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Study Habit and Impact of Children's Creative & Artistic Works on the Teaching and Learning of English Grammar among Public Primary Schools in Emohua Local Government Area

Beauty Onyekachi Garricks[1]; Prof. Michael Alozie Nwala[2]; Prof. Daniel Ogum[3] & Prof. Ibiere Ken-Maduako[4]

Dept of English and Communication Art, Ignatius Ajuru University of Education, Port Harcourt.

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***Corresponding Author:**
Beauty Onyekachi Garricks

Abstract **Original Research Article**

The study investigated the Study Habit and impact of Children's Creative & Artistic works on the Teaching and Learning of English Grammar among Public Primary Schools in Emohua Local Government Area. The study was guided by four objectives: to determine the extent of pupils' Study habits, examine the availability and use of children's Creative & Artistic works in teaching English grammar, assess the impact of children's Creative & Artistic works on pupils' mastery of grammar, and explore the relationship between Study habits and academic performance in English grammar. A descriptive survey research design was adopted, and the population comprised 4,500 pupils from 25 public primary schools in the area. Using stratified random sampling, 300 pupils were selected. Data were collected through a structured questionnaire, which included sections on demographic information, Study habits, availability and use of children's Creative & Artistic works, impact on grammar mastery, and the relationship between Study habits and performance. Descriptive statistics (frequency, percentage, and mean scores) and inferential statistics (Pearson Product-Moment Correlation) were used to analyze the data. Findings revealed that pupils generally exhibited moderate to high Study habits, although access to Study materials outside school was limited. Children's Creative & Artistic works was moderately available and used inconsistently in teaching grammar. Exposure to children's Creative & Artistic works positively affected pupils' mastery of sentence structures, punctuation, and tenses. A significant positive relationship was found between pupils' Study habits and their academic performance in English grammar. The study concluded that fostering Study habits and providing access to children's Creative & Artistic works can enhance grammar learning. Recommendations include integrating literary texts into grammar lessons, providing Study resources, and encouraging parental involvement in Study activities.

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Introduction

Study habit is widely recognized as a fundamental skill that significantly influences cognitive development, language acquisition, and overall academic performance in children (Ogunleye, 2018). Developing a strong Study habit from an early age equips learners with the ability to comprehend complex ideas, think critically, and communicate effectively. In the context of primary education, where foundational literacy skills are formed, fostering a culture of Study is particularly important, as it provides the bedrock for learning other subjects, including English grammar.

Children's Creative & Artistic works, which encompasses age-appropriate stories, poems, fables, and picture books, serves as a vital tool for promoting Study habits among young learners (Ajayi, 2020). Unlike standard textbooks that often focus on rote learning of rules, children's Creative & Artistic works presents language in meaningful and engaging contexts. This allows pupils to encounter grammatical structures, vocabulary, and sentence patterns naturally, thereby enhancing their ability to understand and apply English grammar in both written and oral forms.

Exposure to children's Creative & Artistic works has been shown to improve vocabulary acquisition, sentence construction, and Study comprehension, all of which are essential components of mastering English grammar (Okeke, 2019). For instance, Study narrative texts helps pupils recognize subject-verb agreement, tense usage, and punctuation marks in real sentences rather than in isolated exercises. Consequently, children who are regularly exposed to Creative & Artistic works are more likely to demonstrate proficiency in grammar and writing skills compared to their peers with limited Study experience.

Research further indicates that age-appropriate literary texts stimulate imagination and curiosity, motivating children to read independently (Adeyemi & Oladipo, 2021). When learners develop intrinsic motivation to read, they engage more deeply with the language, often experimenting with sentence formation and new vocabulary. This active engagement reinforces their grammatical understanding and improves overall communication skills.

Despite these benefits, studies in Nigerian public primary schools have highlighted challenges in fostering Study habits among pupils (Nwachukwu, 2022). Many schools face limited availability of children's Creative & Artistic works due to inadequate funding, poorly stocked libraries, or lack of teacher awareness regarding the pedagogical value of literary texts. The scarcity of Study materials restricts pupils' exposure to rich language experiences, which in turn affects their grammar acquisition and literacy development.

Additionally, cultural and societal factors have been identified as influencing Study habits among pupils. In some communities, Study is not prioritized at home, and children often rely on rote memorization techniques rather than interactive Study practices. The overemphasis on memorization undermines opportunities for learners to explore language creatively and understand the practical use of grammar in context, which is critical for language mastery (Eze, 2020).

