



## NATURE AND DETERMINANTS OF STUDY HABITS OF UNDERGRADUATE STUDENTS

**Joseph Bentil<sup>1i</sup>,**

**Alfred Kuranchie<sup>2</sup>,**

**Hagar Ayisi-Boateng<sup>3</sup>**

<sup>1</sup>Department of Basic Education,  
University of Education,  
Winneba, Ghana

<sup>2</sup>Department of Social Studies Education,  
University of Education,  
Winneba, Ghana

<sup>3</sup>Department of Social Sciences,  
St. Louis College of Education,  
Kumasi, Ghana

### **Abstract:**

This investigated the nature of study habits and how the demographic variables (sex, age, level and residential status) determine the study habits among full-time regular undergraduate students. Using the cross-sectional survey design, 621 full-time undergraduate students were sampled through proportionate stratified random sampling. Structured questionnaire which had a reliability co-efficient of 0.91 determined through Cronbach alpha was the main instrument used for data collection. The data were analyzed using descriptive statistics such as mean, and standard deviation and inferential statistics such as independent samples t-test and One way between groups ANOVA. The study revealed that the undergraduate students practised homework and assignment most, followed by concentration related study habits, reading and note-taking, examination related study habits while time management related study habits was the least study habits practiced among the students. It was also discovered that students' demographic variables like sex and level were statistically significant with their study habits. This was seen as male students had better study habits than the females while level 100 full-time undergraduate students had better study habits than their counterparts in level 200, level 300 and level 400 respectively. Besides, it was disclosed that though not statistically significant, students who were resident on-campus had better study habits than their counterparts living outside campus. Furthermore, it was revealed that there is a general disinterest in the practice of study habits as students advanced in age. Based on these findings, it was recommended that the University Management and Academic Board through various departments should introduce study

<sup>i</sup> Correspondence: email [joseph\\_bentil@yahoo.com](mailto:joseph_bentil@yahoo.com)

skill courses to assist students in the development of effective study habits. In so doing, these demographic variables should be factored in rolling out interventions for improved academic performance.

**Keywords:** study habits, sex, age, level of study, residential status

## 1. Introduction

Globally, there has been a growing interest in the study habits of students in recent years. Indeed, over the past three decades, researchers and educators have increasingly recognized the impact of study habits on students' effectiveness and achievement levels. Lalrintluangi (2018) lent credence to this assertion when he argued that students' study habits, apart from holding the key to improved academic achievement, assist students in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing which are critical components of learning. Rabia, Mubarak, Tallat and Nasir (2017) corroborated this view when they noted that while some reckon study habits as a gatekeeper and a significant contributor to the development of knowledge, and perceptual capabilities, others consider it as a gateway and therefore, paves the way for assessing how much a student learns and how far students want to go in their academic pursuit. It is deduced from these claims that good study habits are vital for students' success in diverse fields of learning and life.

Having realised that study habits are crucial to the academic success of students and the realisation of educational goals, education stakeholders have made it a major component in the school's curriculum. According to Yazdani and Hossein (2004), universities such as New York University, California University, Berkeley University, Ferrum College in Virginia, Dartmouth University and Cook University, all offer study skills courses to new undergraduate students knowing that study skills are a pre-requisite for students' educational success. Accordingly, it is probable that when University of Education, Winneba introduces study skills course, it could enhance and boost the academic performance of its students. Mahraj and Qamar (2012) posit that if study skills are undermined by students and education stakeholders at all levels of education, the trend and menace of students' abysmal performance in both internal and external examinations would continue to blossom and become more devastating and alarming. The above views insinuate that the realisation of educational goals and objectives is likely to repress if efforts are not made to improve the study skills of students.

Conceptualized as the conscious and purposeful use of one's cognitive skills, feelings, and actions to maximize the learning of knowledge and skills for a given task and set of conditions (Cardelle-Elawar & Nevin, 2003), study habits also relate to the review of material, self-testing, and rehearsal of learned materials (Crede & Kuncel, 2008). The views of these scholars suggest that study habit demands personal commitment of students to grasp concepts, revise, and personally assess one's proficiency to ascertain the extent of consolidation of subject matter. On their part, Khurshid, Tanveer and Qasmi

(2012) conceptualise study habits as the propensity of a student to use his/her constant attention to acquire knowledge through systematic routines. Comparing the perspectives of Khurshid et al. (2012) and Credé et al. (2008), it could be observed that these scholars concur that study habits encompass a methodical process. However, there is a point of divergence. Whiles Crede et al. (2008) highlight a conducive environment, Khurshid et al. (2012) contend that uninterrupted concentration is key in study habits. Though theoretically dissimilar, these two elements are practically connected. A conducive environment could sustain a high degree of attentiveness, and vice versa. Logically, effective study habit is contingent on keen intellectual competence, stable emotions, and relevant activities deliberately directed to construct knowledge and develop skills so as to attain a goal. Wood and Neal (2007) conclude that study habits are approaches applied to learning.

