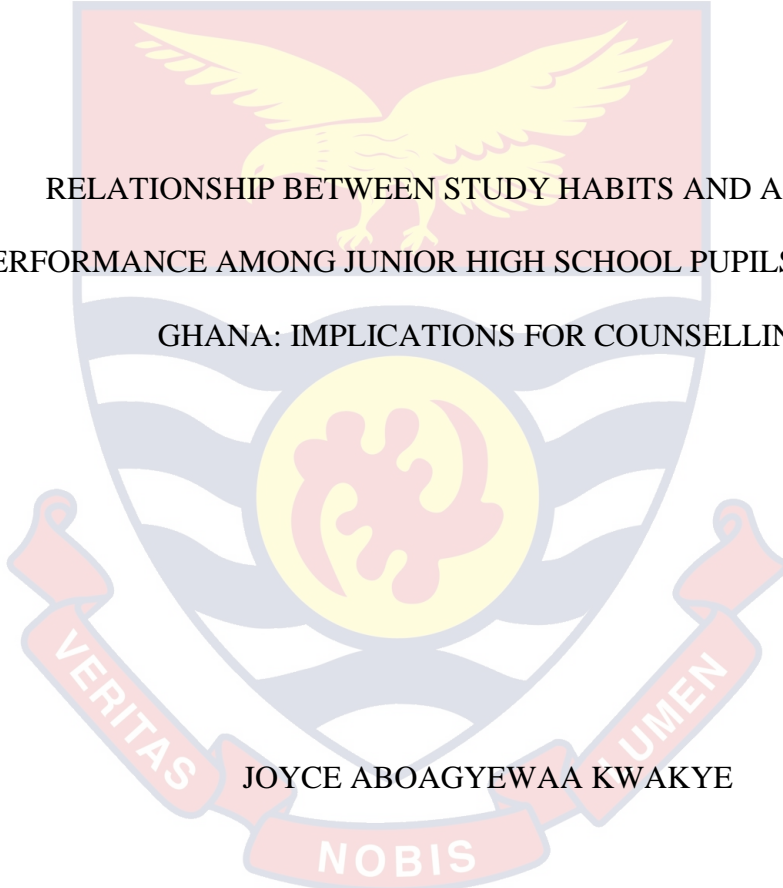


UNIVERSITY OF CAPE COAST



RELATIONSHIP BETWEEN STUDY HABITS AND ACADEMIC  
PERFORMANCE AMONG JUNIOR HIGH SCHOOL PUPILS IN AKUAPEM  
GHANA: IMPLICATIONS FOR COUNSELLING

JOYCE ABOAGYEWAA KWAKYE

2020

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GHANA: IMPLICATIONS FOR COUNSELLING

BY

JOYCE ABOAGYEWAA KWAKYE

This thesis submitted to the Graduate Studies Unit of Distance Education, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy Degree in Guidance and Counselling.

JUNE 2020

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

Name:.....

