





# Analysis of the Average Study Time of Akwa Ibom State University Students and the Factors affecting it

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Abstract	Article History
<p>The study investigated the average study time of students of Akwa Ibom State University, Ikot Akpaden, Mkpato Enin Local Government Area, Akwa Ibom State and the factors affecting it. The University student's population of 9882 students from the eight faculties were first divided into eight strata. The number of sample was determined using Cochran's formula and each of the faculties was allocated sample using proportional allocation. A simple random sample was then used in administering questionnaire to each department of the faculty and the information obtained was analyzed using Minitab and Excel software. Results showed that the mean hour of study per week by Akwa Ibom State University students stood at between 15.3 and 15.45 hours with a standard error of 0.34 at 95% confidence interval. Finally, a test of hypothesis carried out proved that epileptic power supply to the institution and lack of hostel accommodation in campus adversely affected the study time of the students.</p> <p><b>Keywords:</b> Study time, grades, academic performance, simple random sampling.</p> <p><b>How to cite this paper:</b> Isaac, A. A., &amp; George, E. U. (2025). Analysis of the Average Study Time of Akwa Ibom State University Students and the Factors affecting it. <i>IPS Journal of Physical Sciences</i>, 2(2), 90–100. <a href="https://doi.org/10.54117/ijps.v2i2.13">https://doi.org/10.54117/ijps.v2i2.13</a></p>	<p>Received: 17 Oct 2025 Accepted: 06 Nov 2025 Published: 16 Nov 2025</p> <p>Scan QR code to view*</p>  <p>License: CC BY 4.0*</p>  <p>Open Access article.</p>

## 1. Introduction

In any academic environment the world over, academic performance by students is given top priority by both the students as well as the management. It is the performances of students in any institution in an examination that projects or tells about the quality or standard of education of the institution. It is also one of the factors used by different organizations in ranking universities, polytechnics, and colleges of education hence, no institution jokes with academic excellence of their students. However, several studies have shown that the quality time a student puts into study or simply, study time (ST), is one of the factors that impact greatly on students' academic performances. Studies have also shown that students with high grades in their examinations have learned or studied well and may have put up some good time in studying while the ones with low grades are poor or weak learners and this can be attributed to the fact that their studying time was all time low. In a recently conducted test in a mathematics course, out of about two hundred and fifty (250) students that wrote the test, over 70 % had less than 4 over 15 marks. Low scores in test and examination nowadays are not limited to mathematics courses but all courses and this is the complaint by all lecturers. Lecturers have observed with this ugly trend with dismay and have attributed it to low/poor study time by students aside other mitigating factors.

The Heritage Foundation recently compiled data from the Bureau of Labour Statistics, American Time, use survey from 2009 – 2022 and came out with the verdict that “unless you have spent much time on a university campus , the results might surprise you. In their report, they concluded that for an excellence performance to be achieved, a college student must study up to 19.9 hours a week. The findings further indicated that the number of study hour is lower for students who are on full time or part time employment. Ukpong and George (2020) investigated the length of study time behavior and academic achievement of Social Studies Education students in the University of Uyo, Uyo, Nigeria in order to determine the difference in the academic achievement of the long study time students and their short study time counterparts in Social Studies

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Education. Though they did not give the value of an optimal study time, yet, they showed that academic performance of a long study time students was significantly different from that of their short study time counterparts. Cote & Levine (2000), Singh, Granville and Dika (2002) in their separate researches, concluded that a good academic result in an examination is positively correlated with ST, that the higher the ST, the higher the performance scores or grades and the lower the ST, the lower the performance. Nonis and Hudson (2005) analyzed the personality variables of 228 universities students attending a medium size AACSB accredited public university. Using a hierarchical regression model, they discovered that self-reported time per credit hour spent on academic activities outside of classroom explains a significant portion of the variation in the semester grade point average (GPA) for senior students, but has no impact on the cumulative GPA. Brookshire and Palocsay (2005) also analyzed the achievement of undergraduate students in public management and science courses and reported that overall academic achievement as measured by students' G.P.A has a significantly higher impact on achievement than students' mathematical skills as measured by their study time scores.