Based on the affirmation that study habits are essential for success in varied endeavours, some scholars and experts in study habits have propounded their study inventories through several studies. In 1941, Wrenn and Humber developed one of the first study habits inventories which were used to evaluate study habits and attitudes of high and low academic groups. The original inventory was developed in 1933, and reviewed in 1941. In their conceptualization, Wrenn's and Humber's (1941) inventory evaluates the effectiveness of the students' reading and note taking techniques, concentration, the amount of continuous time spent studying, the extent to which a student suffers from examing stress, and the degree to which students plan their answers. In all, the inventory consists of 28 questions measuring the frequency with which students engaged with a particular behaviour on a three-point Likert Scale such that rarely or never, sometimes, often or always.

Nonis and Hudson (2010) developed a ten-item scale of study habits based on three subscales which include access to good quality notes, scheduling and time management, and ability to concentrate. In this inventory, students are required to report the regularity of a particular behaviour on a five-point Likert Scale: never, almost never, sometimes, fairly often, and very often. Khurshid et al. (2012) reported a study habit inventory developed by Dennis Congos, which has been used to investigate academic performance among university level students. The inventory consists of 49 questions based on test, preparation, concentration, time management, text book, note taking, and memory. Furthermore, Estes and Richards (1999) developed a study habit inventory derived from Wrenn's study habit components in evaluating study habits of college engineering students. The inventory was developed for classifying both high school and college students based on three factors which included distractibility, inquisitiveness and compulsiveness. Study habits as theorized by Bakare (1977) entail competencies in the areas of homework and assignment, time allocation, reading and note-taking, study period procedures, concentration, written work, examination taking and teacher consultation.

The preceding discussion has confirmed that study habits have been a subject of inquiry for several decades. The exponents of this concept are convinced that effective study habits would lead to good academic performance of students. An inspection of the

constituents in each inventory reveals that even though the theorists differ in the items that comprise study habits, it could be observed that time management, reading and note taking, concentration, the amount of continuous time spent studying, and memory are common elements. Although, the original study habits inventories by Bakare (1977) and other theorists consisted of many components, five components were included in the current study. These include homework/assignments, time allocation, reading and note taking, concentration, and time management. These elements were considered in the study because they relate well to the Ghanaian University education setting; hence, the results would have implications for effective teaching and learning.

Convinced that fruitful study habit is a great panacea for the dwindling academic achievement amongst students, researchers have investigated the nature of study habits employed by students in their studies. For instance, Khurshid et al. (2012) in their assessment of the nexus between Hostel living and Day Scholars University students observed that test preparation, concentration, time management, textbook, note taking and memory were the major study habits practices carried on by the students. Other scholars like Onuoha and Subair (2013) found out that 48.9% of students prepare time table for studying, but the majority did not have fixed periods for studying. Therefore, time management was a vital component of students' study habits. The findings also conceded that note taking during lessons was the most used method for study. According to Oluwatimilehin and Owoyele (2012), among the subscales of study habits, teacher consultation was most preferred by students more than time allocation, exercise, concentration, note-taking, reading and assignments. Contrary to this result, a study by Nouhi, Shakoori and Nakhei (2008) revealed planning and time management, reading comprehension speed, concentration and note taking were the major defects in students' study skills planning and time management being the dominant followed by concentration and note taking skills. Other scholars have established that students combined different facets of the study habits to their studies. This claim was proven in a study by Harper and Row (2009), when they observed that study habits of students embraced different competencies and skills exhibited by students towards learning. Therefore, it would be expected that undergraduate students of the Department of Basic Education, Winneba would be encouraged to apply multiple study habits so as to obtain good academic performance.

In recent times, investigations into the link between demographic variables and study habits among students have preoccupied researchers. Researchers are convinced that study habits are diverse and dissimilar, and as such a studying stratagem may be effective for one but entirely of no use to another student (Lawrence, 2014; Kizlik, 2012). Hence, the attention researchers give to the study of these variables attest to the urgency among education stakeholders to deal with poor study habits so as to realise good academic performance. As indicated by Pillai (2012), there is a statistically significant difference in the study habits of students based on their sex. Ossai (2012) revealed statistically significant differences in the study habit of students where female students exhibited better study habits practices than their male counterparts in time scheduling, concentration, listening, note-taking and reading. Likewise, in comparison to male

students, Salami's (2013) study disclosed statistically significant difference in the study habit of students where female students were better in study habit practices such as frequency of attending lectures and seeking academic assistance, missing class tests and assignments, duration of study, adherence to timetable and note-taking. Contrarily, studies such as Kaur and Pathania (2015), Oli, Hossain and Rana (2018), Hashemian (2014), and Torabi (2014) discovered that gender was not a significant determinant of study habits among students. Accordingly, concern over this "gender gap" on the study habits practices of students triggered this study.

