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Self-Efficacy and Study Habit as Predictors of Secondary School Students' Interest in Biology in Nsukka Education Zone

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ABSTRACT

This study was carried out to ascertain the predictive powers of self-efficacy and study habit on secondary school student's interest in Biology in Nsukka Education Zone. Three research questions guided the study. Three null hypotheses were tested at 0.05 alpha level. Design of the study was correlation survey. The sample size was 475 secondary school Biology students drawn from the population (1529) of students in 62 public secondary schools. Multistage sampling procedure was employed in the selection of the sample. The instruments for the data collection were structured questionnaires titled Self-efficacy Questionnaire, Study Habits Questionnaire (SHQ), and Biology Interest Inventory (BII). The reliability of the instruments was established using Cronbach alpha reliability co-efficient which yielded reliability indices of 0.83for SEQ, 0.78 for SHQ and 0.90 for BII. Data were collected by on-the-spot by administering the questionnaires to SS2 students in their respective schools and retrieving them immediately. Simple and multiple regression analysis were used to answer research questions while null hypotheses were tested with regression analysis of variance. The results revealed positive relationship between study habit and interest, and also between self-efficacy and interest. More so, the joint relationship among study habit, self-efficacy, and interest was found to be positive. However, the study shown that study habit, self-effcacy, and the joint influence of study habit and self-efficacy were not significant predictors of secondary school student' interest in Biology. Based on the findings of the study, it was recommended, that school administrators, in collaboration with students, should, from time to time, organize program supports on mental development intervention on how students could develop strong self-efficacy and develop good study habits.

Keywords: Self-efficacy, Study habits, Interest, Biology.

Introduction

Biology is a natural science that study living organisms and plays major roles in nation's growth and advancement. Biology is a unique science subject that provided some of the most important unifying themes, intellectual growth and development for the whole human existence. For every student to grow and develop his/ her intellectual ability in order to achieve high in education there is need for strong self-efficacy and good study habits. Self-efficacy determines how people feel, think, motivate themselves and behave. Self-efficacy is the ability of a learner to succeed in a specific task. Keskin (2014) refers to self-efficacy as task, When students face new tasks, they ask themselves "can I perform this task (self- efficacy) and "why should I do this task" (task value). A strong sense of efficacy enhances human accomplishment and personal wellbeing in many ways and learners, who doubt their capabilities, shy away from difficult tasks as challenges to be mastered and rather see them as threats to be avoided. McConnel (2014) research findings have shown that self-efficacy is important in learning difficult subjects, such as biology and other sciences, given that students enter courses with varying levels of fear and anxiety. According to Bandura, learners can develop self-efficacy in four main sources. These include: mastery experience, vicarious experience, verbal persuasion and physiological and affective states.

Generally, self-efficacy is influenced by four main sources: mastery experience—that is, hands-on experience; Success leads to additional successes and failure can cast doubt on the outcome of future attempts. Vicarious experiences—that is, other people's experience; "If they can do it, I can do it as well" Ahemed, Abdulazizi & Eldood (2015 p 276). Verbal persuasion—that is, appraisal or feedback from others; it is a way of strengthening people's belief that they have what it takes to succeed. And physiological and affective states—that are stress, emotion, mood, pain, and fatigue (Sharma and Nasa, 2014). Self-efficacy is a key contributing factor to learners' success because the experience obtained influences the choices learners make and the courses of action they pursue. From the foregoing, it can be said that self-efficacy could influence their study habits and students' interest by applying better learning strategies. Self-efficacy according to Shazia (2014) is considered as a key criterion to judge one's total potentialities and capabilities. Newchurch, (2017) indicate that the educational practices of parents and their impact on the intellectual, social and emotional development of the children could influence their interest in Biology. Self-efficacy and study habits as predictors are assumed to influence students' interest at all levels including secondary level.

