Relationship among Creativity, Study habits, Self-esteem and Academic Achievement of in Secondary Schools Students in Sokoto State.

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Abstract

This study discussed the relationship among creativity, study habits, self-esteem and Academic achievements of secondary schools students in Sokoto state. The research designed adopted was correlated and hand students of senior secondary schools on the targeted population. Six senior secondary schools were selected from the study out of 61 in the six educational zones of the state of which 380 respondents were drawn as sample. There instruments were used in this research. To measure the students achievement, the raw scores in English language and mathematics in JSCE and promotion examination in SS I to SS II were obtained and correlated. The statistical tool used were Pearson product moment correlation coefficient and multiple regression analysis. The research revealed that, there is a significant relationship between each paired variables, i.e. there is a significant relationship between creativity and study habits and between study habits and academic achievement. Based on the results obtained from the analysis, the researcher made some recommendations regarding creating a conducive reading atmosphere for the students and equipping schools with required facilities. It is also recommended that state government should endeavor to employ trained professional guidance and counselling personnel and post them to various secondary schools across the state.

Introduction

Academic achievement occupies a vital position and plays significant roles in the lives of students. This is so because, much importance is "being attached to paper qualification especially in Nigeria as the only "gate way" to success. It is generally believed that a child whose performance in examination is good will succeed in life. This is probably one of the main reasons why parents, governments and other stakeholders are willing to spend so much on education children, and students are also always looking for ways to pass the examinations. They develop unrealistic examination anxiety, ignoring their leisure hours, and sometimes they create a hide out for reading or may not give adequate attention in the classrooms. This is so because too much emphasis is given to cognitive and theoretical knowledge in Nigeria system of education at the disadvantage of psychomotor and affective knowledge. It is therefore not an overstatement when Iketuonye (1989) stated that the major factor contributing to wastage of human resources is unrealistic

academic and occupational aspirations, as well as misplacement of interest. The consequence of this act according to Shuaibu (1991) is that students as well as their parents have taken performance in tests and examinations a do or die affair. There is that urge to perform well to meet with the expectations of parents, teachers and the society since it is their general belief that a child's success in life rests solemnly on academic achievement. However a close look at the present Nigerian Educational institutions reveals that youths find some difficulties in coping with life situations, a result of which is the expression of destructiveness, sexual promiscuity, organization of demonstrations at schools, failing tests and examinations e.t.c. These difficulties may not be far from the fact that our society generally, is so much test achievement oriented, with the result that students who cannot meet up with the parents and society's expectations may develop negative self-esteem, unsteady study-habits and poor performance in school tests and examinations

This single unrealistic expectation of the society on academic achievement especially in Nigeria has resulted in students and their parents taking the issue of academics a do or die affair. Thus students, teachers, schools and parents want to compensate by engaging in one form of examination malpractices or the other. The problem of examination malpractice which Afigbo in Adegbite (1999) referred to as the deadly cankerworm of the Nigerian education system is no more new or hidden. Nowadays, the situation has become worst to the extent that hardly any examination conducted be it private or public, class weekly tests, school quarterly or terminal and annual promotion examination without this menace being reported. It is imperative therefore to look for a more justified device which can facilitate teaching and learning, make knowledge permanent and result into an academic performance which will commensurate the students ability. These devices include developing the right personality factors in the students such as creativity, good study habits and positive self-esteem. Some psychologist such as Fayonbo (2001) and Amanda (2009) are of the opinion that some aspects of personality factors which include elements of creativity, good study habits and positive self-esteem are required for good test performance, while their absence may have adverse effect on academic achievement.

The relationship between creativity and academic achievement has been examined by a number of investigators. According to ones study, creativity is highly correlated with academic achievement. Ai, (1999). Ai (1999) noted that the zeal to investigate the relationship between creativity and academic achievement dates back to the 1960s when Getzels (1962) first reported of their research on the role of creativity in school achievement. Karimi (2000_ replicated the studies of (Haddon, 1968k Kranse, 1972, 1977) on the secondary school students in the Shiraz school in Iran. The result show the relationship between creativity and academic achievement to be as low as 25%. Scholars such as behroozi (1997),

Nori (2002), showed that creativity was not related to academic achievement in any significant way.