Other researchers focused on the influence of factors such as age, level/class, and residential status on student study habits. On age and student study habits, Kaur and Pathania (2015) and Ossai (2012) found that there was a statistically significant difference between students' age and their study habits. In a study by Broussard and Garrison (2004), it was discovered that the students' desire to study and academic motivation are strengthened with age. In this direction, it could be said that a nexus exists between student age and their study habits. Contrary to Kaur and Pathania (2015) and Ossai (2012) revelation that age of students had statistically significant influence on their study habits, Momanyi, Too and Simiyu (2015) and Voyles (2011) found that student age did not have impact on their study habits. What is not clear from the studies of Kaur and Pathania (2015) and Ossai (2012) is the level/class of the students and their study habit in terms of being high or low. The issue is that even though no difference was found, it could be that the level of students' study habit might be low which still calls for guidance for improvement.

Moreover, studies have indicated that residential status of students significantly influence their study habits (Jafari, Aghaei & Khatony, 2019). However, studies like Alavi and Lesani (2017) did not report any significant influence of residential status on student study habits. Jafari et al., (2019) further maintained that conditions of place of residence such as reading rooms, library, internet accessibility, serene environment among others are critical in practicing effective study habits, and that lack of suitable environment and conditions can have a negative effect on students' study habits. With these findings in mind, researchers and educational practitioners can begin to investigate the influence of students' demographic characteristics on their study habits so as to identify what promote the realization of effective study habits among students in specific settings. By these findings, it could be hypothesised that study habits of undergraduate students of the Department of Basic Education, University of Education could be predicted by their demographic characteristics. However, there is no empirical proof to validate this assertion. Accordingly, this study investigated the influence of demographic characteristics (sex, age, level and residential status) of undergraduate students on their study habits.

Meanwhile, researches have unravelled students cannot acquire and practise effective study habits all by themselves; students need assistance from their teachers, psychologists and academic counselors (Saundhu, 2014; Udeani, 2012). In line with these suggestions, it is expected that the Department of Basic Education, University of Education Winneba, implement some working formulas so as to promote effective study

habits among its students. However, researchers (Rezaie, Fazelpour, Reza, Chehrzad, & Kazem, 2017; Numan & Hasan, 2017; Siahhi & Maiyo, 2015) lamented that there is a decline of effective study skills and habits especially amongst university students throughout the globe. These scholars adduced the reason for this trend to poor textbook reading, ineffective note-taking and poor memorising techniques amongst others. Hence, it is pertinent that the nature of student study habits and the extent to which demographic variables affect their study habits are continuously researched.

In line with calls from researchers like Saundhu (2014) which proposed that universities should find interventions for the dwindling study habits of students, that of University of Education Winneba comes handy and is of no exception. Indeed, from the position that university years are more challenging than any other level of education as students get to encounter various problems and stressors (Rodgers & Tennison, 2009) and the fact that university students exhibit poor study habits and require assistance to practise effective study habits and skills to their studies (Siahhi & Maiyo, 2015), one is likely to conclude that the students of the Department of Basic Education, University of Education Winneba exhibit poor study habits. Nevertheless, there is no empirical evidence to confirm this assertion in the department which calls for studies to be carried out in this area. Besides, no study has been on the nature of study habits and the influence of students' demographic variables (sex, age, level and residential status) on their study habits in the Department of Basic Education, University of Education Winneba. This study is therefore carried out to fill these gaps.

## 2. Research Question and Hypotheses

The study was guided by the following research question and hypotheses:

1. What is the nature of study habits of full-time (regular) undergraduate students?

**H<sub>01</sub>:** There is no statistically significant difference between male and female full-time (regular) undergraduate students on the nature of their study habits.

**H<sub>02</sub>:** There is no statistically significant effect of age on the practice of study habits by full-time (regular) undergraduate students.

**H<sub>03</sub>:** There is no statistically significant effect of level (100 - 400) on the practice of study habits by full-time (regular) undergraduate students.

**H<sub>04</sub>:** There is no statistically significant effect of residential status on the practice of study habits by full-time (regular) undergraduate students.

