

VALUE RE-ORIENTATION AS A PREDICTOR OF STUDENTS' STUDY HABIT IN SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE OF ENUGU STATE

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Abstract

The study investigated value re-orientation as a predictor of students' study habit in secondary schools in Nsukka Education Zone of Enugu State. One research question was answered while one hypothesis was tested at 0.05 level of significance. The study adopted a correlation survey design with a population of 1875 teachers. The sample size of 300 was arrived at through simple random sampling technique representing 16% of the population. Two instruments titled Value Re-Orientation Questionnaire (VEOQ) and Students' Study Habit Questionnaire (SSHQ) were used for data collection. The instruments were face validated by three experts. The internal consistency reliability coefficient of .88 was established for Value Re-Orientation Questionnaire (VEOQ) while the reliability coefficient of .83 was established for Students' Study Habit Questionnaire (SSHQ). Simple regression was used to answer the research questions while t-test associated with regression was used to test the null hypotheses at 0.05 level of significance. The finding of this study showed that: value re-orientation to very high extent predicted study habit in secondary schools in Nsukka Education Zone of Enugu State. The hypothesis revealed that value re-orientation significantly predicted students' study habit in secondary schools in Nsukka Education Zone of Enugu State. Based on the finding of this study, it was concluded that repositioning of our value system in the school can strongly enhance students' study habit because it will checkmate and remove all the malpractices that bedeviled the school system. It was recommended that Educational psychologist, sociologists of education, Teachers, parents, counsellors, and policymakers should be concerned with instilling discipline, determination, and responsibility in students that will promote hard work and quality education.

Keywords: Value, re-orientation, study habit, students and secondary education

Introduction

Study habits of students are of great significance since they constitute some key aspects of behaviors that facilitate effective learning such as: effective time management, note taking, seeking help in the library, and other activities that promote study skills. Studies have shown that students in Nsukka and Enugu state in Nigeria exhibit very poor study habits that impede their ability to achieve academic excellence in their fields of study. As much as students' study habits are considered an important aspect of education, students in the study area face a lot of challenges while trying to develop effective study habits that can help them excel in their studies. One of the issues that have affected students' study habits in the study area include lack of concentration arising from adverse effect of social media on students' academic performance. According to Ugwuanyi and Nneji (2018), in the Udi education zone, Enugu state, the influence of social media had adverse effect on the academic performance of the students thereby creating a negative impact on students' ability to manage time and read effectively. The study revealed that social media promotes distraction among the students in the Udi educational zone. However, in Nigeria, it is widely believed that the influence of social media on students' academic performance has adverse effects on students' academic performance but effective study habits can remedy most of these negative effects.

The study practices of the Nsukka Education Zone were found to be deficient based on research. Emenike and Okoli (2023) established the relationship between study habits and

students' interest and achievement in Biology. Their findings revealed that study habits were significant predictors of student achievement and interest in Biology in the Nsukka Education Zone. Additionally, the study practices of students who lack interest in reading, especially during examination periods, in the Enugu Education Zone, contribute to reduced time allocated for home study and total disregard for their academic results, which negatively impact their overall performance. Therefore, it is safe to assume that the deficient study practices, such as reduced reading time, the inability to time manage when studying, and low motivation to achieve good grades, are common among students in the Nsukka Education Zone.

Value re-orientation is a process of bringing about change in the value system of individuals or a society through correcting their attitudes, moral perspectives, and behaviours to meet societal expectations. The process is introduced in a culture or community where there is rampant undesirable activity such as corruption and indiscipline, and it usually focuses on restoring values that will promote desirable societal goals and objectives like national development and good governance (Njoku, 2015). According to Okwelle and Ayonmike (2014), value re-orientation is a process of transforming undesirable values of individuals or a given society into desirable values so as to promote social change. Besides, Schwartz (2012) defines values as goals that guide individuals' choices, attitudes, and behaviours. From the two definitions, it becomes clear that value re-orientation involves the process of encouraging or influencing individuals towards promoting desirable goals such as honesty, integrity, patriotism, hard work, and respect for the rule of law among others (Okwelle & Ayonmike, 2014). In the Nigerian context, value re-orientation has been advocated as a way forward in checking the rising tides of corruption, examination malpractices, insecurity, and cultism, as well as restoring work ethics, and good governance in general. The role played by educational institutions, families, religious groups, the media, and government in promoting value re-orientation cannot be overstated (Njoku, 2015). In general, value re-orientation is a progressive process of educating people to do away with undesirable behaviors and develop desirable values that promote peaceful co-existence and sustainable development.

Agbo and Godwill (2025) observed that curriculum reforms and innovative practices have significantly improved value re-orientation of secondary school students. The authors concluded that value re-orientation encourages responsible behaviour and positive attitudes towards learning among students. Onu and Echeonwu (2025) found that art education and science education have improved students' values and national development. Ntui and Egodi (2021) found a connection between values orientation and attitudes towards examination malpractice. The authors concluded that positive values reduce examination malpractice among secondary school students. Osa-Edoh and Alutu (2012) concluded that poor study habits were a major cause of students' poor academic performance. The authors recommended that students should be taught proper study skills to improve their academic performance. Nwankwo (2019) found that students who received instructions on study habits improved significantly compared to the control group. Consequently, the author concluded that good study habits could improve students' academic achievement. Bright and Braide (2018) found that effective study habits had a significant effect on students' academic performance.