Study habits are the habitual practice that students use to help themselves to study and learn. Study habits are in fact the gateway to success and differ from person to person. Jafari, Aghaei, & Khatony (2019) refer to study habits as different individual behavour in relation of studying and combination of study method and skill. In order words, study habits include behavours and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. Also, Mendezabal (2013) described study habits as the pattern of behaviours adopted by students in the pursuit of their studies that serve as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g review of materials, frequency of studying session, etc) occurring in an environment that is conducive to studying. Skill is defined as any activity that facilitates the process of learning. Study skills involve reading, listening, making reference, and so on. Shazia (2014) stated that Success or failure of each student depends upon his/her study habits, intelligence ability and effort of students. If the habits are developed in the young age they will definitely cherish the joy of its fruit in the rest of their lives, because grown up children are habituated to certain things.

However, it is the desire of parents to see that their children climb the ladder of performance to the highest level in education as much as possible. The desire of the parents puts a lot of pressure on students and the entire educational system in order to promote the student's interest and enhance their achievement. However, it is better to develop good study habits in secondary school; according to Shazia (2014) that is the proper time and age to cultivate study habits because they will be able to know what is good and bad. How students' seriously take their studies greatly determines their level of interest and academic achievements. Ebele and Olofu (2017) states that the level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their academic achievement. Shazia (2014) indicate that study habits are one of the greatest students' key factors or learning factors that hugely influences students' academic achievements. It is in the absence of proper habits and skills that they fail to achieve the maximum within the limited time schedule.

There are study habits that help student to perform well in their academics, such as reading text books, note taking, memorizing, time management, concentration and so on, they are all discipline students to achieve their education goals. Students' who cultivate certain study habits well perform better than students' who have bad study habits. Study habits can be classified as good, or bad. According to Jafri, Aghaei, and Khatony (2019), good study habits include studying in a quiet place, studying daily, being organized, keeping good notes, reading textbooks, listening in the class, turning off devices that interfere with study (such as TV and mobile phones). Some of the bad study habits include procrastination, skipping class, not doing assignments, watching television or playing games instead of studying, studying in inappropriate conditions. Shazia (2014) state that it is good study habits will help the learners to obtain meaningful and desirable knowledge. Good study habits act as strong weapon for the students to excel in life. Poor study habits according to Shazia (2014) states that bad study habits are not only retard school progress but develop frustration, destroy initiative and affect academic achievement. Study habits are in fact the gateway to success and differ from person to person. Poor study habits among students contribute to the massive failure, issue of examination mal-practices, school dropout and so on. As a result of poor study habits among students, lack of close monitoring by the parents and the impact of socio-economic factors and social forces like ethnicity, crises could influence student's study habits towards their academic achievement. It is imperative for educators to continue to find ways and to encourage parents to become involved in the educational process of their children regardless of social and socio-economic challenges.

Grace (2013) also maintains that the process of learning is still a little mysterious, but studies do show that the most effective process for studying involves highly active behaviours over a period of time. In other words, for students' to study effectively, the students must read, draw, compare, memorize and test themselves over time. So, Shazia (2014) states that parents and teachers should help in improving the study habits of students. Attitude of learners towards their study habits could contribute greatly to their academic achievement; enhance their self-efficacy belief and good study pattern. Successful learners adopt positive self-confidence towards their study, and do not waste time or energy over what they have to learn.

Statement of the problem

The importance and need for the knowledge of Biology cannot be overemphasized as Biology serves as a springboard to many science and technology related disciplines. Studies have shown that students' achievement in Biology has been unsatisfactory with factors like bad study habits, lack of interest as well as low self efficacy of students coming into play. However, bad or poor study habits of student in their education, due to over use of phone, hardship, strike, crises and the incidence of insurgence, hoodlums, unknown gunmen, kidnappers and other anti-social activity disrupt school activities and student plans could have led to the bad study habits develop by the students as this affects their interest and achievements in Biology. Poor study habits among students contribute to the massive failure, issue of examination mal-practices, school dropout and so on. Students meaningful learning will always depend on the degree of study habits to which learners are able to make their own and support their study could enhance their interest and achievement in biology. The problem of this study put into the interrogative is, "to what extents do the level of self-efficacy and study habits predicts secondary school students' interest in Biology?

