



IJIS

Journal of the Institute of Education
Obafemi Awolowo University, Ile-Ife, Nigeria

ISSN: 3043-6400

Vol. 2, No. 1, 2025

CALL FOR PAPERS
IFE JOURNAL OF INTEGRATED SCIENCE (IJIS)

NOTE TO CONTRIBUTOR

Ife Journal of Integrated Science, (IJIS) is a Bi-annual publication of Institute of Education, Obafemi Awolowo University, Ile-Ife (Integrated Science Unit). The Journal aims at improving the quality of academic and research manuscripts submitted by scholars and researchers, through peer review process, and disseminate the publications through open access to practitioners, educators, educationists, academia, researchers, curriculum planners and policy makers. The manuscripts can have different approaches which are quantitative as well as qualitative.

IJIS is an annual and peer - reviewed Journal.

Manuscript submitted to IJIS should:

1. have a strong introduction that clearly states the organizing points of the study, acquaints the readers to what is ahead, and makes a direct link between theory, questions and research design
2. have focused literature review that clearly establishes why the topic /problem warrants discussion
3. be prepared according to the style prescribed by the 6th or 7th edition of publication manual of American Psychological Association.

Guidelines for Paper Submission

- * Articles should not be longer than 15 A4 - sized pages using Times New Roman, font size of 12. Longer articles will attract additional publication fee.
- * Reference style should conform to the American Psychological Association format (6th or 7th Edition). This should be arranged in alphabetical order according to the surname of the author.
- * Footnotes are not allowed.
- * Manuscripts' cover should include the title of the paper, author(s) name(s), institution affiliation, contact and E-mail address (es).
- * Abstract should not be more than 250 words.
- * Articles can be submitted electronically via e-mail to ijisn.2023@gmail.com
- * Assessment fee of ₦6,000 shall be paid before any paper shall be reviewed.
- * Publication fee of ₦35,000, is a condition for publication that a manuscript submitted to Ife Journal of Integrated Science (IJIS) has not been published and will not be simultaneously submitted or published elsewhere.

All fees must be paid into Ife Journal of Integrated Science Account.

Bank Name: Polaris Bank

Account Name: Ife Journal of Integrated Science (IJIS)

Account Number: 1140280175

- * Submissions are published at the editor's exclusive discretion. Submission that does not conform to these guidelines may not be considered for publication.

EDITORIAL BOARD

Prof. P. O. Jegede
Editor - in - Chief

Prof. T. O. Bello
Managing Editor

Editors

Prof. O. S. Agboola
Dr. S. O. Olajide

EDITORIAL CONSULTANTS

- Prof. A. Akinlua - Dept of Chemistry, Obafemi Awolowo University, Ile-Ife.
Prof. O. A. Ogunfowokan - Dept of Chemistry, Obafemi Awolowo University, Ile – Ife.
Prof. T. O. O. Oladipupo - Dept. of Botany, Obafemi Awolowo University, Ile – Ife
Prof. J. G. Adewale - Institute of Education, University of Ibadan, Ibadan
Prof. M. A. Eleruja - Dept. of Physics, Obafemi Awolowo University, Ile -Ife.
Prof. M. A. Adeleke - Dept. of Science and Technology Education,
Obafemi Awolowo University, Ile – Ife.
Prof. O. A. Sofowora - Dept. of Educational Technology and Library Studies,
Obafemi Awolowo University, Ile – Ife
Prof. I. A. Olaosun - Dept. of English, Obafemi Awolowo University, Ile – Ife
Prof. D. Okunoye - Dept. of English, Obafemi Awolowo University, Ile – Ife.
Prof. E. T. O. Babalola - Dept. of English, Obafemi Awolowo University, Ile – Ife.
Prof. M. A. Ajayi - Dept. of Human Kinetics and Health Education,
University of Ibadan, Ibadan.
Prof. J. B. Bilesanmi - Dept. of Curriculum Studies and Instructional Technology,
Olabisi Onabanjo University, Awoderu Ago-Iwoye
Prof. A. T. Akande - Dept. of English, Obafemi Awolowo University, Ile – Ife
Prof. E. F. Bamidele - Dept. of Science and Technology Education,
Obafemi Awolowo University, Ile-Ife.
Prof. R. O. Ogunlusi - Dept. of Chemistry, Obafemi Awolowo University, Ile-Ife
Dr. A. Tella - Dept. of Science and Technology Education,
University of Ibadan, Ibadan
Dr. A. S. Adelokun - Department of Educational Management
Dr. K. A. Aderounmu - Department of Kinesiology and Human Recreation,
Obafemi Awolowo University, Ile-Ife.
Dr. T. A. Adebisi - Dept. of Science & Technology Education, Faculty of
Education, Obafemi Awolowo University, Ile-Ife.
Dr. A. A. Adetunji - Dept. of Science and Technology Education,
Obafemi Awolowo University, Ile-Ife.
Dr. V. O. Animola - Dept. of Integrated Science, Federal College of Education,
Iwo, Osun State.
Dr. O. O. Bakare - Institute of Education, Obafemi Awolowo University, Ile-Ife
Dr. M. O. Omiyefa - Institute of Education, Obafemi Awolowo University, Ile-Ife
Dr. V. B. Olanipekun - Bamidele Olumilua University of Education, Science and
Technology, Ikere, Ekiti State.