Furthermore, it has been established that several internal and external factors affects ST and by extension, academic performance. Rothkopf (1982), Logunmakin (2001) in their researches to predict student's success, posited that physiological factors like anxiety, stress from outside engagement like chores, parental involvement in homework, hunger, lack of care and affection all have transferred effects on students' performance. Roger Mancastroppa, an associate Director of the Academic Skills Centre at the University of Richmond identified passion for the course a student is studying as a motivation for increased ST. Cote & Levine (2000) stated that factors such as motivation impact greatly on students' ST and achievement. Angwaomaodoko and Ejuchegahi (2023) showed that student from a rich background do better than those from poor background meaning that financial strength of parents affects studying and by extension, academic excellence. Islamiyyah Omoshalewa Olayemi, a third year law student at the University of Ibadan posited that regular power supply is one of the germane things to the lives of students and their academic success, that, electricity is needed to power gadgets such as phones and personal computers and that the use of water is dependable on power supply as low or epileptic power supply will lead to low availability or even unavailability of water and as such affecting other things like baths, cooking, washing clothes etc thus impacting negatively on the study time of students. He further said that since the world has gone digital and most students keep their studying materials on either their phones or personal computers, not having enough power supply to charge their gadgets implies that most students won't have adequate access to their study materials, they won't be able to meet up with their assignment deadlines, they also won't be able to make extensive research in addition to what they have been taught in class, if they want to print the materials, there would be additional cost as the people operating the cafes would have to use generator since there is no light and looking at the high cost of petrol, the price for printing when there is no power supply will be very high compared to when there is light, thus causing additional burden for the students (Sahara reporter .com)

To this end, the knowledge of the study time a university or college students put into study have become a global concern. More so, the factors, both internal (personal and family) and external (school or management) affecting study time has to be investigated and addressed by universities and other education stakeholders for the best interest of the university or college. This has become extremely very necessary in order to ascertain the academic performance as well as the intelligent quotient of the students. With this, a need is felt to carry out this research in line with global trend. The need to analyze and estimate the study time (ST) of Akwa Ibom State University students and the factors affecting it is motivated by the need to ascertain the quality as well as the quantity of study time / learning by students of the University if it meets the global standard especially nowadays where learning/ studying by university students is at all-time low resulting in poor academic productivity. This research will look at the average study time of the university students per week. Study time include time for lecture, doing assignment, group study, night classes, and time spent in all other academic activities.

A multistage sampling scheme is used in the study. Stratified sampling scheme is first used in allocating questionnaire to the eight strata (faculties) while simple random sampling scheme is used in distributing or sharing the questionnaires to all the departments in each faculty. Data collection, sorting and analysis using Minitab and Excel software will be carried out and test of hypothesis will be done using chi-square test statistic. For the analysis of the data, references are made to Michael (2017, 2025), Akra (2024), Isaac et al (2017) and Usen (2021).

## 2. Review of Related Literature

Research on study time and factors affecting it has a rich foundation and literature. **According to Palm Beach Community College (2008)**, Professor Palm Beach of the University of California was the first to come out with a theory about ST and learning for predicting and controlling learning outcomes and behaviors in 1864. He said that “academic achievements is a function of the time spent on the task needed to complete the task and that students nowadays are spending less time studying than they used to in the past”. He further went on to say that “an average student in the University of California doing a four year university program used about 18 hours a week and hit the books for just 14 hours, less than they use to do in the past”. The theory was what ignited large scale research on ST and learning behaviors especially among university and college students.

Kunal (2023) in his research at the University of Wisconsin said that ST, ability, attitude and inventories were factors found with standardized tests and previous grades as parameters for academic performance. He posited that study skill inventories and constructs are largely independent of both high school grades and scores on standardized admission tests but moderately related to various personality construct. He concluded that in all, long ST and skill measures tend to improve prediction on academic performance more than short study sessions.