Olatoye and Ogundoyin (2007) describe creativity as a basic tool for progress in any society or community. It is so important that any society that wants to make headway in any area of development must not loose sight of it. According to Getzels in Dingleline (2003), creative thinking is the highest of mental function and creative production, the peek of human achievement. Salawu (1991) in his findings confirmed that individual's achievement is functional to his/her perpection of self and that any individual is motivated by a need to achieve at a level, which is consistent with his current self perceptions. Marafa (1999) remarked that children who perceive themselves positively tended to have higher academic achievement than these who perceive themselves negatively. He further explained that the influence of self has no racial boundaries; students with negative conception of their abilities seldom succeed in school regardless of their colour or race. On the relationship between self-esteem and achievement motivation, Tayo (2002) in her study confirmed that, there is statistically significant relationship between college women self-esteem and the achievement motivation and the self-esteem of their counterparts who have low achievement motivation. On study habits, Ogunsanwo (2005) opined that, study habit is determined purposefully behaviour that the individual adopts in order to learn and achieve competence creating good study habits is essential for success in schools. Kizlik (1997) described study habits as simply a behaviour pattern that is repeated until it becomes automatic. Studies on study habits in relation to achievement performance conducted by Owumanam and Osugbeje (1989) revealed that students with effective note taking performs significantly better than those who do not. In the same vein Jegede (1989) reported a positive relationship between ones study behaviour (time and period used) and his/her academic performance.

Onwuegbuzies, Slate & Schwatz (2001) conducted a series of studies to find out the relationship between study habits and academic success and reported positive relationship between study habits and academic success. Riz, Kiran and Malik (2002) conducted a research on relationship between study habit with educational achievement. The study was undertaken in the University of Agriculture, Faisalabal, Pakistan; participants were all the 150 students of B.Sc Home Economics and M.Sc Home Economics (Food and Nutrition) during the year 2000-2001. The data they collected was analysed using X2 to draw conclusion. They concluded that there exist a significant and positive relationship between achievement and proper study schedule up by the students. Hussain (2006) conducted a study and found that there is a relationship between study habits and academic achievement of elementary and secondary school students.

Statement of the Problem

The ability of study effective is important for any student success in school. Many capable students at all level of education may experience frustration and even failure in school not because they lack the ability but because they do not have adequate study skills. Good study skills benefits students beyond improving their academic performance. Students who have developed good study skills are also more likely to experience an increase feelings of competence and confidence as they learn.

Creativity is a very important factor in a child's academic activities, while good study habit enhances creativity. Creativity and good study habits make a child to have good self-image of himself. The combination of these three factors facilitates a very good academic performance. However, many students could neither identify their potentials nor make use of their creativity many of them have poor reading habit while many have low self-esteem towards academics. The desire to pass examination by all means without studying effectively usuallu leads students into examination malpractice. These are what cumulated to students poor academic performance and eventually lead the efforts of all education stakeholders to a wastage. To find a lasting solution to this problem there is need to conduct a study to investigate the relationship among creativity, study habits, self-esteem and academic performance of students in secondary school in Sokoto state.

Research Questions

The following research questions were raised to address the study: to find out

1. If creativity is related to study habits of secondary school students in Sokoto State.
2. If creativity is related to self-esteem of secondary school students in Sokoto State.
3. If creativity is related to academic performance of students in secondary schools in Sokoto State.
4. If there is relationship among creativity, study habits, self-esteem and academic performance of secondary school students in Sokoto State.

Hypotheses

These following null hypotheses were tested in the course of this research.

1. There is no significant relationship between creativity and study habit of secondary school students in Sokoto state.
2. There is no significant relationship between creativity and self-esteem of secondary school students in Sokoto state.
3. There is no significant relationship between creativity and academic achievement of students in secondary schools in Sokoto state.

4. There is no significant relationship among creativity study habits, self-esteem and academic achievement of secondary school students in Sokoto state.