TABLE OF CONTENTS

INFLUENCE OF TEACHERS' QUALIFICATION ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN CHEMISTRY IN IFE-EAST LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA Timilehin Christianah ADEDEJI	1-18
ASSESSMENT OF CHEMISTRY CURRICULUM IMPLEMENTATION IN SENIOR SECONDARY SCHOOLS IN IFE CENTRAL LOCAL GOVERNMENT AREA OF OSUN STATE Elijah Oluwatobi ADEWUYI	19-41
LOCUS OF CONTROL AND SELF-EFFICACY AS PREDICTORS OF SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN CHEMISTRY IN IFE CENTRAL LOCAL GOVERNMENT AREA, OSUN STATE, NIGERIA Olamide Rofiat TIJANI	42-60
EFFICACY OF SELF-DIRECTED AND COLLABORATIVE CONSTRUCTIVISM INSTRUCTIONAL STRATEGIES ON JUNIOR SECONDARY SCHOOL STUDENTS' ENGAGEMENT IN BASIC SCIENCE AND TECHNOLOGY IN ADAMAWA STATE Samuel Akinola OGUNDARE, Ph.D, & Ahmed IBRAHIM, Ph.D	61-75
EFFECTS OF JIGSAW COOPERATIVE INSTRUCTIONAL STRATEGY ON SECONDARY SCHOOL STUDENTS' ACQUISITION AND RETENTION OF MATHEMATICS PROCESS SKILLS Lucy ERAIKHUEMEN, Peter Akpojehih Agbarogi & Festus Osadebamwen Idehen	76-93

EFFECTIVENESS OF FLIPPED AND BLENDED CLASSROOM LEARNING APPROACHES ON STUDENTS' ACHIEVEMENT IN GENETICS CONCEPTS IN BIOLOGY Blessing Izehiuwa EDOKPOLOR, C. N. OMOIFO, Ph.D & L. ERAIKHUEMEN, Ph.D	94-111
EFFECTS OF FLIPPED AND BLENDED CLASSROOM LEARNING APPROACHES ON STUDENTS' RETENTION IN GENETICS CONCEPTS IN BIOLOGY IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE L. ERAIKHUEMEN, Ph.D, C. N. OMOIFO, Ph.D & Blessing Izehiuwa EDOKPOLOR	112-130
SUSTAINABLE STEM EDUCATION IN THE IOT ERA: BALANCING THE PARADOX OF APPLICATIONS, BENEFITS, AND CHALLENGES FOR BETTER PROSPECT Ezekiel Adedayo ADEOLA	131-157
TEACHERS' TEACHING METHOD PREFERENCES AND RESOURCES UTILISATION AS PREDICTORS OF SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN CHEMISTRY IN OSUN STATE, NIGERIA Damilola Monsurat ELUYERA & Omowunmi Sola AGBOOLA, Ph.D	158-188
ENVIRONMENTAL LITERACY AMONG OSUN STATE CLASSROOM TEACHERS Omowunmi Sola AGBOOLA, Ph.D, Simeon Olayinka OLAJIDE, Ph.D, Olusegun Ojo BAKARE, Ph.D & Muraina Olugbenga OMIYEFA, Ph.D	189-207
EFFECTS OF BI-MODAL SCHOOL YARD PEDAGOGY AND GENDER ON SCIENCE PROCESS SKILLS OF PRESCHOOLERS IN OYO STATE, NIGERIA Florence Taiwo. OGUNYEMI, Ph.D. & Fatimah ZAKARIYYAH	208-226