The study hopes to make significant contributions to the practice of effective study habits by students of the University of Education Winneba. It is anticipated that the results of the study would inform students about their study habits practices, and the influence of their demographic characteristics on their study habits. This awareness would make them hone and intensify their study habits and practices to realise desirable learning outcomes. The results of the study would inform the lecturers and staff of the Department of Basic Education, University of Education, Winneba on the nature of students' study habits and the extent to which their study habits are influenced by their demographic variables. This knowledge would guide the department to design and carry

out interventions and workable support systems on how to effectively practise effective study habits to their studies. Finally, the findings of the study would throw more lights on the theories and practices of study habits by linking theory to practice and contribute to the study habits discourse in contemporary times.

### 3. Methodology

The study utilised the cross-sectional descriptive survey design. The quantitative approach in-line with the positivist paradigm was followed in the conduct of this study where through the proportionate stratified sampling technique, 621 full-time regular undergraduate students of the Department of Basic Education Winneba were sampled and participated in the study. Bakare (1977) study habit inventory was the main instrument used for the study. The instrument which was adapted had two main sections 'A' and 'B'. Section 'A' collected information on the demographic variables such as sex, age, level and the residential status of the students. Section 'B' contained items on students' study habits relating to their homework and assignment, concentration, reading and note-taking, examination and time management which was measured on 5-point Likert type scale of measurement from strongly agree to strongly disagree. A reliability coefficient of 0.91 was realised for the instrument, which is within the threshold of, at least, 0.90 to 1 as put forward by Ary, Jacobs, Sorenson and Walker (2014). With the aid of version 22 of Statistical Product for Service Solution (SPSS), descriptive statistics such as mean and frequency, and inferential statistics such as the independent samples t-test and One Way between groups ANOVA were used to analysis the research question and the hypotheses respectively. The ethical issues observed were access, informed consent, confidentiality and anonymity.

#### 3.1 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents were examined and the results are presented in Table 1.

As indicated in Table 1, more male students (n=353, 56.8%) than female students (n=268, 43.2%) were involved in the study. The information disclosed that more students in level 200 participated in the study (n=189, 30.4%) as compared to their counterparts in level 100 (n=149, 24.0%), level 300 (n=142, 22.9%) and level 400 (n=141, 22.7%). With regard to age, the information further revealed that half of the students who participated in the study were between 20-24 years (n=315, 50.7%) than those who fell between 25-29 years (n=251, 40.4%), 30-34 years (n=27, 4.3%), below 20 years (n=17, 2.7%), 35-39 years (n=8, 1.3%), as well as those who were 40 years and above (n=3, 0.5%). Finally, the data in Table 1 reveal that the majority of the students were non-resident (n=472, 76%) as compared to those residents on campus (n=149, 24%).

**Table 1: Demographic Characteristics of Respondents**

Variables		Frequency	Percentage
Sex	Male	353	56.8
	Female	268	43.2
	<b>Total</b>	<b>621</b>	<b>100.0</b>
Level of Study	100	149	24.0
	200	189	30.4
	300	142	22.9
	400	141	22.7
	<b>Total</b>	<b>621</b>	<b>100.0</b>
Age	Below 20	17	2.7
	20-24	315	50.7
	25-29	251	40.4
	30-34	27	4.3
	35-39	8	1.3
	>40	3	0.5
	<b>Total</b>	<b>621</b>	<b>100.0</b>
Residential Status	Resident	149	24.0
	Non-Resident	472	76.0
	<b>Total</b>	<b>621</b>	<b>100.0</b>

The demographic distributions of the students were key to the study as they showed that data were collected from students with varied backgrounds, and in so doing making the data rich, and devoid of bias, thereby making it more authentic. Besides, the demographic factors like students' sex, level of study, age and residential status were used in determining the extent to which these factors influenced their study habits so as to provide answers to the study's hypotheses.

### 3.2 Analysis of the Research Question

What study habits are exhibited by full-time undergraduate students?

This research question examined the nature of study habits practised by the undergraduate students and the results are presented in Table 2.

The information in Table 2 reveals that full-time undergraduate students exhibited all the study habits outlined in the study. It could be observed that undergraduate students exhibited homework and assignment study habits ( $M=3.52$ ,  $SD=0.50$ ) more predominantly as compared to concentration study habits ( $M=3.41$ ,  $SD=0.64$ ), reading and note-taking ( $M=3.31$ ,  $SD=0.52$ ), examination study habits ( $M=3.23$ ,  $SD=0.56$ ), and time management study habits ( $M=3.08$ ,  $SD=0.63$ ). Overall, all the study habits yielded ( $M=3.31$ ,  $SD=0.35$ ). It suggests that homework and assignment was dominantly exhibited by the undergraduate students while time management was the least exhibited. Even though the homework and assignment study habits was dominant among the undergraduate students, the results suggested that the undergraduate students exhibited all the study habits outlined in the study. This is because based on the five-point Likert Scale used in collecting data on their study habits, where the average is 3.0 ( $(1+2+3+4+5)/5$ ), it could be realised that all the facets of study habits as well as the overall factor are above



the mean which implies that all the facets of study habits and the overall are regularly practised by the students.