Nneji (2002), Nathan (2008), and Gbore (2016) in their separate studies on the relationship between ST and academic performance all agreed that study time attitude have strong relationship with academic performance of students while other researchers like Nneti (2002) and Adeyemo (2020) concluded that students’ academic achievement was the outcome of a combination of the study time behaviour and other factors in any course of study. Adeyemo (2020) specifically opined that study time attitude is an exercise that goes beyond merely reading for pleasure. He said that ST problems have to do with student’s engagement in home work, assignments, reading and note taking, study period procedure, students’ concentration in examination and teachers’ consultancy services and posited that a student who wants to graduate with a good grade has to read his or her book with understanding and that will take more time to be accomplished.

Angwaoomaodoko (2023) opined that students who are very successful in their desired career have longer study time and a student who applies the attitude in all his or her courses always come out successful. He further stated that it is necessary for students to develop good study habits in order to know how long it will take them to study and understand their course of study. Supporting this findings, Singh, Grandville and Dika (2002), agreed that a grade is a primary parameter showing such learning, that if a learner earns high grades or high marks, it is an indication that he / she may have taken time to study well , while low grades is interpreted as using less time for learning.

Sarah Dumen, Chris Masui and Jan Broeckmans (2011) of Hasselt University in their paper titled “Study time and academic performance: A conditional relation?” agreed that the relationship between ST and academic performance is glaring but that ST and grades is modulated by student characteristics and by the quality of the learning activities deployed while studying. Ukpong and George (2020) on their part, investigated the length of study time behavior and academic achievement of Social Studies Education students in the University of Uyo. The purpose was to determine the difference in the academic achievement of the long study time behavior students and their short study time behaviour counterparts in Social Studies Education. Their findings showed that academic performance of the long study time students was significantly different from that of their short study time counterparts.

Vicki Nelson , founder , College Parents Centrals states that college experience is about more than just course work, that it is about classes, exams, studying, working with professors and hopefully , gaining a wealth of useful knowledge and new ways of thinking. She concluded that in other for students to succeed, they need to put in more time.

A report by the National Survey of Students Engagement, a global organization for measuring student’s engagement in studies, posited that an average student spends about 17 hours a week studying one course. In the report, study includes homework, reading, preparing for class and other academic engagements. But just how much time should college students put into study? The Heritage Foundation recently compiled data from the Bureau of Labour Statistics, American Time, use survey from 2009 – 2022 answering just this. The verdict of that research is that “unless you have spent much time studying in a university campus, the results might surprise you.

### 3. Methodology

The methodology for this research is given under data collection and data analysis.

#### 3.1. Data Collection

The methodology for data collection employed for this research was multi-stage sampling. The first was stratified sampling scheme while the second was simple random sampling scheme. The University was first stratified into eight (8) strata based on the eight faculties of the University. The total students' population of the University for the study year given as  $N$ , being the sum total of students in each of the eight (8) faculties namely Physical Sciences ( $N_1$ ) Biological Sciences ( $N_2$ ), Engineering ( $N_3$ ), Arts ( $N_4$ ), Social Sciences ( $N_5$ ), Management Science ( $N_6$ ), Education ( $N_7$ ), and Agriculture ( $N_8$ ) was gotten from the Academic Affairs Unit. From the information, the total sample size, which is the total number of respondents to be given questionnaire was computed using the proportional allocation formula to allocate or share sample to each faculty (stratum). A simple random sample was then used in the distribution of questionnaire to every department in each faculty.

#### 3.2 Determination of total Sample Size

The data for this research was a primary source data. Before questionnaires were issued to respondents, sample size, that is, the number of respondents for the research was determined. This was to ensure that questionnaires were not given out to respondents arbitrarily. The total sample size was determined using Cochran (1977) sample size determination formula given as,

$$n_o = \frac{Z^2 pq}{e^2} \tag{1}$$

and the correction formula for finite population given as;

$$n_c = \frac{n_o}{1 + \{(n_o - 1) / N\}} \tag{2}$$

where,

$n_o$  = Number of sample

$Z$  = Critical value of the desired confidence

$p$  = The estimated proportion of the attribute that is present in the population under study

$q$  = The estimated proportion of the attribute that is not present in the population under study.