### Supervisors' Declaration

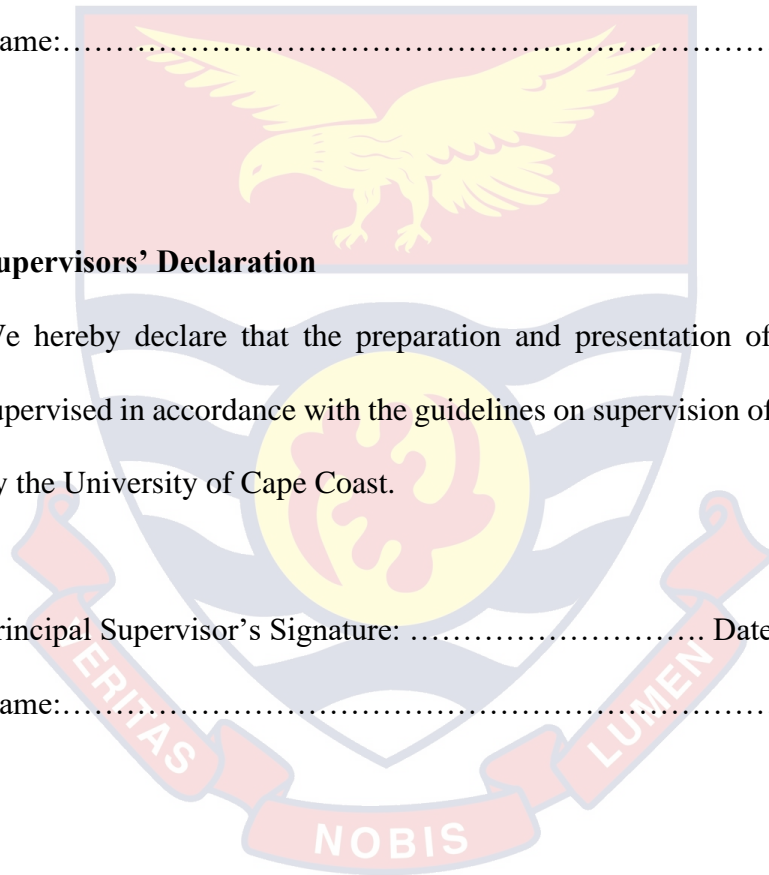
We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: ..... Date: .....

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Co-Supervisor's Signature: ..... Date: .....

Name:.....



## ABSTRACT

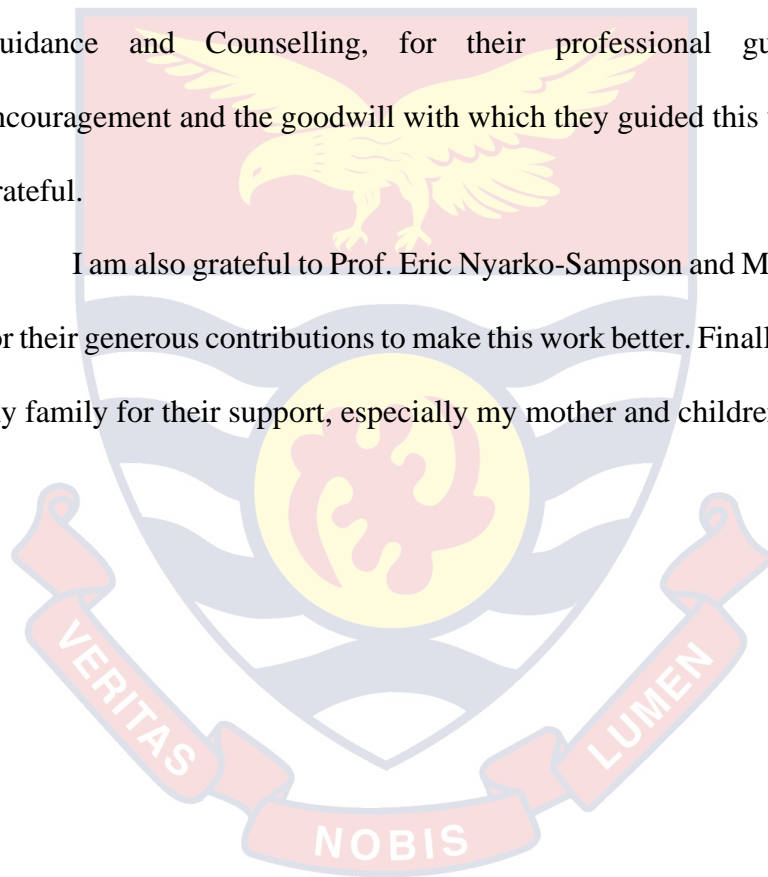
The purpose of the study was to investigate the relationship between study habits and academic performance of junior high school pupils in Akuapem South District of Ghana. Correlational research design was used in the study. The target population of this study subsumes all pupils in public junior high schools in Akuapem South District of Eastern Region of Ghana. A total of 302 JHS pupils within the district were sampled to participate in the study using simple random and proportional sampling technique. The respondents were measured with a questionnaire adapted from Essuman study habits inventory and the average of their three terms academic results. Data were collected and analyzed using regression analysis. The study showed that time management, pupils' engagement in assignment, examination taking practices, reading and memorization and note-taking all positively correlated academic performance of pupils. It was concluded that study habit is an essential ingredient for better academic performance. It was recommended that guidance and counselling should be encouraged by school management in various schools in the district to meet pupil's needs in terms of those who cannot study properly. The school counsellors should provide the necessary assistance and psychological support to such pupils to overcome obstacles they face in learning at home and school.