**Table 2:** Descriptive Statistics on the Nature of Study Habits of Undergraduate Students

Nature of Study Habits	Mean	Std. Deviation
Homework and Assignment Study Habits	3.52	0.50
Concentration Study Habits	3.41	0.64
Reading and Note taking Study Habits	3.31	0.52
Examination Study Habits	3.23	0.56
Time Management Study Habits	3.08	0.63
Overall Study Habits	3.31	0.35

### 3.3 Test of Study's Hypotheses

**H<sub>01</sub>:** There is no statistically significant difference between male and female full-time (regular) undergraduate students on the nature of their study habits.

This hypothesis sought to test if sex of the students would have effect on their study habits. The independent samples t-test was used to test this hypothesis and the results are shown in Table 3.

**Table 3:** T-test Results for Sex and Undergraduate Students Study Habits

Nature of Study Habits	Sex	Mean	Std. Dev.	t	df	Sig. (2-tailed)
Examination Study Habits	Male	3.28	0.59	2.823	619	0.005
	Female	3.16	0.51			
Homework and Assignment Study Habits	Male	3.52	0.49	-0.505	619	0.614
	Female	3.54	0.51			
Reading and Note-taking Study Habits	Male	3.35	0.55	2.536	619	0.011
	Female	3.25	0.48			
Concentration Study Habits	Male	3.41	0.67	0.192	619	0.848
	Female	3.40	0.60			
Time Management Study Habits	Male	3.05	0.64	-1.371	619	0.171
	Female	3.12	0.62			
Overall Study Habits	Male	3.33	0.37	1.381	619	0.168
	Female	3.29	0.33			

The independent samples t-test results in Table 3 reveal that there was no statistically significant difference between male and female undergraduate students on homework and assignment [ $t(619) = -0.505, p=0.614, 2\text{-tailed}$ ], concentration [ $t(619) = 0.192, p=0.848, 2\text{-tailed}$ ], time management [ $t(619) = -1.371, p=0.171, 2\text{-tailed}$ ], and overall study habits [ $t(619) = 1.381, p=0.734, 2\text{-tailed}$ ], at 0.05. However, there was a statistically significant difference between male and female undergraduate students on examination study habits [ $t(619) = 2.823, p=0.005, 2\text{-tailed}$ ], and reading and note-taking [ $t(619) = 2.536, p=0.011, 2\text{-tailed}$ ]. Hence, the null hypothesis that there is no statistically significant difference between male and female undergraduate students on their study habits is not supported while the alternate hypothesis is supported.

**H<sub>02</sub>:** There is no statistically significant effect of age on the practice of study habits by full-time (regular) undergraduate students.

This hypothesis sought to test if the various age groups of the undergraduate students influence their study habits. In testing this hypothesis, the One Way between groups ANOVA was employed and the results are shown in Table 4.

**Table 4:** ANOVA Results for Age and Undergraduate Students Study Habits

Study Habits	Age	Mean	Std. Dev.	Sum of Squares	df	Mean Square	F	Sig.
Examination Study Habits	Below 20	3.10	0.42	2.580	5	0.516	1.654	0.144
	20-24	3.21	0.58	191.867	615	0.312		
	25-29	3.28	0.55	194.446	620			
	30-34	3.25	0.47					
	35-39	2.94	0.68					
	40 and above	2.72	0.35					
	<b>Total</b>	<b>3.23</b>	<b>0.56</b>					
Homework and Assignment	Below 20	3.48	0.45	0.174	5	0.035	0.138	0.983
	20-24	3.53	0.52	155.205	615	0.252		
	25-29	3.53	0.49	155.380	620			
	30-34	3.46	0.44					
	35-39	3.52	0.37					
	40 and above	3.44	0.35					
	<b>Total</b>	<b>3.52</b>	<b>0.50</b>					
Reading and Note-taking	Below 20	3.31	0.40	0.402	5	0.080	0.295	0.916
	20-24	3.31	0.56	167.390	615	0.272		
	25-29	3.29	0.49	167.791	620			
	30-34	3.40	0.45					
	35-39	3.31	0.48					
	40 and above	3.13	0.67					
	<b>Total</b>	<b>3.31</b>	<b>0.52</b>					
Concentration	Below 20	3.15	0.38	2.614	5	0.523	1.288	0.267
	20-24	3.39	0.60	249.566	615	0.406		
	25-29	3.44	0.69	252.180	620			
	30-34	3.49	0.65					
	35-39	3.31	0.61					
	40 and above	2.89	0.42					
	<b>Total</b>	<b>3.41</b>	<b>0.64</b>					
Time Management	Below 20	3.24	0.59	1.621	5	0.324	0.810	0.543
	20-24	3.06	0.62	246.056	615	0.400		
	25-29	3.10	0.65	247.677	620			
	30-34	3.06	0.63					
	35-39	2.79	0.66					
	40 and above	2.72	0.10					
	<b>Total</b>	<b>3.08</b>	<b>0.63</b>					
Overall Study Habits	Below 20	3.26	0.26	0.551	5	0.110	0.879	0.495
	20-24	3.30	0.39	77.016	615	0.125		
	25-29	3.33	0.32	77.567	620			
	30-34	3.34	0.33					
	35-39	3.19	0.30					
	40 and above	3.00	0.18					
	<b>Total</b>	<b>3.31</b>	<b>0.35</b>					