$e$  = desired level of precision.  $n_c$  = corrected  $n_o$

#### 3.3 Determination of Stratum Sample Size

To determine each stratum's sample size for the eight (8) faculties, we used the **Proportional Allocation** formula given as (Table 1);

$$n_s = n_c \frac{N_s}{N}; \quad s = 1, 2, \dots, 8. \tag{3}$$

Where;

$n_s$  = Sample size for sth stratum

$N_s$  = Population size of each stratum

$N$  = population of student for the year (session) under study.

$$\frac{N_s}{N} = \text{Stratum weight} \tag{4}$$

**Table 1:** Proportional Allocation of Sample to stratum

Stratum (s)	Population size in each stratum ( $N_s$ )	Population Size ( $N$ )	Stratum weight ( $\frac{N_s}{N}$ )	Estimated Sample Size ( $n$ )	Sample Size ( $n_s = n_c \frac{N_s}{N}$ )
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**3.4 Structure of Questionnaire**

The questionnaire was structured in such a way as to gather information for (12) weeks of academic exercise. A respondent gave the number of hours he used for studying in a day including Sunday and then computed the total for a week. The study time included attendance to class, homework and assignment, tutorials, consultancy with the lecturer, night classes, group study / discussions etc. Students stated the on –campus or external problems (factors) affecting their study time.

**3.5 Distribution of Questionnaire.**

The total number of questionnaire for each stratum (faculty) was determined by the Proportional Allocation formula and the number for each faculty was evenly distributed and every department was given. For example, the faculty of Physical Sciences was allocated 33 questionnaires and each of the six (6) departments that make up the faculty was given at least five (5) forms each.

**3.6 Data Analysis**

**3.6.1 Estimation of Sample mean:** The sample mean, ( $\bar{y}$ ) from respondents was computed using the formula;

$$\bar{y} = \frac{1}{N} [N_1 \bar{y}_1 + N_2 \bar{y}_2 + \dots + N_s \bar{y}_s] = \frac{1}{N} \sum_{i=1}^s N_s \bar{y}_s = \sum_{i=1}^s w_s \bar{y}_s \tag{5}$$

and the table for the computation of the sample mean is given in Table 2;

**Table 2:** Computation for sample mean

Stratum (s)	Population size in each stratum ( $N_s$ )	Stratum weight ( $\frac{N_s}{N} = w_s$ )	Stratum mean ( $\bar{y}$ )	Stratum weight x Stratum mean ( $w_s \bar{y}_s$ )
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**3.6.2 Estimation of Sample mean Variance:** The sample mean variance,  $\text{var}(\bar{y})$  from respondents is computed using the formula;

$$\begin{aligned} \text{var}(\bar{y}) &= \frac{1}{N_p^2} [N_1^2 \text{var}(\bar{y}_1) + N_2^2 \text{var}(\bar{y}_2) + \dots + N_s^2 \text{var}(\bar{y}_s)] \\ &= \frac{1}{N_p^2} \sum_{i=1}^s N_s^2 \left( \frac{N_s - n_s}{N_s} \right) \left( \frac{S_s^2}{n_s} \right) \tag{6} \end{aligned}$$

and the table for the computation of the sample mean variance is presented in Table 3.

**Table 3:** Computation for sample variance

1	2	3	4	5
Stratum (s)	$(N_s^2)$	$\left(\frac{N_s - n_s}{N_s}\right)$	$\left(\frac{S_s^2}{n_s}\right)$	$\frac{1}{N_p^2} \sum_{i=1}^s N_s^2 \left(\frac{N_s - n_s}{N_s}\right) \left(\frac{S_s^2}{n_s}\right)$

**3.6.3 Estimation of Bound Error:** The bound error is computed using the formula;

$$2\sqrt{\text{var}(\bar{y})} = 2\sqrt{\frac{1}{N_p^2} \sum_{i=1}^s N_s^2 \left(\frac{N_s - n_s}{N_s}\right) \left(\frac{S_s^2}{n_s}\right)} \tag{7}$$

**3.6.4 Estimation of Confidence Bound for the mean:** The confidence bound or interval, computed at 95 % confidence bound or interval using the formula;

$$\begin{aligned} &\bar{y} \pm 1.96\sqrt{\text{var}(\bar{y})} \\ &= \bar{y} \pm 1.96\sqrt{\frac{1}{N_p^2} \sum_{i=1}^s N_s^2 \left(\frac{N_s - n_s}{N_s}\right) \left(\frac{S_s^2}{n_s}\right)} \end{aligned} \tag{8}$$

