account for the graduate student's marital status because past datasets related to graduate students have not included this information. Blumner and Richards (2011) investigated the relationship between study habit and gender among engineering students of Pennsylvania University. The result revealed that no significant sex difference were found for aptitude or grades, but women scored higher on the compulsiveness study habits scale than men. This means that girls have better study habits than boys. Hickman (2002) investigated the gender gap in the study habits of university students of Ottawa. The result revealed a significant difference between the study habits-and exam results-of men and women in the chemical engineering program. Female students study habits were almost double the number of hours as male students, but performance was not significantly different.

Weil (2005) surveyed the effect of selected counselling and remedial techniques on the academic performance of American's female College students. The result revealed significant differences in the study habits between men and women. Women were 35% better than men. Ozsoy, Memis and Temur \(2009) investigated the relationship between fifth grade students metacognition levels, and their study habits and attitudes.The results revealed that there is a medium positive relationship between metacognitive Knowledge and skills and study habits of males and females. Various studies by Miller, Always and Mckinley (1987) and Richardson (1993) revealed that there is no significant relationship between gender and study habits amongst University students. In addition, Maliki, Asain and Kebbi (2010) investigated the interrelationship between Parental education, age, sex, social responsibility and academic achievement among Senior Secondary School Students in Bayelsa State of Nigeria and used a sample of 450 students. The result revealed that, there was no significant relationship between social responsibility and age. Tambuwal (2011) investigated the difference between marital status, study habits and academic performance among female students in Shehu Shagari College of Education, Sokoto State. The result revealed that, there was significant

difference between study habits of married and unmarried students. The female married performed better and have more effective study habits than the unmarried. Cheraghian (2007) investigated study habits and their relationship with academic performance among students of Abadan School of Nursing**.** A sample of 150 students of Abadan School of Nursing in 2007 was used. Data collected using Palsane & Sharma Study Habits Inventory questionnaire, which was completed in a self-directed way at the time of holding final exams. The result revealed that there was not any significant relationship between study habits and semester, age and marital status.

Powell (2011) investigated the relationship between age and deep level study habits in vocational Nursing program at Angela College. The result indicates that there are differences between younger and older vocational nursing students in the vocational nursing programme at Angelina College. The results obtained support the hypothesis that students in this programme aged 23 and older tend to use deep and strategic approaches to learning more frequently than students aged 18-22. In addition, the results indicate that younger students utilize superficial approaches to learning more often than the older students' learn. Singh, Muktesh & Snehalata (2010) examined the nature, type and characteristics of study habits in Emerald Heights India high school children in relation to various orgasmic variables like gender, age, class or grade level and scholastic achievement. The sample for the study was drawn from two private English medium schools in Indore, Madhya Pradesh, India, comprising of 250 high school students including equal number of boys and girls from class/grades VIII, IX and X. A 40-item questionnaire was used to elicit study habits of the sample. The results indicate an overall mean study habits score for the total sample was 42.33 (SD: 8.21). The girls had better study habits than boys do-which is matched with similar lower ratings given by their class teachers for boys than girls are. The result also revealed that study habits improve with age and class or grade levels in children. A second level analysis in relation to the four indicators revealed no statistically significant difference between students in relation to gender, grade/class of study or age of students.

Statement of the Problem

To explain factors responsible for poor academic perfororrmance, researchers have come up with different factors at different times. These include poor study habits, gender, age, parents' level of Education and marital status. Also, observed that such studies have not been able to explain the differences in academic performance among students. Therefore, there is need to search for more variables. In ddition, such studies did not take into cognisance the interrelationship of such variables. These areas generally have been investigated separately from one another. It appears that no single study looked at the combination of these factors as predictors of academic performance among NCE students. Much remains to be studied on the relation of study habits, age, marital status, parents' level of education and gender as predictors of academic performance. In respect of gender in relation to academic performance and study habits, there is dearth of literature. In addition, there is inadequate information on age and marital status as predictors of academic performance among NCE students. Thus, there seems to be a knowledge gap that this study intends to fill.