The ANOVA results in Table 4 show that there was no statistically significant difference in the means among undergraduate students for examination study habits [ $F(5, 615) = 1.654, p=0.144$ ], homework and assignment [ $F(5, 615) = 0.138, p=0.983$ ], reading and note-taking [ $F(5, 615) = 0.295, p=0.916$ ], concentration [ $F(5, 615) = 1.288, p=0.267$ ], time management [ $F(5, 615) = 0.810, p=0.543$ ], and overall study habits [ $F(5, 615) = 0.879, p=0.495$ ] at 0.05 based on age. The results confirmed that age was not a determinant in the study habits of the students.

**H<sub>03</sub>:** There is no statistically significant effect of level (100 - 400) on the practice of study habits by full-time (regular) undergraduate students.

The goal of this hypothesis was to test if the study habits of the undergraduate students could be predicted by their level of study. In testing this hypothesis, the One Way between group ANOVA was used and the results are presented in Table 5.

The ANOVA results in Table 5 reveal that apart from homework and assignment where there were no statistically significant differences [ $F(3, 617) = 0.088, p=0.967$ ], there were statistically significant differences in examination study habits [ $F(3, 617) = 3.512, p=0.015$ ], reading and notetaking [ $F(3, 617) = 10.019, p=0.000$ ], concentration [ $F(3, 617) = 6.578, p=0.000$ ], time management [ $F(3, 617) = 8.619, p=0.000$ ], and overall study habits [ $F(3, 617) = 7.237, p=0.000$ ] at 0.05 based on their level of study. Based on the results, it could be concluded that the null hypothesis that, level of study will not affect the study habits preferences of the students is rejected whiles the alternate hypothesis is upheld.

**Table 5: ANOVA Results for Level and Study Habit Preferences**

Study Habits	Levels	Mean	Std. Dev.	Sum of Squares	Df	Mean Square	F	Sig.
Examination Study Habits	100	3.33	0.51	3.264	3	1.088	3.512	0.015
	200	3.15	0.63	191.182	617	0.310		
	300	3.19	0.51	194.446	620			
	400	3.28	0.55					
	<b>Total</b>	<b>3.23</b>	<b>0.56</b>					
Homework and Assignment Study Habits	100	3.51	0.47	0.066	3	0.022	0.088	0.967
	200	3.53	0.47	155.313	617	0.252		
	300	3.52	0.49	155.380	620			
	400	3.54	0.58					
	<b>Total</b>	<b>3.52</b>	<b>0.50</b>					
Reading and Note-taking Study Habits	100	3.36	0.44	7.795	3	2.598	10.019	0.000
	200	3.37	0.44	159.997	617	0.259		
	300	3.37	0.60	167.791	620			
	400	3.10	0.56					
	<b>Total</b>	<b>3.31</b>	<b>0.52</b>					
Concentration Study Habits	100	3.46	0.56	7.816	3	2.605	6.578	0.000
	200	3.47	0.64	244.364	617	0.396		
	300	3.47	0.73	252.180	620			
	400	3.20	0.57					
	<b>Total</b>	<b>3.41</b>	<b>0.64</b>					
Time Management Study Habits	100	3.29	0.59	9.962	3	3.321	8.619	0.000
	200	3.01	0.63	237.715	617	0.385		
	300	3.06	0.55	247.677	620			

	400	2.95	0.70					
	<b>Total</b>	<b>3.08</b>	<b>0.63</b>					
Overall Study Habits	100	3.39	0.32	2.637	3	0.879	7.237	0.000
	200	3.31	0.36	74.930	617	0.121		
	300	3.33	0.34	77.567	620			
	400	3.20	0.37					
	<b>Total</b>	<b>3.31</b>	<b>0.35</b>					

**H<sub>04</sub>:** There is no statistically significant effect of residential status on the practice of study habits by full-time (regular) undergraduate students.