## ACKNOWLEDGEMENTS

This study owes its success to several people who assisted me in various ways and thus worthy of acknowledgement. First and foremost, I thank the Almighty God for His abundant grace and favour bestowed on me throughout my education.

Secondly, I would like to express my sincere gratitude to my supervisors, Dr. Peter Brown, and Dr. Vera Arhin, both of department of Guidance and Counselling, for their professional guidance, advice, encouragement and the goodwill with which they guided this work. I am really grateful.

I am also grateful to Prof. Eric Nyarko-Sampson and Mr. Frank Quansah for their generous contributions to make this work better. Finally, I wish to thank my family for their support, especially my mother and children.



## DEDICATION

To my mother, Elizabeth and my children, Nadia, Nana Adobea and Gyadu.



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	7
Research Hypotheses	8
Significance of the Study	8
Delimitations	9
Definition of Terms	10
Organization of the Study	10
CHAPTER TWO: LITERATURE REVIEW	12
Introduction	12
Theoretical Framework of the Study	13
Theory of Reinforcement (Thorndike, 1913)	13
Conceptual Framework	14
The Concept of Academic Performance	17
The Nature and Concept of Study Habits	20

Types of Study Habits	27
Why Study Habits is Vital in School Setting	29
Time Schedule/Time Management and Academic Performance	33
Assignments and Academic Performance	36
Preparing for Examination and Academic Performance	40
Reading and Memorizing and Academic Performance	44
Note Taking and Academic Performance	50
Summary of Literature Review	53
<b>CHAPTER THREE: RESEARCH METHODS</b>	54
Introduction	54
Research Design	54
Study Area	55
Population	56
Sampling Procedure	58
Data Collection Instrument	61
Validity and Reliability Testing	62
Data Collection Procedure	63
Data Processing and Analysis	63
Ethical Considerations	64
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	65
Demographic Characteristics of the Pupils	65
Study Habits of JHS Pupils in Akuapem South District.	67
Academic Performance	71
Testing the Hypotheses	72
Hypothesis One	74



Hypothesis Two	76
Hypothesis Three	78
Hypothesis Four	80
Hypothesis Five	83
Discussion	85
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	89
Summary of the Study	89
Key Findings	90
Conclusions	91
Implications for Counselling	93
Recommendations for Policy and Practice	94
Suggestions for Further Studies	95
REFERENCES	96
APPENDICES	111
APPENDIX A: QUESTIONNAIRE	112
APPENDIX B: INTRODUCTORY LETTER FOR DATA COLLECTION	119
APPENDIX C: PERFORMANCE OF JHS PUPILS	120
APPENDIX D: ENROLMENT IN SCHOOLS IN THE DISTRICT	129

LIST OF TABLES

Table	Page
1 Analyses of BECE Results of Pupils in Akuapem South District from 2013-2017	5
2 Distribution of Target Population	57
3 Distribution of Accessible Population	57
4 Proportional Distribution of Sample Size from Selected Schools	60
5 Interpretations of Study Habits Inventory	69
6 Study Habits of JHS Pupils (n=302)	70
7 Distribution of Academic Performance of Pupils	72
8 Correlation between Time Management and Academic Performance	74
9 Model Summary and ANOVA Results	75
10 Regression Coefficients	76
11 Relationship between Assignment and Academic Performance	77
12 Model Summary and ANOVA Results	77
13 Regression Coefficient	78
14 Correlation between Exams Taking and Academic Performance	79
15 Model Summary and ANOVA Results	79
16 Regression Coefficients	80
17 Correlation between Reading and Concentration and Academic Performance	81
18 Model Summary and ANOVA Results	82
19 Regression Coefficient	82
20 Correlation between Note-taking and Academic Performance	83