Objectives of the Study

The objectives of the study are to determine the relationship between:

1. study habit pattern and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

2. marital status, age and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

3. parents' level of education and gender academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

4. Gender and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri

5. age and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

Hypotheses

The study tested the following null hypotheses:

$H0_1$: There is no significant relationship between study habit patterns and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

$H0_2$: There is no significant relationship between gender and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

$H0_3$: There is no significant relationship between marital status and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

$H0_4$: There is no significant relationship between parents' levels of education and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

$H0_5$: There is no significant relationship between age and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

METHODOLOGY

The researchers used survey and correlational design in the study. Survey design consists of asking a relative large number of people for information. Kerlinger (1979) stressed that a survey method involves large and small population where samples are selected and studied in order to discover relative incidence of distribution and interrelations of sociological and psychological variables. While, Jen (2002) defined survey design as a process of documenting the nature, scope, relationship, dimensions and directions of events, behaviour, attitudes, interest and so on about a person or things. Survey design was selected to conduct the study because it involves collecting of information using questionnaire and using a relatively large number of people for information. This study has met the requirement because large sample was involved. The researcher surveyed the study habits, parents' level of education, marital status, gender, age and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri using *Study Habits and Examination Technique Inventory* (SHETI) questionnaire.

Correlational design is a non-experimental type of research design, without manipulations of an independent variable or control of extraneous variables, in which patterns of correlations between two or more variables are analysed (Colman, 2009). According to Shabha (2009) correlational design is the process of only demonstrating that variables are related rather than that one variable is the cause of the other. In addition, a correlational study is to show relationships between two variables, there by showing a cause and effect of relationship.

The target population for the study consisted of all NCE students of Kashim Ibrahim College of Education, Maiduguri.The data from the Kashim Ibrahim College of Education; Maiduguri indicated that the total enrolment population of NCE II and III stands at 4200 students in 2016/2017 academic session. A sample of 142 NCE 2 and 3 students was selected through simple random and stratified sampling techniques. That is, 71 NCE II and 71 NCE III students' males and females were involved.The research instrument that was adopted for this study is "*Study Habits and Examination Techniques Inventory (SHETI)*" Form P, developed by Carew and Hamman-Tukur (1996). The items on the SHETI are scored on a scale of 1 to 5, representing the intensity of the characteristics exhibited by the respondents. Depending on the content of an 'Almost Never' response may fetch five or one. The *Study Habits and Examination Techniques Inventory* is, made up of two forms P and Q with each of the two having 40 items randomly spread across six sub- scales. The sub- scales are (a) planning and organisation of the time for study (b) motives and habits (c) learning and remembering strategies (d) note-taking (e) planning and preparing for assignments, and (f) examination techniques. Form, P. has its corresponding answer sheet. The Cronbach's Alpha reliability index of the instrument obtained was 0.72.

The instrument used for collecting data on students' academic performance (CGPA) was a proforma developed by the researchers, which consisted of students' name, College number, class or level, institution, marital status, parents' level of education, age, course combination and sex of the students. Hypotheses were tested using Pearson product moment correlation coefficient analysis. Correlation analysis was chosen because it is used to measure the degree of association between two variables and describe the degree to which one variable is linearly related to another (Shabha, 2009).

RESULTS

The data collected were analysed and the results are presented in Tables 1-6:

H0$_1$: There is no significant relationship between study habit patterns and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri.

Table 1: Pearson Correlation on the Relationship between Total Study Habit Patterns and Academic Performance of NCE students in Kashim Ibrahim College of Education, Maiduguri

Item No	Variable	N	$\overline{X}$	SD	r	P
1	Academic performance	142	2.79	.230	.230	.142
2	Total study habit patterns	142	25.21	5.49		

At P<0.05 level of significance table 1 indicates that there is no significant relationship between Total study habit patterns and academic performance. Therefore, the Null hypothesis (Ho1) was accepted and alternate rejected.

Ho2: There is no significant relationship between gender and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri. To test the hypothesis Pearson!

Table 2: Pearson Correlation on the Relationship between Gender and Academic Performance of NCE students in Kashim Ibrahim College of Education, Maiduguri

Item No	Variable	N	$\bar{X}$	SD	R	P
1	Academic performance	142	2.79	.419	.419	.006
2	Gender	142	1.50	.97		

Table 2 above is particularly on the question of whether there is significant relationship between gender and academic performance of NCE students of Kashim Ibrahim College of education, Maiduguri. The result indicated mean of 2.79 and standard of .419 of academic performance, while the mean of gender is 1.50 and standard deviation of .97, which is less than the mean of academic performance. This means that there is increase in the academic performance. Therefore, there is significant relationship between gender and academic performance (r-value = .419, p value = .006 and P<0.05). Therefore, the Null hypothesis (Ho2) was rejected and alternate accepted.