Purpose of the Study

The general purpose of the study is to ascertain the study habits as predictors of secondary school students interest and achievement in Biology. Specifically, the study seeks to examine the extent to which:

1. Self-efficacy predicts student's interest in Biology.
2. Study habits predict students' interest in Biology.

3. Self-efficacy and study habits predict students' interest in Biology.

Research question

The research questions guided the study:

1. What is the predictive power of self-efficacy on students' interest in Biology?
2. What is the predictive power of study habit on students' interest in Biology?
3. What is the joint predictive power of study self-efficacy and study habits on students' interest in Biology?

Hypotheses

The null hypotheses guided the study at 0.05 level of significance.

Ho_1: Self-efficacy is not significant predictor of students' interest in Biology.

Ho2: Study habits are not significant predictor of students' interest in Biology.

Ho3: Self-efficacy and study habits are not significant predictor of student's interest in Biology.

Methodology

Correlation survey research design was adopted for the study. Correlation research design according to Sassower (2017) is concerned with establishing associations and similarities between two or more variables in the population. The study was carried out in Nsukka Education Zone of Enugu State. Nsukka Education Zone is made up of three Local Government areas namely; Igbo-Etiti Local Government, Uzo-uwani Local Government and Nsukka Local Government. The population of the study comprised 1529 SS2 Biology students distributed in the 62 public secondary schools in the zone. The sample size was 475 students drawn using multistage sampling. The instruments for the data collection were structured questionnaires titled Self-efficacy Questionnaire (SEQ), Study Habits Questionnaire (SHQ), and Biology Interest Inventory (BII) which were adapted for the study. The copies of the questionnaires on SEQ, SHQ, and the BII were given to three experts; one from Department of Science Education, one from Department of Educational Foundations (Measurement and Evaluation), and one from (guidance and counseling) all in Faculty of Education, Nnamdi Azikiwe University Awka. The data collected was analyzed using Conbach's Alpha reliability co-efficient. The internal consistency of the instruments was established using Cronbach's alpha. The results yielded reliability indices of 0.83 for SEQ, 0.78 for SHQ, and 0.90 for BII. The data obtained were analyzed using the Statistical Package for the Social Science (SPSS) version 25. Simple correlation was used to answer research question and the null hypotheses were tested using regression analysis of variance.

Results

Results

Research Question one: how does self-efficacy predicts students' interest scores in Biology?

Table 1: A regression test for the Significant in the Amount of Variance in Students' Interest in Biology that is accounted for by Students' Self-efficacy

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	48.248	2.109		22.877	0.000
	SEQ	0.053	0.048	0.050	1.099	0.272
a. Dependent Variable: BI, b. Predictor- SE=Self-efficacy						

Table 1 shows that unstandardized and standardized beta coefficients for predicting students' interest based on their self-efficacy were 0.053 and 0.050 respectively with standard error of 0.048. This implies that students interest change by 0.053 for every unit change in students' self-efficacy.

Hypothesis One (Ho_1): Self-efficacy is not a significant predictor of students' interest rating scores in Biology.

Table 1 shows the simple linear regression conducted to predict students' academic interest in biology based on students' self-efficacy. The results show that unstandardized beta coefficient was not significant (β=0.053, *t=1.099, P=0.272*). The students' predicted interest score was equal to *48.248+0.053(SE).* Students' average achievement in Biology score increased by 0.053 for each unit increase in students' self-efficacy. The level of significance (0.05) stated for testing the null hypothesis was lesser than the associated P-value (0.272). Hence, the null hypothesis three which states that**:** Self-efficacy is not a significant predictor of students' interest rating scores in Biology is therefore not rejected. The inference drawn is that self-efficacy was not a significant factor in secondary school students' interest in Biology.

Research Question two: A test for the Significant in the Amount of Variance in Students' Interest in Biology that is accounted for by Students' Study Habits

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.181	2.205		20.948	.000
	SH		.013	.091	1.995	.047
		0.025				

a. Dependent Variable: BI=Biology Interest

b. Predictors Variable: SH= Study Habits

Table 2 shows the simple linear regression conducted to predict students' academic interest in biology based on students' study habits. The results show that unstandardized beta coefficient was significant predicted study habits and students' interest in Biology. The table shows that unstandardized and standardized beta coefficients for predicting students' interest based on their study habits were 0.025 and 0.091 respectively with standard error of 0.013. This implies that students interest change by 0.025 (2.5%) for every unit change in students' study habits.