STUDY HABIT AS PREDICTOR OF JUNIOR
SECONDARY SCHOOL STUDENTS' INTEREST IN
BASIC SCIENCE IN IFE CENTRAL LOCAL
GOVERNMENT AREA, OSUN STATE

Oluwaseun Newton AJEWOLE

227-234

ROLE OF SCHOOL FARMS IN DEVELOPING
ENTREPRENEURIAL SKILLS AMONG
SECONDARY SCHOOL STUDENTS IN IFE
CENTRAL LOCAL GOVERNMENT AREA, OSUN
STATE, NIGERIA

**Oluyemisi Dolapo ADISA & Ibironke Ibiwumi
IDOWU**

235-248

TEACHERS' SELF- EFFICACY AND JUNIOR
SECONDARY SCHOOL STUDENTS' LEARNING
OUTCOMES IN BASIC SCIENCE IN
SOUTHWESTERN NIGERIA

**Abosede Adenike OYAGBILE, Ph.D. & Theodora
Olufunke BELLO, Ph.D.**

249-262

**STUDY HABIT AS PREDICTORS OF JUNIOR
SECONDARY SCHOOL STUDENTS' INTEREST IN
BASIC SCIENCE IN IFE CENTRAL LOCAL
GOVERNMENT AREA, OSUN STATE**

Oluwaseun Newton AJEWOLE

Institute of Education,
Obafemi Awolowo University, Ile-Ife, Nigeria

Abstract

The study determined the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State; and examined the relationship between study habit and junior secondary school students' interest in Basic Science in the study area. The study adopted the descriptive survey research design of correlational type. The population for the study comprised all junior secondary school two (JSS II) students of Basic Science in Ife Central Local Government Area, Osun State. The sample for the study consisted of two hundred junior secondary school two (JSS II) students of Basic Science that were selected using simple random sampling technique. A multi-stage sampling procedure was used to select the sample for the study. In the selected area, ten junior secondary schools were selected using simple random sampling technique. In each school, twenty students were selected using simple random sampling technique. One research instrument tagged "Students' Study Habit and Interest Questionnaire" (SSHIQ) were used to collect data for the study. Data collected were analyzed using frequency, percentage, mean, standard deviation and Pearson Product Moment Correlation (PPMC) statistical tools. Results showed that the level of study habit among junior secondary school students was moderate at 56.0% in Ife Central Local Government Area, Osun State. Results of the study further revealed that there was significant relationship between study habit and junior secondary school students' interest in Basic Science in the study area ($r = 0.772$; $p < 0.05$). The study concluded that study habit predicted junior secondary school students' interest in Basic Science in Ife Central Local Government Area, Osun State.

Keywords: Basic Science, Study Habit, Interest.

Introduction

Basic Science in Nigeria can lay the required foundation for the success needed in higher school science and its allied subjects and courses, thus described as the gate way to science (Joseph & Ikechi, 2018). They further emphasised that Basic Science as the subject studied at the basic level, prepares the students for the core science subjects at the senior secondary school and higher institutions hence the name "basic". This means that any student willing to pursue science and science related courses at the higher level must pay due attention to Basic Science. This has made basic science to occupy a central position in education especially science education. In this regard, Basic Science is seen as the unit and taproot of all sciences meaning that it is the science before sciences. Despite the central position of Basic Science in Nigerian educational curriculum, low academic achievement of students in the subject has continued to be a major cause of concern to all, particularly stakeholders and this cannot be separated from learners' interest in the subject. To this end, the interest of learners counts a lot.