Ho3: There is no significant relationship between marital status and academic performance of NCE students in of NCE students in Kashim Ibrahim College of Education, Maiduguri. To test the hypothesis Pearson product moment correlational analysis was used and the result is presented in the table below.

Table 3: Pearson Correlation on the Relationship between Marital Status and Academic Performance of NCE Students in Kashim Ibrahim College of Education, Maiduguri

Item No	Variable	N	$\bar{X}$	SD	R	P
1	Academic performance	142	2.79	.75	.370	.016
2	Marital status	142	1.60	.74		

Table 3 presents the Pearson correlation analysis of the relationship between marital status and academic performance. The result indicates the mean of 2.79 and 1.60, and Standard deviation of .750 and .74. Also the R. value of .370 and P. Value of 0.016, at P<0.05 the result shows that there is significant relationship between academic performance and marital status. Therefore, the Null hypothesis is rejected and alternate accepted.

Ho4: There is no significant relationship between parents' level of education and academic performance of NCE students of NCE students in Kashim Ibrahim College of Education, Maiduguri.

Table 4: Pearson Correlation on the Relationship between Fathers' Level of Education and Academic Performance of NCE students in Kashim Ibrahim College of Education, Maiduguri

Item No	Variable	N	$\overline{X}$	SD	r	P
1	Academic performance	42	2.79	.75	.215	.171
2	fathers' level of education	42	3.71	2.03		

Table 4 above revealed that there is no significant relationship between fathers' level of education and academic performance at P<0.05 level of significance. Therefore, the Null hypothesis (Ho4) was accepted and alternate rejected.

Table 5: Pearson Correlation on the Relationship between Mothers' Level of Education and Academic Performance of NCE students in Kashim Ibrahim College of Education, Maiduguri

Item No	Variable	N	$\overline{X}$	SD	r	P
1	Academic performance	142	2.79	.75	.170	.281
2	mothers' level of education	142	3.07	1.84		

At P<0.05 level of significance, there is no significant relationship between mothers' level of education and academic performance. Therefore, the Null hypothesis is accepted and alternate rejected.

Ho5: There is no significant relationship between Age and academic performance of NCE students.

Table 6: Pearson Correlation on the Relationship between Age and Academic Performance of NCE students in Kashim Ibrahim College of Education, Maiduguri

Item No	Variable	N	$\overline{X}$	SD	r	P
1	Academic performance	142	2.79	.75	.417	.005
2	Age	142	1.50	.97		

Table 5 above presents the Pearson correlation analysis on the relationship between Age and academic performance of students in college of education in Maiduguri. The result revealed that there is significant relationship between age and academic performance (r-value= .417, p value= .005 and P<0.005). Therefore, the null hypothesis is rejected and alternate accepted.

Summary of findings

1. The result revealed that there was no significant relationship between study habit patterns and academic performance.

2. The result revealed that there was significant relationship between gender and academic performance (r= .419, p value .006 and p, 0.05).

3. There was significant relationship between marital status and academic performance (r-value= .370, p value= .016, P<0.05).

4. There was no significant relationship between parents' level of education and academic performance .

5. There is significant relationship between Age and academic performance of NCE students (r-value= .417 and p value= .005 and P<0.005).

DISCUSSION

The result revealed that there is no significant relationship between study habit patterns and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri. This means in all the sub- scale of the instruments revealed that there was no significant relationship with the academic aperformance of studnts. This result agrees with the findings of Amuda (2006) and Cheraghian (2007) who investigated the relationship between study habit patterns and academic performance and the results revealed that there was no significant relationship between study habit patterns and academic performance. However this finding disagrees with the findings of Kagu (1999 & 2002), Carew and Hamman- Tukur (1996), Dizney (2003), Okegbile (2007), Adetunji and Oladeji (2007) who found that there was no significant relationship between study habit patterns and academic performance.

The finding of hypothesis (Ho2) indicated that there was significant relationship between gender and academic performance (r= .419, p value .006 and p, 0.05) of NCE students of Kashim Ibrahim College Education, Maiduguri. This finding lend credence to the findings of Wikeley and Jamieson (1999) in Mohammed (2006) who surveyed the relationship between gender and academic performance of secondary school students, the result which revealed that there was significant relationship between gender and academic performance. The result indicated that there was significant relationship between marital status and academic performance (r-value= .370, p value= .016, P<0.05). This means that marital status has asignificant correlation on academic performance. This finding agreed with the work of Tambuwal (2011) who investigated the relationship between marital status, study habits and academic performance among female students of Shehu Shagari College of Education, Sokoto State. The result revealed that, there was significant relationship between study habits of married and unmarried students. The female married performed better and have more effective study habit patterns than the unmarried.