Hypothesis Two (Ho_2): Study habits are not significant predictor of students' interest rating scores in Biology.

Table 2 shows the simple linear regression conducted to predict students' academic interest in biology based on students' study habits. The results show that unstandardized beta coefficient was significant (β=0.025, *t=1.995, P=0.047*).The students' predicted interest score was equal to *46.181+0.025 (SH).* Students' average interest in Biology increased by 0.025 for each unit increased in students' study habit. The level of significance (0.05) stated for testing the null hypothesis was lesser than the associated P-value (0.047). Hence, the null hypothesis two which states that study habits were not significant predictor of students' interest scores in Biology is thereby rejected. Therefore, the inference drawn is that study habits were significant predictor of secondary school students' interest in Biology.

Research Question Three: What is the joint predictive power of study self-efficacy and study habits on students' interest in Biology?

Table 3: Pearson Correlation Coefficient showing the Amount of Variance in Students' Interest in Biology that is Accounted for by Students' Study Habits and Self-efficacy

Model	r	r^2	Adjusted R Square	Std. Error of the Est.
1	0.101[a]	0.010	0.006	6.043

a. Predictors: (Constant), SH, *SH=Study Habit*

Table 3 shows that the Pearson correlation coefficient was weak and positive for the relationship among students' study habits, self-efficacy, and students' interest in Biology *(r=0.010).* The positive linear relationship between the three variables indicates that the higher the linear combination of students' study habits and self-efficacy increased, the higher the students' interest in Biology. However, the r^2 was 0.01, indicating that the only one percent variance in students' academic interest was explained by the variance in students' study habits and self-efficacy jointly. This percentage variance was very negligible. To ascertain whether this amount of variance in students' interest that was accounted for by students' study habit was significant, analysis of variance for the model was examined.

Hypothesis Three (H_{03}): the joint predictive power of study self-efficacy and study habits on students' interest in Biology is not significant

Table 4: A test for the Significant in the Amount of Variance in Students' Achievement in Biology that is Accounted for by Students' Study Habits and Self-efficacy

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	176.476	2	88.238	2.416	.090b
	Residual	17238.564	472	36.522		
	Total	17415.040	474			

a. Dependent Variable: BII

b. Predictors: (Constant), SH, SE

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.256	2.992		14.791	.000
	SEQ	.048	.048	.046	.997	.319
	SHQ	.024	.013	.088	1.929	.054

a. Dependent Variable: BII

***BII=Interest in Biology, SH=Study habit, SE=Self-efficacy**

Table 4 shows the simple linear regression conducted to predict students' academic interest in Biology based on students' study habits and self-efficacy. The regression equation was significant *(F(1,472)= 2.416, P=0.90<0.05)* with an r^2 of 0.010. The students' predicted interest score was equal to

44.256+0.048 (SH)+ 0.024 (SHQ). Students' average interest in Biology increased by *0.048* for each unit increased in students' study habit and *0.024* for each unit increased in students' self-efficacy. The level of significance (0.05) stated for testing the null hypothesis was lesser than the associated P-value (0.090). Hence, the null hypothesis three that study habit and self-efficacy do not significant predict students' interest scores in Biology is thereby upheld.

Discussion

The result of data analysis presented on the Table 4 showed that self-efficacy is not a significant predictor of students' interest in biology. This could be attributed to lack of student belief and confidence; student failure may likely affect their ability to move on with their academics. Student negative self-efficacy demoralized their interest and poses challenge on their academic tasks. Students' academic self-efficacy is mainly built upon past experiences. Success of the student's boosts their interest and motivates them while failure suppresses their interest in academic endeavour. Solmaz (2018) emphasized that student self-efficacy development has been allied with planned effort and perseverance in managing and handling challenging task in learning and teaching situations. The findings of the study deviate from the findings of Okafor and Okoli (2020) which revealed that interest in biology was significantly predicted by emotional intelligence, and academic self-efficacy. Therefore, student only do well in what they are interested in, parent should encourage them to have the ability to face difficult moment of their study no matter how stressful it is and to make right decision in their academics.