21	Model Summary and ANOVA Results	84
22	Regression Coefficients	85



## LIST OF FIGURES

Figure		Page
1	Conceptual framework depicting the relationship between study habits and academic performance	15
2	Gender distribution of pupils	66
3	Age distribution of pupils	66
4	The normal Q-Q plot for the criterion variable	73



## CHAPTER ONE

### INTRODUCTION

This chapter focuses on the background to the study, statement of the problem, purpose of the study, delimitation, limitations, definition of terms and organization of the study.

#### **Background to the Study**

Academic performance which is often associated with issues such as learning difficulties, under-achievement and inadequate study habits can be enhanced if students improve their learning skills. Marc (2011) stated that performance of students in school and examination depends upon their ability to study effectively and efficiently. For instance, if a student scores a low mark in any given subject, it is then attributed to the student's inability to study effectively. According to Arul (2013), a simple small modification in study habit influence performance. Thus, it is assumed that successful students have good study habits. Nevertheless, Arul further affirms that education brings out the perfection in humans and study is the tool that aids it. It is therefore an indisputable fact that success in school is contingent on performance.

Crow and Crow (2007) defined study to be a thing that requires a purpose. Achieving the purpose of study largely depends on the study habits developed by the student. Azikiwe (as cited in Oluwtimilehin & Owoyele, 2012) defined study habit as the adopted manner learners plan their personal study after classwork in order to be master of the subjects taught. Learners with poor

study habits find it difficult to excel academically. Study habits helps learners excel in their academic pursuit whilst the opposite brings about failure. Forming and maintaining healthy study habits require a higher level of commitment and competence.

Study habits are patterns learners use in knowing academic courses in a n advantaged milieu in the successful accomplishment of academic task or learners' goal (Looyeh, Fazelpour, Chehrzad, & Leili, 2017; Kaur and Kaur (as cited in Arhin, 2018). Studying any material requires hard work however most pupils skip classes. They avoid notes taking nor read their notes. They do not have any study procedure or make use of the library, yet want to get good grades. These approaches adversely influence their academic performance. What students must know is that academic success does not come intuitively; it is a long-term process. According Arul (2013), a learner must develop certain skills and certain strategies that may help to retain knowledge and information.

Reading and library usage, taking and reading of notes, preparation towards examination, doing assignments and homework etc constitutes operative study habit (Loveless, 2017). Siah and Maiyo (2015) observed significant connection between study habit and academic performance, therefore there is the need for facilitators and pupils to make efforts to develop the numerous aspects of study habits which are: note taking, concentration, taking exams, consultation, reading and library use, and time management.

Loveless (2017) explained that the key to effective study, studying smarter not harder. To him a massive majority of successful learners apply effective study habit, which subsumes: mnemonic devices, practicing with friends/group discussion, good note taking, active listening, test-taking

strategies, reading actively, developing a study plan and time management. Joining a study group, memorization strategies, development of crucial reading skills, reading and library usage, taking and reading of notes, preparation towards examination, doing assignments and homework etc constitutes effective study habit (Johnson, 2018).

Academic performance commonly refers to the degree refers to the level of achievement of expertise achieved in some academic field. Academic performance of learners encourages them to learn more. Academic performance, according to Arora (2016), is the learners' level of knowledge, skill and learning enhanced in an academic pursuit which are evaluated by school authorities. Retaining of learnt information is dependent on time spent on studying. Arora went on to explain that spending enough time studying naturally boost learner's academic performance in examination or test.