Interest in student-centred instructional strategies has gained momentum across the world. Individual interests illustrate the constant preference of learners for the subject. In this case, the direct experience of interest reflects a strong personal preference for enjoying and appreciating a particular object or activity in different contexts. Thus, self-interest is a constant basic disposition that is triggered in specific circumstances. For instance, students interested in geophysics may be more engaged during a lecture on tsunamis, regardless of how entertaining the lecture is, because their interest is more developed and less reliant on situational factors (Harackiewicz, et al, 2016). Interest of students in Basic Science plays an important role as their learning outcomes generally will be enhanced and improved since they have already developed special interest in the subject to understand the concepts in it. The interest of the students cannot also be separated from their study habit.

On the other hand, study habit is the habitual practices that students engage themselves to gain new knowledge. This implies

that study habits can be seen as the learning tendencies that enable students to work privately. It refers to the extent to which a student engages in various learning activities, including attending classes, completing home works/assignments, reading course materials, taking tests or examinations, dedicating time to independent study and effectively interacting with teachers and peers (Aransi, 2020). Haleh, et. al. (2020) observed that study habit in 81.3% of the students was at moderate level.

Additionally, some studies indicated a strong positive correlation between study habits and academic achievement (Kyauta & Dachia, 2018). This could be as a result of elements like time management, note-taking, study procedures among others. Some other elements highlighted by Enekwechi and Ezeanya (2021) that contribute to study habits include: dedication to completing homework and assignments, allocating sufficient time for studying, engaging in reading and note taking, other effective study period procedures include effective time management, maintaining focus, producing written work, establishing a positive relationship with examinations, and seeking guidance from teachers through consultation. This means that study habit is a systematic and intentional approach aimed at comprehending and obtaining knowledge.

When learners work hard on their study habit there could be an improvement in their interest in any course which will play out in their academic success generally. It is against this background that the researcher intends investigating study habit as predictor of junior secondary school students in Basic Science in Ife Central Local Government Area, Osun State.

Statement of the Problem

Students necessarily need to develop a high level of study habit that will help them to excel in their academic pursuit. Low levels of study habit could be the reason for poor performance of students in sciences particularly Basic Science which is the foundation on which other science subjects built on. There have been studies on study habit and academic achievement of students in various subjects. None has underlined study habit and interest

of students in Basic Science. Therefore, the need to investigate study habit as predictor of junior secondary school students' interest in Basic Science in Ife Central Local Government Area, Osun State becomes imperative. Hence, this study.

Purpose of the Study

The main purpose of the study is to investigate self-concept and junior secondary school students' interest in Basic Science in Ife Central Local Government Area, Osun State.

The specific objectives of the study are to:

- i. determine the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State; and
- ii. examine the relationship between study habit and junior secondary school students' interest in Basic Science in the study area.

Research Question

What is the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State?

Hypothesis

There is no significant relationship between study habit and junior secondary school students' interest in Basic Science in the study area.

Methodology

The study adopted the descriptive survey research design of correlational type. The population for the study comprised all junior secondary school two (JSS II) students of Basic Science in Ife Central Local Government Area, Osun State. The sample for the study consisted of two hundred (200) junior secondary school two (JSS II) students of Basic Science that were selected using simple random sampling technique. A multi-stage sampling procedure was used to select the sample for the study. In the selected area, ten junior secondary schools were selected using simple random sampling technique. In each school, twenty (20)

students were selected using simple random sampling technique. One research instrument tagged "Students' Study Habit and Interest Questionnaire" (SSHIQ) was used to collect data for the study. Section A contained items on socio-demographic information of the respondents; Sections B and C contained ten items each on study habit and interest of the students in Basic Science based on projective rating scale of "Always" (A), "Sometimes" (S) and "Never" (N) respectively. Data collected were analyzed using frequency, percentage, mean, standard deviation and Pearson Product Moment Correlation (PPMC) statistical tools.

Results

Research Question: What is the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State?