Purpose of the Study

The study investigated value re-orientation as a predictor of students' study habit in secondary schools in Nsukka Education Zone of Enugu State. Specifically, the study sought to:

1. Finding out the predictive power of value re-orientation on students' study habit in secondary schools in Nsukka Education Zone of Enugu State.

Research Question

The study provided answer the research question posed

1. What is the predictive power of value re-orientation on students' study habit in secondary schools in Nsukka Education Zone of Enugu State?

Hypothesis

The formulated hypothesis was tested at 0.05 level of significance.

H₀₁: Value re-orientation does not significantly predict students' study habit in secondary schools in Nsukka Education Zone of Enugu State.

Methods

The study adopted a correlation survey design with a population of 1875 teachers. The sample size of 300 was arrived at through simple random sampling technique representing 16% of the population. Two instruments titled Value Re-Orientation Questionnaire (VEOQ) and Students' Study Habit Questionnaire (SSHQ) were used for data collection. The instruments have two sections of A and B. The Value Re-Orientation Questionnaire (VEOQ) has 20 items. The minimum and maximum response scores for Value Re-Orientation Questionnaire (VEOQ) are 20 and 80 respectively. The Students' Study Habit Questionnaire (SSHQ) has 20 items with minimum and maximum response scores of 20 and 80 respectively. The two instruments are structured to have response options of Strongly Agree (4) Agree (3), Disagree (2) and Strongly Disagree (1). The instruments were face validated by three experts, one in Measurement and Evaluation Unit (Department of Science Education), another in Sociology of Education and the other from Educational Psychology Unit and Administration and Planning in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient of .88 was established for Value Re-Orientation Questionnaire (VEOQ) while the reliability coefficient of .83 was established for Students' Study Habit Questionnaire (SSHQ). Simple regression was used to answer the research questions while t-test associated with regression was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question: What is the predictive power of value re-orientation on students study habit in secondary schools in Nsukka Education Zone of Enugu State?

Table 1: linear regression of the predictive power of value re-orientation on students' study habit in secondary schools in Nsukka Education Zone of Enugu State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 ^a	.894	.893	2.43376

Data on table 1 shows that the regression and regression square coefficients are .945 and .894 respectively. The coefficient of determinism of 89.4% shows that value re-orientation to very high extent predicted study habit in secondary schools in Nsukka Education Zone of Enugu State. The 10.6% variance in study habit in secondary schools in Nsukka Education Zone of Enugu State is not accounted by value re-orientation.

Hypothesis: value re-orientation does not significantly predict students' study habit in secondary schools in Nsukka Education Zone of Enugu State.

Table 2: t-test associated with linear regression of the predictive power of value re-orientation as a predictor of students study habit in secondary schools in Nsukka Education Zone of Enugu State

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
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	(Constant)	1.487	.893		1.666	.098
1	AI-powered surveillance	.957	.026	.945	37.139	.000

a. Dependent Variable: security risk management

Data on table 2 showed that the t-test associated with simple regression is 37.139. The hypothesis is rejected because the significant value of .000 is less than the probability value of .05. Therefore, value re-orientation significantly predicted students' study habit in secondary schools in Nsukka Education Zone of Enugu State.

Discussion of Findings

The finding showed that value re-orientation to very high extent predicted study habit in secondary schools in Nsukka Education Zone of Enugu State. The hypothesis revealed that value re-orientation significantly predicted students' study habit in secondary schools in Nsukka Education Zone of Enugu State. This indicates that students exposed to positive values such as discipline, commitment, responsibility, honesty, diligence, and time management are likely to exhibit positive study habits. Value re-orientation encourages students to appreciate education, adhere to responsible study routines, and eliminates unnecessary activities that hindered their studies. Thus, value re-orientation of students has a significant effect on improving students' study habits. The hypothesis tested in this study was partially supported by the results. The result revealed that value re-orientation significantly predicted students' study habit. This implies that there is a positive relationship between the two variables. In this case, value re-orientation explains the variation in students' study habits. This suggests that students who are exposed to positive values are more likely to develop positive study habits than those who do not receive such interventions. It also means that schools and institutions that emphasize positive values through guidance and counselling, moral teachings, and appropriate environments are more likely to produce students with positive study habits rather than those that do not. This result is consistent with Adeniyi and Omoteso's (2014) study, which revealed that students with positive values such as self-discipline and responsibility were more likely to exhibit negative study habits compared to those with negative personal values.

Aremu and Soka's (2003) study also supports the current result. Their study revealed that positive attitudes and values significantly predicted students' academic achievement and behavior by encouraging them to develop positive study habits. On the other hand, the result is inconsistent with Eccles and Wigfield's (2002) study on expectancy-value theory of achievement behavior. According to their research, students who placed a lot of value on education were more likely to put effort into their studies, with the result being an improvement in their study habits. The result reveals the significant effect of value re-orientation on students' study habits.

Conclusion

Based on the finding of this study, it was concluded that repositioning of our value system in the school can strongly enhance students' study habit because it will checkmate and remove all the malpractices that bedeviled the school system.

Recommendation

It is high time for educational institutions to consider implementing value re-orientation programs for students. Educational psychologist, sociologists of education, Teachers, parents, counsellors, and policymakers should be concerned with instilling discipline, determination, and responsibility in students that will promote hard work and quality education.

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