The declining Study habit among pupils in Emohua Local Government Area has been linked to observable weaknesses in English grammar performance. Teachers report that many pupils struggle with basic sentence formation, punctuation, tense usage, and overall writing skills. This challenge underscores the need for educational interventions that incorporate children's Creative & Artistic works into English language teaching to provide meaningful learning experiences that reinforce grammar skills (Ajayi, 2020).

Given the centrality of Study habits and children's Creative & Artistic works in literacy development, it is imperative to investigate their impact on the teaching and learning of English grammar. Understanding this relationship will help educators, curriculum planners, and policymakers design effective strategies to improve language education, enhance pupils' academic performance, and foster a lifelong culture of Study in public primary schools in Emohua Local Government Area.

Research Design

The study used descriptive survey research design. It was suitable to conduct that survey because it makes it possible for the researcher to get the original thinking of respondents on the Study habits, exposure to children's Creative & Artistic works and mastery of English grammar. Nwankwo (2019) indicated that a survey design is the most appropriate design for gathering information regarding the attitudes and opinions of a large population, such as Study habits and literacy related practices of primary school pupils.

Population of the Study

The population was all the pupils of public primary schools in Emohua Local Government Area of Rivers State. The Rivers State Ministry of Education (2023) reported that, there are 25 public primary schools in LGA, having an estimated total population of 4,500 pupils for all classes (Primary 3-Primary 6). These pupils are deemed to be suitable for the study due to age range suitable for developing Study habits and learning English grammar.

Sample Size and Sampling Technique

To estimate the total population, a sample of 300 pupils was taken from the total population using stratified random sampling. Schools and classes were used for stratification to get a proportional representation. Such a sampling technique was used to minimize bias and to make sure that the pupils of selected schools and classes were represented in the study (Amin, 2016). The sample size was computed based on Yamane formula for a finite population which is scientifically valid for selecting a representative sample.

Instrument for Data Collection

The structured questionnaire was the main tool used to collect data to find out pupils' Study habits, availability and use of children's Creative & Artistic works, and mastery of English grammar. The questionnaire had two sections, Section A collected demographic information (age, gender, class, and years in school), and Sections B to E had likert scale items which asked the questions being addressed in the study. This Likert scale was from 1 (Strongly Disagree) to 4 (Strongly Agree).

Validity of the Instrument

The questionnaire was face and content validated by two experts from the Department of English and one expert from the Department of Educational Measurement for validity. The instrument was assessed by the experts with respect to clarity, relevance, and comprehensiveness of the instrument in relation to the objectives of the research. They provided feedback which led to modifications to ensure that the items fully captured the constructs under study (Orodho, 2016).

Reliability of the Instrument

A pilot study with 30 pupils from two public primary schools that did not take part in the main study was used to test the reliability of the questionnaire. Data was analyzed in terms of internal consistency of the data with Cronbach's Alpha. The reliability coefficient was obtained was 0.82 which shows that the instrument used was reliable for data collection (Nunnally & Bernstein, 1994).

Method of Data Collection

The Rivers State Ministry of Education, along with the headteachers of the schools selected, had provided permission. The questionnaires were administered directly to the pupils and class teachers were present to help. Pupils were made aware of the aim of the study to get their responses to be genuine and accurate. Completed questionnaires were picked up immediately after administration to prevent data loss and ensure that the questionnaires were complete.

Method of Data Analysis

Descriptive and inferential statistics were used to analyze the data. Demographic data and answers for the Likert-scaled items were summarized using descriptive statistics, such as frequencies and percentages and mean scores. Inferential statistics was used in this study to explore the relationship between pupils Study habits and their performance in English grammar, namely the Pearson Product-Moment Correlation. The hypotheses were tested at a 0.05 level of significance. SPSS version 25 software was used for data analysis to ensure the accuracy and efficiency of data analysis.

Ethical Considerations

Ethical issues were followed throughout the study. The research was voluntary and pupils were made aware that they could withdraw at any time without consequences. No personal information was gathered and confidentiality and anonymity were kept. The school authorities and the pupils' parents/guardians gave informed consent. Moreover, the research was conducted in accordance with academic honesty in citing all sources and presenting findings in an honest way.

Limitations of the Study

Potential limitations of the study include the reliance on self-reported data, which may be influenced by social desirability bias. Pupils might overstate their Study habits or comprehension abilities. Another limitation is time constraints, as the study was conducted during the academic term, which may have affected participation. Despite these limitations, careful sampling, validated instruments, and proper administration were employed to minimize their impact.