The study also revealed that there was no significant relationship between parents' level of education and academic performance of NCE students. That is, the results in respect of both fathers' and mothers' levels of education have no significant relationship. The result disagreed with the studies of Grisemer, Kirby & Williamson (1994) and Okantey (2008) which reported that parents' level of education was a good predictor of academic performance of students. This shows that academic performance does not depend on parents' levels of education, but on the personal commitment of the individual student to ones studies.

The study also revealed that there was significant relationship between age and academic performance at P<0.005 level of significance (r-value= .419. p value=.006 and p<0.05). The finding is consistent with previous studies of Naderi, Abdullah & Kumar (2009) which revaled that there was significant relationship between age and academic performance. This means age was a correlate of academic performance in Kashim Ibrahim College of Education, Maiduguri.

CONCLUSION

It was foundout that the best predictors of academic performance among the independent variables, study habit patterns, gender, marital status, and age and parents level of education are gender and marital status. In addition, there were no significant relationships between the variables study habit patterns, gender, age, parents' level of education and marital status.

RECOMMENDATIONS

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

1. Since there was significant relationship between gender and academic performance, equal opportunity should be given to both males and females in secondary schools and Colleges, particularly in terms of placing students into various courses, they should not be discriminated based on their sex.

2. Married students should not be denied admission in all the secondary schools and Colleges, because marital status was never a barrier to students' academic performance.

3. Eventhough the result indicated that there is no significant relationship between study habit patterns and academic performance of NCE students in Kashim Ibrahim College of Education, Maiduguri, study habit patterns should be taught to students because it cannot be divorced from the study.

REFERENCES

Amuda, B. G. (2006). Relationship between students' study habit patterns and academic achievement among students of Kashim Ibrahim College of Education, Maiduguri. (*Unpublished Masters Dissertation*) University of Maiduguri.

Blummer, A. & Richards, M. A. (2011). Relationship between study habits and gender among engineering students of Pennsylvania University. *Psychological Review, 80, 352-373*.

Carew, P. C. F.& Hamman-Tukur, A (1989). Examination anxiety and academic achievement. *The Counsellor.* 9 (1) 34-39

Cheraghian, B. (2007). Test anxiety andemic performance.among Nursing Students. *Journal of Knowledge and Health, 3(2-3), 25-29.*

Colman, *A. M. (2009). Oxford dictionary of psychology*. New York: University press.

Dizney, P. (2003). How large are cognitive differences. *American Psychologist,* 36(8), 892-901.

Durr, R.E.(1992). An examination of readiness for self- directed learning and personnel variable at a large Midwestern electronics development and manufacturing corporation *(Doctoral dissertation, Florida Abstracts online. Dialog file number 35 Accession number 167625.*

Egwualu, V. E. & Umeora, O. U. (2007). Examine the effect of marriage, pregnancy and child bearing on academic performance of the Nigerian female medical students. *Journal of Educational Psychology*, 55 (2) 52-62.

Frisby AJ (1991). Self-directed learning readiness in medical students at Ohio State University (Doctoral dissertation, The Ohio State University, 1991). *Abstract from: DIALOG File: Dissertation Abstracts Online, DIALOG File Number 35 Accession Number 11968891.*

Fontaine RH (1996). Participation in self-directed learning by older adults (Doctoral dissertation, The University of Southern Mississippi, 1996). Abstract from: DIALOG File*: Dissertation Abstracts Online, DIALOG File Number 35 Accession Number 1564958.*

Girei, S.B., Badejo,O.O. Jika,S.B. & Ahmed,C.A.(2002). Introduction to sociology of education. Education and management services: Yola-Nigeria.

Grisemer, B. W.,Kirby, H. W. and Williamson, W. (1994). Parents, level of education as predictor of students performance. *Eanes education Foundations annual report, 7(2) 20-25.*

Hickman,S., (2002). The gender gap in the study Hall. *Research perspective, University of Ottawa*.

Isyaku, K. (2002). Restructuring of teacher education for the universal basic education in Nigeria in Anikweze, M.C. Ojo, M.O., and Maiyanga, A.A.*Teacher education Nigeria/reflection of Dr. Kabiru Isyaku.* Abuja, Nigeria: NCCE pp.23-33.