The aim of this hypothesis was to test if the residential status of students will predict their study habits. The independent samples t-test was used in testing this hypothesis and the results are shown in Table 6.

The independent samples t-test results in Table 6 reveal that there was no statistically significant difference between resident and non-resident undergraduate students on examination study habits [ $t(619) = 0.436, p=0.663, 2$ -tailed], homework and assignment, [ $t(619) = 0.193, p=0.847, 2$ -tailed], reading and note-taking [ $t(619) = 0.907, p=0.365, 2$ -tailed], concentration [ $t(619) = -1.686, p=0.092, 2$ -tailed], time management [ $t(619) = 1.044, p=0.297, 2$ -tailed], and overall study habits [ $t(619) = 0.356, p=0.722, 2$ -tailed], at 0.05 based on type of residency. Hence, the null hypothesis that the type of residency (resident on-campus/non-resident) will not significantly influence undergraduate students study habits is accepted while the alternate is rejected.

**Table 6:** T-test Results for Residential Status and Undergraduate Students Study Habits

Study Habits	Residence	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Examination Study Habits	Resident	3.25	0.56	0.436	619	0.663
	Non-resident	3.22	0.56			
Homework and Assignment Related Study Habits	Residence	3.53	0.53	0.193	619	0.847
	Non-resident	3.52	0.49			
Reading and Note-taking Related Study Habits	Residence	3.34	0.53	0.907	619	0.365
	Non-resident	3.30	0.52			
Concentration Study Habits	Residence	3.33	0.61	-1.686	619	0.092
	Non-resident	3.43	0.65			
Time Management Study Habits	Residence	3.12	0.65	1.044	619	0.297
	Non-resident	3.06	0.62			
Overall Study Habits	Resident	3.32	0.33	0.356	619	0.722
	Non-resident	3.31	0.36			

#### 4. Discussion of the Results

The results on the main research question disclosed that multiple study habits strategies were adopted among fulltime undergraduate students of the department. Indeed, all the study habits constructs outlined in this study such as examination study habits, homework and assignment, reading and note-taking, concentration and time management were the study habit practices of the students. The finding of this study that

participants used a combination of all the five study habits constructs was consistent with Harper and Row's (2009) observation that students use all five study habits practices to their studies, but with varied preferences. This implies that studying requires different practices or approaches. Therefore, the adoption or sticking to one study habit construct in studying could be problematic. However, the study established that homework and assignment was dominant, followed by concentration related study habits, reading and note-taking, examination related study habits while time management related study habits was the least study habits practice among the students.

Previous studies have also noted that there are dominant study habit practices among students. For instance, Harper and Row (2009) discovered that even though a student may practise different study habit in a certain situation, each individual has a dominant study habit he/she practises. They further added that a dominant study habit is the most often used by that individual in studying. The finding of this study that homework and assignment strategy was dominant while time management related study habits was least dominant is inconsistent with Khurshid et al. (2012) results which revealed that the most preferred study habits approach was examination related study habits, but however is congruent with the least being time management. Contrarily, Oluwatimilehin and Owoyele (2012), indicated that among the subscales of study habits, teacher consultation was most preferred by students more than time allocation, exercise, concentration, note-taking, and reading and assignments. This implies that even though fulltime undergraduate students practise a mixture of study habit constructs outlined in the study, there is no particular dominant study habit practices that is common to all since it differs from one student to another. In essence, students are expected to find out their dominant study habit, and how effectively it is used in their studies.

The study's hypotheses investigated the effect of fulltime regular students' personal characteristics like sex, age, level and nature of residency on their study habits. The results showed that sex and level of students significantly influenced their study habits. This finding substantially affirmed the results of earlier studies (Pillai, 2012; Ossai, 2012). However, the finding of this study departed from previous studies' findings (Kaur & Pathania, 2015; Oli, 2018; Hashemian, 2014; Torabi, 2014) that sex and level did not significantly influence students' study habits. Besides, it was indicated that age and type of residency did not significantly predict students' study habits. This finding is congruent with studies such as Momanyi, et al. (2015), Voyles (2011) and Alavi and Lesani (2017) where no significant differences existed between age and nature of residency and students study habits. Conversely, other previous studies (Jafari, et al., 2019; Kaur & Pathania, 2015; Ossai, 2012) reported statistically significant differences between age and nature of residency of students and their study habits. In the nutshell, paramount to this study was that the choice of study habits of the full-time undergraduate students is influenced by various factors, hence, individuals involved in proffering effective study habit practices need to identify these factors and the extent to which they impact their choices.