**3.6.5 Test of Hypothesis.** Chi-square test of hypothesis to ascertain how significant the effects of each factor is was computed using the formula;

The chi-square –test of goodness of fit is given as;

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i} \tag{9}$$

where;

O = Observed frequency

E = Expected frequency

and

**Statement of hypothesis** are;

**H<sub>0</sub>:** The factor significantly affects the study time of AKSU students

**Versus**

**H<sub>1</sub>:** The factor does not significantly affects the study time of AKSU students.

The software for the analysis of this research was Mini-tap and Excel software

## 4. Result and Discussion

### 4.1. Computation of Sample size using Proportional Allocation Formula:

The number of questionnaire for any study cannot just be determined arbitrarily, rather, it has to be computed or determined using an acceptable statistical formula. In the computation of the number of questionnaires for this research (Table 4), we used the Proportional Allocation formula instead of Equal Allocation formula because the number of students in each strata (faculty) are not the same (Cochran, 3<sup>rd</sup> Edition, section 5.5; pp 89-90). The Proportional Allocation is computed thus;

**Table 4:** Determination of Sample Size.

S / N	Faculty	No. of Students	Total Number of Students	Ratio	Total Number of questionnaire	Ratio x Total Number of questionnaire	Approximate No of Questionnaire per Faculty
1	AGR	597	9882	0.06	370	22.35	22
2	ART	1542	9882	0.156	370	57.74	58
3	BOS	1348	9882	0.136	370	50.47	50
4	EDU	914	9882	0.092	370	34.22	34
5	ENG	1941	9882	0.196	370	72.67	73
6	MGT	1404	9882	0.142	370	52.57	53
7	PHS	877	9882	0.089	370	32.84	33
8	SOS	1259	9882	0.127	370	47.14	47
		9882				370	370

**4.2. Computation of the mean study Time.**

The variable or parameter of interest in this study was the mean or average. The mean or average study time is the average number of hours that each student puts into study per week. The formula for its computation is given as  $\sum_{i=1}^s w_s \bar{y}_s$  and since it carries summation sign, it was computed using table 5.

**Table 5:** Computation of mean hour of study.

Stratum (s)	Population size in each stratum ( $N_s$ )	Total Number of Students	Stratum weight ( $\frac{N_s}{N} = w_s$ )	Stratum mean ( $\bar{y}$ )	Stratum weight x Stratum mean ( $w_s \bar{y}_s$ )
AGR	597	9882	0.06	15.36	0.928
ART	1542	9882	0.156	15.61	2.436
BOS	1348	9882	0.136	15.59	2.127
EDU	914	9882	0.092	15.58	1.441
ENG	1941	9882	0.196	15.11	2.968
MGT	1404	9882	0.142	15.32	2.177
PHS	877	9882	0.089	15.14	1.344
SOS	1259	9882	0.127	15.57	1.984
					<b>15.4</b>

**4.3. Computation of Variance**

In sampling, sampling error is very essential. Sampling error is the measure of the disparity between the sample parameter and the true population parameter. In this study, the parameter of interest is the mean or average ST. The variance (Table 6) and the standard deviation are the two measures of this variability. Since it has summation (Equation 6), a table is used for its computation thus;

**Table 6:** Computation of Variance.

$N_s$	$n_s$	$(N_s^2)$	$\frac{N_s - n_s}{N_s}$	$S^2$	$\frac{S^2}{n_s}$	$N_s^2 \left( \frac{N_s - n_s}{N_s} \right) \frac{S^2}{n_s}$
597	22	356409	0.963149	11.29	0.513182	176162.5
1542	58	2377764	0.962387	11.45	0.197414	451747.5
1348	50	1817104	0.962908	11.3	0.226	395433.1
914	34	835396	0.962801	11.14	0.327647	263533.1
1941	73	3767481	0.962391	10.8	0.147945	536418
1404	53	1971216	0.962251	11.13	0.21	398328.8
877	33	769129	0.962372	11.13	0.337273	249645.2
1259	47	1585081	0.962669	11.11	0.236383	360698.7
9882	370					<b>2831967</b>
						<b>2831967/ (9882)^2 = 0.029</b>