Research Design

The correlational research design was adopted in this study to find out the relationship between creativity, study habits, self-esteem and academic achievement of secondary school students in Sokoto state. Correlational research is more popular with finding degrees of relationship. In other words, it is interested in attempting to determine whether there is a relationship or not between two or more quantifiable variables and to what degree this relationship exists. The function of a correlational research is, therefore to establish relationship (or lack of it) or to use relationship in making predictions.

Population

The target population for this study were all students of the sixty one (61) state own senior secondary schools in Sokoto state. These sixty one (61) schools have an estimate population of 26,019 students according to Sokoto state Ministry of Education, Planning, Research and Statistics division as at September, 2009. All these sixty one (61) schools are located under six (6) education zones.

The zones are: Bodinga, Gwadabawa, Sokoto North, Sokoto South, Goronyo and Yabo. It should be noted that as of now, all the state government secondary schools in Sokoto state are single sex institutions; either boys only or girls only.

Sample and Sampling Technique

Six senior secondary schools were purposely selected from six educational zones across the state. Using Krejicie & Morgan table of determining sample size, from total population of 26,019,380 respondents were proportionately drawn from six selected schools.

From each selected school, random sampling was used to pick respondents from identified sample to respond to the instruments. A total of 380 respondents were drawn from the six schools as sample size for this research.

The main purpose of this study was to find out whether creativity, study habit and self-esteem have any effect on academic achievement of secondary school students in Zamfara state. To achieve this aim, the following instruments were used for the collection of data.

a Creativity scale: adopted version of test 6 of the Success Potential Battery (SPB) developed by Animasahun (2007) to measure creativity.

b. Study-Habits Inventory (SHI): adopted version of study - habits inventory developed by Bakare(1977) to measure habits

c. Self- esteem scale: an adopted version of section A of Adolescent Personal Data Inventory (APDI)

developed by Akinboye (1985) to measure self esteem.

d. Students Achievement Test Scores in English Language and Mathematics to measure academic performance.

Creativity scale of Success Potential Battery (SPB) (Animasahum, 2007)

Sub scale test size (6) of success Potential Battery (SPB) developed by Animasahum (2007) was used to find out the relationship between creativity and academic achievement. Success remains the ultimate goal of human endeavour, be it in private, marriage, business, education, religion, health, politics etc, however, it connotes one thing or the other to different individual of diverse background and callings. Nevertheless, the fact remains that the way you perceive success dictates how you pursue it. Unfortunately, what many people call success is far from the truth, and so, the pursuance of these pseudo-successes which are not lasting leads to frustration, untimely death and vanity (Animasahum, 2007). For the purpose of this study, test six (6) of SPB was adopted by the researcher. The test contains thirty-three (33) items out of which the researcher made use of twenty-five (25). The respondents were required to kindly rate themselves objectively based on their current behaviour or disposition towards each item.

Validity of test 6, sub-sale of SPB

The validity of this instrument was provided by it's author Animasahum (2007) and used by the researcher for the purpose of this study. Thus: the scale has a crombach alpha (oo) of 0.9193 (Animasahum. 200").

Reliability of SPB sub scale test 6

The author of the inventory (Animasahum, 2007) has found the reliability of the instrument thus: the reliability coefficient of test 6 sub scale of SPB using Guttman split half (r) is 0.8580. This shows a high correlation coefficient which implies that the instrument can be adopted for this particular research.

Study Habit inventory (SHI)

The study habits inventory (SHI) developed by Bakare (1977) was used as the research instrument to find out the relationship between study habits and academic achievement. The SHI is a self report inventory which enables the individual students to describe the situations, habits and conditions which affect his use of study time and subsequent performance on tests and examination, (Bakare, 1977).

Validity of study habit inventory (SHI)

The validity of the instrument was provided by the author himself, Bakare (1977). This was reported by Shuaibu (1991). Thus: the validity of SHI has been determined through a number of studies.

Correlation of 0.66, 0.60, 044, 053 and 0.56 at 0.05 and 0.01 level of significance were respectively established at different times (Bakare, 1977) in Shuaibu (1991).