The finding of the study presented in table 4 shows that secondary school students' study habits are significantly predictor of the interest scores in biology. The result is in line with the findings of Ashish (2013), admits that if students must ensure academic success throughout their entire school year, it is important to ditch bad study habits and establish good ones. It is believed that each student is unique and has a different study habit and it is very important for one to find out the suitable way to study. Students needs good and conducive environment that encourages their study habits and which might upgrade students' interest.

However, some of good study habits like reading text books, note taking, memorizing, concentration, time management, test preparation and so on enhanced students' interest in Biology.

The results of data analysis presented in table 4 indicated that study habits do not significantly predict academic achievement in biology. This could be the attitude of students towards school, distance or school location, lack of parental care, inadequate text books in the library, lack of school biology laboratory and so on. The findings on study habits have proved to be ineffective on academic achievement. The findings deviate from the opinion of Marc (2011) who observes that good study habits contributes to successful academic future as well as good grades. Ashish (2013) admits that if students must ensure academic success throughout their entire school year, it is important to ditch bad study habits and establish good ones. It is believed that each student has a different study habit and it is very important for one to find out the suitable way to study. Students needs good and conducive environment that encourages their study habits and which might upgrade their academic achievement. The finding of Azonwu and Ochonma, (2023), revealed that allocation of study time management, note-taking, learning motivation and memorization are variables of study habits that contribute to students' academic achievement. Ozioko (2019) also revealed that study habits significantly predicted academic achievement of senior secondary school Biology students. Study habits are not inherited but are acquired with the help of parents, teachers, peers and so on.

The results of data analysis presented table 6 shows that students need a sense of efficacy when using their skills and knowledge. Self-efficacy is once ability to face a task and come out successful. Self-efficacy influences students interest in many ways, through vicarious experience, mastering experience, verbal persuasion and physiological factors. Parent should motivate and encourage student's self-efficacy in order to believe in themselves that they have the capacity to succeed. Strong and positive self-efficacy biology students have been found to put more interest or have aspirations in the subject in senior secondary school.

The finding of the study presented in table 2 shows that secondary school students' study habits are significantly predictor of the interest scores in biology. The result is in line with the findings of Ashish (2013), admits that if students must ensure academic success throughout their entire school year, it is important to ditch bad study habits and establish good ones. It is believed that each student is unique and has a different study habit and it is very important for one to find out the suitable way to study. Students needs good and conducive environment that encourages their study habits and which might upgrade students' interest.

Interest is known to be an important internal factor that influences learning. Interest can be understood as individual or situational interests so that individual interest is internal and stable, and it develops gradually, while situational interest is external, appearing as a response to something interesting in a person's environment. Uitto (2014) study showed that biology is a popular subject among senior secondary school students. Almost half the students agreed that biology topics are interesting, however, the interest in different topics are varying. Personal factors interact with school-related factors such as the personality and attitudes of the science teacher, teaching methods, learning environments, and science career guidance. In these studies, other socio-cultural factors, such as home background, support from the parents and peers, and occupational role models are also mentioned to influence students' secondary school educational. An internally motivated student likes to put more efforts into studying the subject they likes. Students also have the patience to study the less interesting topics of a subject, for example, revising for exams, if they have the desire to get good grades. In this case, the motivation to study may be external, linked to rewards or achievement, for example, the motivation students get from their parents and teachers reinforce and enhance their interest on biology.

Conclusions

Based on the findings of the study, it was concluded that, school administrators in collaboration with parents should from time to time organize program supports on mental development intervention on how to improve students study habits and self-efficacy.

Recommendation

1. Based on the findings of this study, it was recommended that, teachers, parents and the school management to collaboratively guide students on how to develop strong self-efficacy and good study habits, thereby enhancing the students' interest.
2. Teachers should interact and strive to make learning environment supportive of students basic psychological needs through encouraging them to focus on mastering growth to form good study habits rather than depending on others.

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