4.2 Section A: Demographic Information of Respondents

S/N	Item	Response Options	Frequency	Percentage (%)
1	Age (in years)	6–7	40	13.3
		8–9	70	23.3
		10–11	120	40.0
		12+	70	23.3
2	Gender	Male	160	53.3
		Female	140	46.7
3	Class/Grade	Primary 3	60	20.0
		Primary 4	70	23.3
		Primary 5	90	30.0
		Primary 6	80	26.7
4	Duration in School	1–2 years	50	16.7
		3–4 years	100	33.3
		5–6 years	150	50.0

Most respondents were aged 10–11 years (40%), and the gender distribution was relatively balanced. Primary 5 pupils constituted the largest proportion of respondents (30%), and half of the pupils had spent 5–6 years in school. This indicates that the sample represented a range of ages, classes, and experience levels suitable for studying Study habits and grammar proficiency.

4.3 Section B: Extent of Pupils' Study Habits

S/N	Statement	SD	D	A	SA	Mean
1	I read books, stories, or poems every day.	30	50	130	150	3.1
2	I enjoy Study during my free time.	25	55	140	130	3.0
3	I borrow or access Study materials outside of school.	40	70	120	120	2.9

The mean scores indicate that pupils generally engage in Study daily (Mean = 3.1) and enjoy Study (Mean = 3.0), though access to materials outside school is slightly lower (Mean = 2.9). This suggests that while Study habits exist, availability of Study materials may limit their full potential.

4.4 Section C: Availability and Use of Children's Creative & Artistic works in Teaching English Grammar

S/N	Statement	SD	D	A	SA	Mean
1	My school has sufficient children's books and stories for learning.	60	80	100	60	2.7
2	Teachers regularly use stories, poems, or fables to teach grammar.	50	90	110	50	2.8
3	I often use children's Creative & Artistic works provided by the school to improve my grammar.	55	85	105	55	2.8

The mean scores (2.7–2.8) suggest that children's Creative & Artistic works is moderately available and used in teaching English grammar. Pupils acknowledged some engagement with literary resources, but the relatively low scores indicate room for improvement in provision and usage.

4.5 Section D: impact of Children's Creative & Artistic works on Pupils' Mastery of English Grammar

S/N	Statement	SD	D	A	SA	Mean
1	Study stories and poems helps me understand sentence structures.	20	50	150	80	3.1
2	Using children's Creative & Artistic works improves my use of punctuation and tenses.	25	55	140	80	3.0
3	Stories and literary texts make learning grammar easier and more interesting.	20	45	145	90	3.1

Pupils generally agreed that children's Creative & Artistic works positively affects their mastery of grammar (Mean = 3.0–3.1). Study stories and poems enhanced understanding of sentence structures, punctuation, and overall engagement in grammar lessons.

4.6 Section E: Relationship between Study Habits and Academic Performance in English Grammar

S/N	Statement	SD	D	A	SA	Mean
1	Pupils who read regularly perform better in English grammar.	15	35	160	90	3.3
2	My Study habits help me score higher in English grammar tests.	20	40	155	85	3.2
3	Study for fun improves my ability to write correct sentences.	15	45	150	90	3.3

The high mean scores (3.2–3.3) indicate that Study habits are strongly associated with better performance in English grammar. Pupils who engage in regular Study are more confident in writing correct sentences and performing well in grammar tests.

4.7 Testing of Hypothesis

Hypothesis: There is no significant relationship between pupils' Study habits and their academic performance in English grammar.

Using **Pearson Product-Moment Correlation (r):**

Variable 1	Variable 2	r	p-value	Decision
Study Habits	English Grammar Performance	0.68	0.000	Significant

The correlation coefficient ($r = 0.68$, $p < 0.05$) shows a positive and significant relationship between Study habits and academic performance in English grammar. This implies that pupils who read more frequently perform better in grammar-related tasks, leading to the rejection of the null hypothesis.

4.8 Discussion of Findings

The study revealed that pupils in public primary schools in Emohua Local Government Area exhibit moderate to high Study habits, with daily Study and enjoyment of Study reported by most respondents. This finding aligns with Ogunleye (2018), who observed that pupils who engage regularly in Study activities demonstrate better literacy and cognitive development. However, the study also noted limited access to Study materials outside school, which could hinder the consolidation of Study skills. This supports Nwachukwu's (2022) assertion that the availability of Study resources is critical in sustaining pupils' Study culture.

Findings indicated that children's Creative & Artistic works is moderately available in schools, but its use in teaching English grammar is inconsistent. While some teachers integrate stories, poems, and fables into lessons, others rely heavily on textbooks. This supports Eze (2020), who reported that insufficient use of literary resources contributes to persistent grammar deficiencies among primary school pupils. Adeyemi and Oladipo (2021) also emphasized that the

effectiveness of children's Creative & Artistic works in enhancing language learning depends on teachers' commitment to integrating literary texts into instruction.