**4.4. Computation of Bound Error from Equation (7)**

From the variance, we obtain the bound error or standard error which is the square root of the variance. This is given by the formula;

$$2\sqrt{\text{var}(\bar{y})} = 2\sqrt{\frac{1}{N_p^2} \sum_{i=1}^s N_s^2 \left( \frac{N_s - n_s}{N_s} \right) \left( \frac{S_s^2}{n_s} \right)}$$

= 0.34

**4.5 Computation of Confidence Bound for the mean hour of study**

The Confidence Bound is computed using (equation 8). The Confidence bound or interval is the interval the parameter of interest (Mean Hour of study) lies given a particular confidence level. In this study, the confidence level is 95%. The result is given as;

$$\bar{y} \pm 1.96\sqrt{\text{var}(\bar{y})} = 15.4 \pm 1.96 \times 0.029$$

$$= [15.35, 15.45]$$

**4.6 Analysis of the Problems Affecting Study Time:**

The two main problems (factors) that respondents identified as the factors that affect the study time of students of Akwa Ibom State University are epileptic power (electricity) supply and lack of hostel accommodation on campus.

For epileptic power (electricity) of total 370 respondents, 204 respondents representing 55.1% were of the opinion that epileptic power affects study time, 145 respondents representing 39.20 % said that epileptic power does not affect study time while 21 respondents representing 5.70% were neutral. This is given in the table 7.

**Table 7:** Respondents on the effect of Epileptic Power supply on study time

Faculty	Yes	No	Neutral	Total
AGR	18	3	1	22
ART	22	31	5	58
BOS	37	10	3	50
EDU	15	18	1	34
ENG	45	25	3	73
MGT	20	30	3	53
PHS	27	3	3	33
SOS	20	25	2	47
<b>Total</b>	<b>204</b>	<b>145</b>	<b>21</b>	<b>370</b>
	<b>55.1 %</b>	<b>39.20 %</b>	<b>5.70 %</b>	

For lack of hostel, of a total of 370 respondents, 228 respondents representing 61.6% were of the opinion that lack of hostel on campus affects study time, 117 respondents representing 31.6 % were of the opinion that lack of hostel on campus does not affect study time while 25 respondents representing 6.80% were neutral. This information is given in the table 8.

**Table 8:** Respondents on the effect of lack of hostel accommodation on study time

Faculty	Yes	No	Neutral	Total
AGR	15	3	4	22
ART	40	16	2	58
BOS	37	10	3	50
EDU	15	18	1	34
ENG	52	15	6	73
MGT	20	30	3	53
PHS	25	5	3	33
SOS	24	20	3	47
	228	117	25	370
	<b>61.6 %</b>	<b>31.6%</b>	<b>6.80%</b>	

**Test of Hypothesis.** Chi-square test of hypothesis is carried out to ascertain how significant the effects of each factor is. The chi-square –test of goodness of fit is given in Equation (9) will be used

**Statement of hypothesis 1**

**Ho:** Epileptic power supply **does not** significantly affects the study time of AKSU students.

**H1:** Epileptic power supply **does** significantly affects the study time of AKSU students.

**Decision Rule:**

**Reject Ho if**  $\chi^2$  calculated  $>$   $\chi^2$  critical and Accept otherwise.

Using minitab software, we compute the Chi-square test and the result is here displayed.

<i>Faculty</i>	<i>YES</i>	<i>NO</i>	<i>NEUTRAL</i>	<i>ALL</i>
AGR	18 12.12	3 8.62	1 1.25	22
ART	22 31.98	31 22.73	5 3.29	58
BOS	37 27.57	10 19.59	3 2.84	50
EDU	15 18.75	18 13.32	1 1.93	34
ENG	45 40.25	25 28.61	3 4.14	73
MGT	20 29.22	30 20.77	3 3.01	53
PHS	27 18.19	3 12.93	3 1.87	33
SOS	20 25.91	25 18.42	2 2.67	47

**Result**

All 204 145 21 370

Pearson Chi-Square = 49.116, DF = 14, P-Value = 0.000

and  $\chi^2(14, 0.05) = 23.68$ .  $49.11 > 23.68$ , thus Ho is rejected.