#### **4.1 Research Implications**

This study has provided contextual knowledge in the field of study habits within the undergraduate context, as most studies in Ghana and beyond have concentrated on Basic and Senior High School levels. The findings of the study have proven that though undergraduate students of the Department of Basic Education, University of Education, Winneba practised different facets of study habits as homework and assignment discovered to be the most dominant implying that homework and assignment are critical component of study habits which affects students' academic performance. This study has revealed that with the different facets of study habits being practised, implies that undergraduate students of the department differ with the kind of study habits they are to promote if they desire to see better academic performance.

Also, with the revelation that time management being the least of the study habits practised implying that time management of students is not accorded the needed attention. Hence, students need to be self-disciplined in their time to improve their performance. The findings that the study habits of students being contingent on their sex and level suggest that attention should be directed to these variables if we desire to improve students' study habits and finally, the seeming general disinterest in study habits as students' progress to various levels requires university management to continually admonish students on the consequences of not observing good study habits.

#### **5. Conclusions and Recommendations**

The study concludes that, undergraduate students of the Department of Basic Education, UEW, practised a mixture of study habits. Among the study habits practised, it was found that the time management study habits was least practised by the students. With this revelation, it is essential that students are continually advised to practise effective time management to their studies. It is also concluded that in comparison with females, full-time male undergraduate students had good study habits as sex was shown to have statistically significant difference with their study habits. Our study further concludes that though not statistically significant, full-time undergraduate students with residential accommodation on campus possessed better study habits than non-residential students. This could probably be that the students' resident on campus have access to facilities which are not readily available to the non-residential students. It is, therefore, recommended that operators and managers of private hostels around the university community provide facilities such as libraries, reading rooms, among others. to match up with facilities on campus to enhance students' studies.

Also, a statistically significant effect was realised between the level of students and their study habits as level 100 full-time undergraduate students had better study habits than their counterparts in level 300, level 200 and level 400 respectively. Hence, in rolling out intervention strategies aimed at boosting the study habits of students in the Department and beyond, special attention should be given to the levels of the students. Besides, students in level 400 should be continually counselled not to think of having almost finished school but still attach seriousness and practise good study habits. The

link between students' age and their study habits suggests a general disinterest in practising good study habits as students advance in age. For instance, in the context of this study, it was noted that students' study habit increases within the age bracket of below 20, 20-24, 25-29, and 30-34. However, study habits start to decrease from age bracket of 35-39 and 40 and above. This implies that strategies and interventions for improved study habits practices also ought to have the potential to deal with all age categories.

In view of the essential role of study habits in realising improved academic achievement thereby fine-tuning the future careers of students, it is recommended that university management and academic board through various departments introduce study skill courses to assist students for effective study habits. Additionally, study habits of students could be measured at the time of their entry into university, and during their studies, so they can receive training for them to learn or modify study habits. Finally, the University Management is encouraged to organise regular workshops on the current theories of study habits as this will make lecturers be equipped with and encouraged to choose instructional techniques, strategies and materials to suit the study habits of students and consequently boost their academic performance.

### **5.1 Suggestions for Further Studies**

We propose that the study is replicated in other Departments in the Faculty and other Faculties to determine the nature of study habits employed by undergraduate students. This will help develop a university wide strategies and interventions to improve the study habits of students in the entire university. Besides, carrying out qualitative studies to explore other factors influencing students study habit is encouraged as it is beneficial.

### **Conflict of Interest Statement**

The authors declare no conflicts of interests.

### **About the Authors**

**Joseph Bentil** is a Lecturer in the Department of Basic Education, Faculty of Education at the University of Education, Winneba, Ghana. He holds both Bachelor of Education (B.ed) and Master of Philosophy (MPhil) degree in Basic Education with specialization in Social Studies Education. His research interest includes Study Habits and Learning Styles of students, Assessment, School Climate and Teacher Job Performance related issues. He is currently pursuing a PhD programme in Social Studies Education.

**Alfred Kuranchie (PhD)** is a Senior Lecturer in the Department of Social Studies Education, Faculty of Social Sciences Education at University of Education, Winneba, Ghana. He holds a Doctor of Philosophy in Sociology of Education from the Open University of Malaysia. Currently, he teaches courses like Advance Quantitative Research Methods, Social Studies and Socialisation at the PhD level and Research Methods at the MPhil levels in the Department of Social Studies Education, Department of Educational Administration and Management and other departments in the University of Education, Winneba, Ghana.

**Hagar Ayisi-Boateng** is a Tutor in the Department of Social Sciences at St. Louis College of Education, Kumasi, Ghana. She holds both Bachelor of Education (B.ed) and Master of Philosophy (Mphil) degree in Basic Education with specialization in Social Studies Education. Besides, she also holds a Master of Education degree from the University of Cape Coast, Cape Coast, Ghana. Her research interest includes parenting styles, study habits, students' academic achievement and general education.

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