Reliability of SHI

This same instrument was used by Shuaibu (1991) at ABU, Zaria to measure study habits of her respondents and proved to reliable. She reported as follows: "the test-re-test reliability of the SHI was established by administering it twice to a group of thirty boys and twenty eight girls, with a time interval of three weeks" (Shuaibu 1991:52). Thus the reliability coefficient of SHI was found to be 0.83 and 0.64 respectively at 0.05 level of significance (Bakare, 1977).

Validity of self-esteem scale

Adolescent personal data inventory (APDI) was developed by a renowned scholar of international academic standard provided the validity of the instrument. The author of the instrument Akinboye (1985) gave an index of construct validity of the scale to be 0.62 while the coefficient alpha for internal consistency was 0.75 which is an index of item homogeneity (Akinboye, 1985). The instrument had been shown to be valid as it has been widely used by researchers among Nigerian samples with success (Salami, 1999).

Reliability of self-esteem scale of APDI

The reliability level calculated by factor analytical approach is 0.67. The coefficient of test - re- test reliability was found to be (re = 0.80). (Akinboye. 1985).

Instrument of academic achievement

The student's raw scores in English language and mathematics for about two academic years in their J.S.S. 3 and S.S 1 were obtained. The average score was found for each student and then tne total for all the students, and thus correlated with relevant variables for results.

Method of data analysis

The four hypotheses were analysed by using inferential statistics. Hypotheses 1-3 were analysed using Pearson Product Moment Correlation statistics, while multiple regression analysis was used for hypotheses 4.

Presentation, Analysis and Discussion of Data

Hypothesis 1 : There is no significant relationship between creativity and study habit of secondary school students in Sokoto state.

Table 4.2.1: Table Showing Correlation between creativity and study habit

Variable	N	Mean	SD	Df	r-cal	r-crit	Remark
Creativity	380	112.72	5.978				

Study -habit	380	104.62	15.925	378	.186	.095	Significant

From the above table, it is found that creativity has a calculated r-value of. 186 at 0.05 level of confidence, using 378 degrees of freedom as against the critical r-value of .095. This indicates that there is a relationship between creativity and study habit. Thus, because of this, the hypothesis which states that there is no significant relationship between creativity and study habit is not rejected.

Hypothesis 2: There is no significant relationship between creativity and self-esteem of secondary school students in Sokoto state.

Table 4.2.2: Table showing Correlation between Creativity and Self-esteem

Variable	N	Mean	SD	Df	r-cal	r-crit	Remark
Creativity	380	112.72	5.978	378	.127	.095	Significant
Self-esteem	380	112.65	4.562				

A look at the table above shows that creativity has a calculated r-value of .127 at 0.05 level of confidence, using 378 degrees of freedom as against the critical r-value of .095. This points that there is a relationship between creativity and self-esteem. Therefore, the hypothesis which states that there is no significant relationship between creativity and self-esteem is not rejected.

Hypothesis 3: There is no significant relationship between creativity and academic achievement of secondary school students in Sokoto state.

Table 4.2.3: Table showing Correlation between creativity and academic achievement

Variable	Mean	SD	Df	r-cal	r-crit	Remark
Creativity	112.72	5.978	378	.252	.095	Significant
Academic Achievement	76.45	9.964				

From the-table above, it can be seen that creativity has a calculated r-value of .252 at 0.05 level of confidence, using 378 degrees of freedom as against critical r-value of .095. This shows that there is a relationship between creativity and academic achievement. Thus, this indicates that the hypothesis which states that there is no significant relationship between creativity and academic achievement is not rejected.

Hypothesis 4: There is no significant relationship among creativity, study habit, self-esteem and academic achievement of secondary school students in Sokoto state.

Table 4.2.4: Table showing Correlation between creativity, study habit, self-esteem and academic achievement

Variable	R	R^2	Adjusted R^2	SE	Beta	F	Sig.

Creativity	.041	.002	.000	14.589	-.041	.631	.000
Study habit	.095	.009	.006	14.535	-.095	3.417	.000
Self-esteem	.032	.001	-.002	14.593	-.032	.379	.000
Academic Achievement	.083	.007	.004	14.522	.083	2.597	.000

From the table above, it can be reportea that creativity has a beta value of .041 and an F-value of .631, study habit has a beta value of -.095 and an F-value 3.417 and self-esteem has a beta value of-.032 and an F-value of .379 while academic achievement has a beta value of .083 and an F -value of 2.597.