In order to answer this research question, data collected on the ten items on Section B of the instrument were scored such that "Always" (A) response was allotted 3; "Sometimes" (S) response was allotted 2; and "Never" (N) response was allotted 1. The instrument has 10 items that were used to measure the level of study habit among junior secondary school students in the study area. Responses from individual to each item were computed and the minimum and maximum scores obtained in this scale were 10 and 30 respectively. Responses of the respondents considering study habit among junior secondary school students on the scale 10-14 were adjudged as having "Low Level". Responses of the respondents considering study habit among junior secondary school students on the scale 15-20 were adjudged as having "Moderate Level". Responses of the respondents considering study habit among junior secondary school students on the scale 21-30 were adjudged as having "High Level". The summary of the results is shown in Table 1.

Table 1: Descriptive analysis of the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State

S/N	Level	Range	Frequency (f)	Percentage (%)
1.	Low	10-14	28	14.0
2.	Moderate	15-20	112	56.0
3.	High	21-30	60	30.0
Total			200	100.0

N = 200

Results in Table 1 showed the descriptive analysis of the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State. It can be observed from the Table that the level of study habit among junior secondary school students was moderate at 56.0% in Ife Central Local Government Area, Osun State.

Hypothesis

There is no significant relationship between study habit and junior secondary school students' interest in Basic Science in the study area.

In order to test this hypothesis, data collected on the study habit (independent variable) and junior secondary school students' interest (dependent variable) in Basic Science were subjected to Pearson Product Moment Correlation (PPMC). The result is presented in Table 2.

Table 2: Pearson Product Moment Correlation (PPMC) of the relationship between study habit and junior secondary school students' interest in Basic Science in the study area

Groups	N	Mean	SD	r	Sig.(2-tailed)	Remark
Study Habit	200	25.45	2.99	0.772	.003	Significant
Interest	200	37.29	3.73			

($r = 0.772$; $p < 0.05$)

Results in Table 2 revealed that there was significant relationship between study habit and junior secondary school students' interest

in Basic Science in the study area ($r = 0.772$; $p < 0.05$). Hence, the null hypothesis that states that there is no significant relationship between study habit and junior secondary school students' interest in Basic Science in the study area is hereby rejected. The result implies that study habit predicts junior secondary school students' interest in Basic Science in the study area.

Discussion of Findings

Findings of the study showed that the level of study habit among junior secondary school students in Ife Central Local Government Area, Osun State. The result implies that junior secondary school students in the area necessarily need to improve on their study habit so as to enhance and improve their interest which will their academic success generally. The result corroborates the findings of Haleh, et. al. (2020) when they observed that study habit of the students was at moderate level.

Results of the study further revealed that there was significant relationship between study habit and junior secondary school students' interest in Basic Science in the study area. The implies that study habit of students can predict their interest and as such they (students) necessarily have to work on their study habit so as to enhance and improve their interest that will gear up academic success generally. The result supports the findings of Kyauta and Dachia (2018) when they investigated the relationship between study habit and academic achievement of learners. They found a strong positive correlation between study habits and academic achievement of students.

Conclusion

The study concluded that study habit predicted junior secondary school students' interest in Basic Science in Ife Central Local Government Area, Osun State.

Recommendations

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

1. Teachers should ensure that students are properly monitored in schools particularly classes and their relationship with others so as to enhance their study habit.
2. The government should also ensure that needed instructional resources are provided in schools to create enabling environment which will promote learners' interest that will gear up their study habit for effective and meaningful teaching-learning process.
3. Parents should play significant role in ensuring that their wards map out time to study a lot particularly at home.
4. Students should always have interest in Basic Science to ensure that they have good study habit time both in schools and homes.

References

- Aransi, W.O. (2020). Relationship among students' study skills, school type and academic achievement in economics among high schools in Osun State, Nigeria. *International Journal of Academic Pedagogical Research (IJAPR)*, 4(3), 21-32.
- Enekwechi, E.E. & Ezeanya, M.C. (2021). Study on study-habit as a predictor of secondary school students' achievement in Chemistry in Anambra State. *International Journal of Education and Evaluation*, 7(2), 36-42.
- Haleh, J., Abbas, A. & Alireza, K. (2020). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. *Advances in Medical Education and Practice*, 10, 637-643.
- Kyauta, A. M. A. & Dachia, D. (2018). Study habits and Academic Performance among Students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria. *Kampala International University Journal of Humanities*, 3(1), 187–195.