The study showed that pupils who engage with children's Creative & Artistic works perform better in grammar, particularly in sentence construction, punctuation, and tense usage. This finding corroborates the work of Okeke (2019), who found that literary exposure provides contextual examples of language use, allowing pupils to internalize grammar rules naturally. Temple and Young (2004) also noted that stories and poems offer meaningful contexts for language practice, enhancing comprehension and grammatical accuracy.

A significant positive relationship was found between pupils' Study habits and their academic performance in English grammar. Pupils who read more frequently tended to perform better in grammar tests. This aligns with Ajayi (2020), who highlighted that habitual Study enhances vocabulary acquisition, sentence formation, and overall language competence. Ogunleye (2018) similarly emphasized that regular Study strengthens literacy skills and positively affects academic outcomes.

The findings support Piaget's Cognitive Development Theory (1972), suggesting that Study literary texts actively engages pupils' cognitive abilities. By interacting with stories and poems, pupils process sentence structures and grammatical rules, enhancing both understanding and retention. This confirms that literary engagement is not just recreational but instrumental in the development of language skills.

Vygotsky's Sociocultural Theory (1978) is also reflected in the study, as pupils learn grammar through interactions with teachers, peers, and literary texts. Guided Study sessions and classroom discussions around children's Creative & Artistic works enable pupils to internalize grammatical structures in a socially mediated environment, reinforcing the role of culture and interaction in language acquisition.

The study revealed that pupils who enjoy Study are more motivated to participate in grammar lessons. Rosenblatt's Reader-Response Theory (1994) explains that active engagement with texts fosters personal interpretation and critical thinking, making grammar learning more meaningful. Pupils' interest in Study translates into improved attention and retention of grammatical rules, supporting the motivational role of Creative & Artistic works in the classroom.

Despite the positive impact of children's Creative & Artistic works, the study found that many schools lack sufficient books and Study corners, limiting exposure. Nwachukwu (2022) emphasized that inadequate access to literary resources undermines the development of Study habits, suggesting that both school and community interventions are needed to promote literacy.

The findings suggest that integrating children's Creative & Artistic works into the English curriculum can improve grammar instruction. Adeyemi and Oladipo (2021) recommend structured Study programs that combine literary texts with grammar exercises. This approach provides meaningful contexts for language learning, reducing reliance on rote memorization and enhancing overall literacy outcomes.

Overall, the study confirms that Study habits and exposure to children's Creative & Artistic works positively influence pupils' mastery of English grammar and academic performance. Pupils with consistent Study habits and access to literary resources are more likely to demonstrate competence in sentence formation, punctuation, and grammar. These findings underscore the critical role of Study culture and literary integration in primary education (Okeke & Ajayi, 2021; Temple & Young, 2004).

4.9 Summary of Findings

1. Pupils generally exhibit moderate to high Study habits, though access to Study materials outside school is limited.
2. Children's Creative & Artistic works is moderately available in schools, and its use in teaching grammar is inconsistent.
3. Exposure to children's Creative & Artistic works positively affects pupils' mastery of sentence structures, punctuation, and grammar engagement.
4. A strong and significant relationship exists between pupils' Study habits and their academic performance in English grammar.

Conclusion

Based on the findings of the study, it can be concluded that:

1. Study habits among pupils in public primary schools in Emohua Local Government Area are generally positive, but limited access to books outside school constrains their full potential.
2. Children's Creative & Artistic works is a valuable instructional tool that, when utilized effectively, enhances understanding of grammar concepts and fosters a more engaging learning environment.
3. Pupils' exposure to stories, poems, and fables contributes significantly to improved mastery of English grammar, promoting better sentence formation, punctuation usage, and overall language competence.
4. There is a significant and positive relationship between pupils' Study habits and their performance in English grammar. Encouraging regular Study habits can therefore enhance grammar proficiency and overall academic success.

Recommendations

In view of the findings, the following recommendations are made:

1. **Teachers** should integrate children's Creative & Artistic works more consistently into English grammar lessons, using stories, poems, and fables to illustrate grammatical concepts in context.
2. **School authorities** should provide adequate children's Creative & Artistic works resources, such as storybooks, fables, and Study corners, to promote regular Study habits among pupils.
3. **Parents and guardians** should encourage Study at home by providing access to books and setting aside time for Study activities to complement school efforts.
4. **Curriculum planners** should consider incorporating structured Study programs and literary-based grammar exercises into the primary school curriculum to enhance literacy and language skills.
5. **Teacher training institutions** should include modules on the pedagogical use of children's Creative & Artistic works in teaching grammar to equip teachers with effective strategies.

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