A look at the coefficient of determination shows that creativity has an R^2 value of .002, study habit has an R^2 value of .009. self-esteem has an R^2 value of .001 while academic achievement has an R^2 value of .00". This is an indication that study habit is more related to academic achievement than either creativity or self-esteem because it explains 0.9% of the variations in the dependent variable. This indicates that study habit is a better predictor of academic achievement of students than their creativity or self-esteem. Therefore, the hypothesis which states that there are no relations among creativity, study habit, self-esteem and academic achievement of students is rejected.

Discussion of Findings

From the findings of the hypothesis results analysed above, the major discussion would be as follows:

Hypothesis 1: This hypothesis finds a significant relationship between creativity and study habit. This result conforms with common sense in that a creative minded child will develop a good study habit and eventually perform well in his examinations.

Hypothesis 2: In respect of this hypothesis, the result also sees a relationship between creativity and self-esteem. Creativity is an element of intelligence. A creative child therefore, who is reading hard, employing all the study strategies, will have confidence in himself/herself and develop a positive self-esteem which will enhance his/her academic achievement.

Hypothesis 3: Its result finds relationship between creativity and academic achievement. This finding conformed with the research findings of many of the researchers who worked on these two variables previously. A particular reference can be made to researches carried out in respect of the relationship involving creativity and academic achievement. The findings indicated the majority of the studies reported positive correlation between creativity and achievement while very few did not.

Hypothesis 4: Finally, when multiple regression was used to analyze the relationship among the

three independent variables vis-a-visa: creativity, study habit, self-esteem and the dependent variable i.e academic achievement, the result shows that there is significant relationship between them all. This connotes, students should be helped to identify their potentials, developing their creativity, forming a good study habit and developing a positive self-esteem. No doubt, this will lead to a good academic performance of students.

Conclusion

The study established that there is relationship among creativity, study habit, self-esteem and academic achievement. It is imperative therefore that both home and school should create and encourage relaxed atmosphere for students. Their minds should be tailored towards realistic programmes that will facilitate creativity in them. Well equipped libraries should be established in secondary schools and students should be encouraged to make judicious use of them. Parents, teachers and guidance counselors should endeavour to help students to develop positive self-esteem. If all the aforementioned are actualized, no doubt there would be improvement in academic performance of secondary school students in Sokoto state.

Recommendations

Since both the previous and present researches confirmed that, the three independent variables i.e. creativity, study habit and self-esteem are strong factors that can enhance academic achievement, then all hands must be on deck to develop these variables among secondary school students in Sokoto state in order to attain a greater academic achievement.

Therefore, the following recommendations have been made:

1. There is need for the state government to employ and post trained professional psychologists/Guidance and Counsellors to all secondary schools across the state. This category of personnel will use his professional expertise to help the students in identifying their potentials, abilities and disabilities and get fully prepared for the challenges ahead of them.

2. All secondary schools across the state should be provided with well equipped libraries, science and technical laboratories and school facilities. And students should be encouraged to the best use of these facilities particularly the library. This would enhance students' learning ability and result in a better academic performance of the students.

3. There is need for continual improvement of teaching methods through workshops, seminars and conferences. It is the responsibility of the state government to organize from time to time refresher its

teachers. This will help to keep the teachers aware of new innovations with regards to teaching. Through this, teachers will be able to apply the new acquired experience from workshops, seminars and conferences in supporting tha various groups of learners to offer assistance where necessary.

4. Students should always be encouraged to boost their self-esteem through hard working and optimism. The teachers on their own part should vary their teaching methodology order to avoid bareness. Parents should desist from forcing subjects on their children with the aim of producing doctors, engineers and other lucrative professions. Rather, students should be given freedom of choosing subjects base on their abilities, interests and needs. Stories about some heroes around the students' locality could be told to encourage them to work harder and be optimistic.

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