**Statement of hypothesis 2**

**Ho:** Lack of hostel does not significantly affects the study time of AKSU students.

**H1:** Lack of hostel does significantly affects the study time of AKSU students.

**Decision Rule:**

**Reject Ho if**  $\chi^2$  calculated  $>$   $\chi^2$  critical reject and Accept otherwise.

Using minitab software, Chi-square test is computed and the result is here displayed.

<i>fACULTY</i>	<i>YES</i>	<i>NO</i>	<i>NEUTRAL</i>	<i>ALL</i>
AGR	15 13.56	3 6.96	4 1.49	22
ART	40 35.74	16 18.34	2 3.92	58
BOS	37 30.81	10 15.81	3 3.38	50
EDU	15 20.95	18 10.75	1 2.30	34
ENG	52 44.98	15 23.08	6 4.93	73
MGT	20 32.66	30 16.76	3 3.58	53
PHS	25 20.34	5 10.44	3 3.58	33
SOS	24 28.96	20 14.86	3 3.18	47

**Result**

All 228 117 25 370

Pearson Chi-Square = 45.553, DF = 14, P-Value = 0.000

and  $\chi^2(14, 0.05) = 23.68$ .  $45.55 > 23.68$ , thus Ho is rejected.

## 5. Discussion

From the results obtained in table 5 and table 6, it could be observed that the average hour of study per week by students of Akwa Ibom State University is 15.4 hours with a standard error of 0.34. At 95% confidence interval, the average study time lies at between 15.3 and 15.45 hours. This is far below the Heritage Foundation findings of 19.9 as the average study time per week a university student puts into study for an excellence result to be achieved and less than that for those who have part time or full time jobs (U.S Bureau of Labour Statistics Report). National Survey of Students Engagement, a global organization for measuring student's engagement in their studies ([nsse.iub.edu/links/surveys](https://nsse.iub.edu/links/surveys)), posited that an average student spends about 17 hours a week studying for excellent result to be achieved. This result is in sync with the position of Zayna Williams, a sophomore pre-nursing major at Florida Agricultural and Mechanical University, who says that she studies at least 15 hours every week. (<https://www.usatoday.com/story/college/2014>).

From table 7, a total of 204 respondents representing 55.1 % of the total respondents agreed that epileptic power supply in the university affects study time, 145 respondents representing 39.2 % said that epileptic power supply does not affect study time while 21 respondents representing 5.7% were neutral.

Finally, from table 8, a total of 228 respondents representing 61.6 % of the total respondents said that lack of hostel in campus affects study time, 117 respondents representing 31.6 % said that lack of hostel accommodation does not affect study time while 25 respondents representing 6.8% were neutral.

The findings of this research from the test of hypothesis carried out, is that epileptic power supply and lack of hostel in the university adversely affect the study time of the students. This is in agreement with the position of VOX POP: STUDENTS' EXPERIENCE ON THE EPILEPTIC POWER SUPPLY ON CAMPUS October 10, 2023.

## 6. Summary and Conclusion

The entire student population of Akwa Ibom State University, Ikot Akpaden was divided into eight strata based on the eight faculties of the university and administered questionnaire for the purpose of ascertaining the average study time of the students of the university whether it meets the global standard. It was also to ascertain the external factors that affect their study time. By external factors, we mean the factors that are associated with basic provisions in the university. We conclude that.

1. The mean hour of study time of Akwa Ibom State University is 15.4 hour per week. This is low when compared with the findings by the Heritage Foundation of the National Survey of Students Engagement (NSSE), a globally accepted survey that an average study time for college student is 19.9 per week. This is not altogether bad. It means that they are close to the mark but has not reached it. The study covers both non-exams and exams period, so there is no reason to suggest that it would have been better if exams period was covered.
2. The twins problem of epileptic power supply and lack of hostel on campus contributed significantly to the low mean or average study time. These problems affected night classes, tutorials and group study.

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## Competing Interest

We the authors wish to declare that there is no competing interest.

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