Jen, S.U. (2002). *Fundamental of research methodology.* Yola, Nigeria: Paracslete publishes.

Kagu, B. (1999). Achieving higher academic performance through skills counselling among students. *The Intellectual, 1 (4) 8-9.*

Kagu, B. (2002). The effect of Group Counselling on study habit patterns of Adult Learners. T*he Counsellor, 18 (1) 148-155.*

Kerlinger, F. N.(1979 &1995). *Foundation of behavioural research.* 2nd Edition. New York:Holt Rhinehart &Winstor. *Nc.*

Maliki, A. E, Asain, E.S & Kebbi, J. (2010).Background variables, social responsibility and academic achievement among Secondary Schools in Bayelsa State of Nigeria. *Study. Hme Comm. Sci*. 4 (1): 27-32

Mcevoy, G.M.(1989). Cumulative evidence of the relationship between employee age and job performance. *Journal of applied psychology,*74,11-17.

Miller, M., & Lu, M. (1990). Serving non-traditional students in e-learning environments: Building successful communities in the virtual campus. *Educational Media International*, *40*(1/2), 147.

Morris, S.S. (1995). The relationship between self-directed learning readiness and academic performance in a nontraditional higher education program (Doctoral dissertation), The University of Oklahoma, 1995). From DIALOG File: *Dissertation Abstracts Online, DIALOG File Number 35 Accession Numbe1*430028.

Mohammed, A. (2006). English language interference on mathematics performance of Hausa speaking primary school pupils in selected public primary schools in Maiduguri metropolis. (*Unpublished PhD Thesis University* of *Maiduguri*).

Naderi, H., Abdullah, R. & Kumar R. (2009). Creativity, age and gender as predictors of academic achievement. *Journal of American science*,5(5),101-112.

Ng, T. W. H., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance. *Journal of Applied Psychology, 93*(2), 392-423.

Nuthan, P. (2007). Gender analysis of academic achievement among high school students *(unpublished Degree of master of Home science in Human Development Thesis*) University of Agricultural Sciences, DHARWAD.

Okantey, P. (2008). The effect of parental education attainment on school outcomes. *Ife psychologia science parent programme*.

Okegbile, A. S. (2007). Achievement in school core subjects, students' adjustment and study habit factors: A predictive approach. *Ilorin Journal of Education, 27(2), 23-28.*

Ozsoy, G., Memis, A., &Temur, T. (2009). Metacognition, Study habits and attitudes. *Journal of elementary education, 2(1), 154-166*.

Padberg, L.F. (1991). A study of the organization of learning projects of adults of low formal educational attainment (*Doctoral dissertation, University of Missouri, Kansas City*). *Abstract from: DIALOG File: Dissertation Abstracts Online, DIALOG File Number 35 Accession Number 1172204*

Powell, P. (2011). The relationship between age and deep level study habits in Vocational Nursing program among Angella College, *(unpublished PhD Dissertation Sam Houston State University)*.

Richardson, J. T. (1993). Gender difference in responses to the approached to studying inventory. *Studies in Higher Education. 18 (1), 3-13*.

Robinson, A.E.(1994). Relationship between study habit and gender.**:** Academic Achievement; College Students; *Higher Education; Sex Differences; Sex Role; Study Habits; Study Skills US.*

Robert, A., Wooster, M. A. & Chen, L. (2009). Marital status and academic performance in College. *College students' Journal, 13 (2), 106-111.*

Shabha, G. (2009). *Research methods and statistics in psychology.* Hodder education an Hachette UK company.

Sturman, M. C. (2003). Searching for the inverted U-shaped relationship between time and performance: Meta-analyses of the experience/performance, tenure/performance, and age/performance relationships. *Journal of Management, 90*, 269–283.

Sule, M.N. (2001). A study of socio-cultural dynamics and academic achievement of secondary   school students in Plateau State. (*Unpublished PhD Thesis*) university of Jos.

Tambawal, M.U. (2011). Relation among Guidance and Counselling, Attitude to School and Academic Performance of Senior Secondary School Student in Sokoto Metropolis. *Being a Paper presented at the 35th Annual International Conference of the Counselling Association of Nigeria (CASSON) Held in 5th-9th September, 2011.*

Ukueneze, A. C. (2007). Learner variables of academic performance and adjustment of J.S.S. *The Counsellor, 23(2), 17-23.*

Weil, E. (2005). The effects selected counselling and remedial techniques on the under achieving elementary school students. *Journal of Counselling Psychology. 12, 384-387*.