A great deal of research done across the world proves the significant impart of study habit on performance. Reyes (2011) investigations, concluded that performing learners have better study habits than low performing students. Anwar (2013), Kurmar (2015), and Siahi and Maiyo (2015), who conducted comparisons of study habits and performance of learners in India and Nigeria, revealed that poor study habit adversely influences academic performance. Similarly, a study by Afful-Broni and Hogrey (2010), which investigated students' study habits on academic performance of SHS learners in Winneba, Ghana, revealed that study habits determine the academic performance of students. This is further supported by Miguel and Ksenia (2015) who came out with the findings that learners who performs very well are punctual in class,

submit assignment and home work on time, note taking and note reading, study period procedures and time allocation for studies.

Ogbodo (2012) noted that academic excellence is contingent on varied factors (ie., both non-cognitive and cognitive). Hassan (2013), Ogbodo (2012), Basher (2018) and Arul (2013) all showed a positive of study habit on performance. Decent study habits aids learners in analyzing and synthesizing which is a crucial skill (Rana & Kausar, 2011). These definitions see studying as an intellectual which involves gaining of knowledge and wisdom. Siahi and Maiyo (2015) concurred that learners with high academic excellence have a specific study habit that works for them. This shows that, before a student can perform well, he/she must know how to study, and knowing how to study must begin right from the early stages since basic school is the foundation upon which further education rest.

In Ghana, Somuah, Dankyi and Dankyi (2014) credited consistent and healthy study habits to great success. Nyarko-Sampson (2007) observed that ineffective study habit as one key cause to academic performance among senior secondary school learners in the Central Region of Ghana. Nyarko-Sampson again revealed that academic performance is an inter-play of factors such as congenial school and home environment and good facilitators. This means that low performance is an inter-play of diverse factors however many views have espoused on the benefits of study habits as the most vital factor that influence academic achievement. Studies carried out by Quist, Nyarko-Sampson and Essuman (2006), Reyes (2011), Ashish (2013) opined that study habit strongly correlate learners' academic performance. Student who nurtures a positive or good study habits perform differently from those with negative study habit.



Theorists, such as Piaget (1952), Ellis and Ericsson (1990) have all argued that the mind is active in an instructional process and as such students must be held responsible for their poor performance. Study habits are particularly important for pupils in basic schools, whose needs include time management, note taking, concentration, test strategies and information organization, to eliminate academic failure. Study habits must not be taken for granted at the basic school level as learning strategies and skills nurtured and used consecutively by learners strongly influence their achievements in academia in the future.

### Statement of the Problem

Data from Akuapem South District Education Statistics Office showed that the pupils in the district over the years have been recording poor Basic Education Certificate Examination (BECE) results and even schools that obtained 100% had few pupils obtaining good grades.

Table 1- *Analyses of BECE Results of Pupils in Akuapem South District from 2013 to 2017*

Year	Number of candidates presented	Number of candidates who obtained aggregates				
		06	07-10	11-25	26-36	37-54
2013	787	0	9	145	355	279
2014	830	3	7	152	378	290
2015	869	0	9	173	402	285
2016	919	5	3	139	425	348
2017	948	0	2	126	404	416

Source: Akuapem South District Education (2019)

In the year 2013, it was revealed that the majority of the students obtained grade 26 or more. A similar trend was found for the years 2014, 2015, 2016 and 2017. In 2015, for example, 402 out of 869 had grade 26-36. The statistics in Table 1 generally shows that for the period of five years, from 2013 to 2017, academic performance in BECE in Akuapem South District hasn't seen any extraordinary development. This consistent trend of performance hasn't received much attention.

Previous research reviews, conducted by (Adane, 2013, Gyeke, 2016, Addai, 2014) who studied the causes of poor academic performance in the district, showed lack of teacher motivation, lack of TLR's, and child labour as a cause to low academic performance. The studies all recommended that government and parents should supply resources needed and give adequate motivation to teachers and pupils in order to advance academic achievement in the district, yet the problem still persisted.

The problem faced by pupils may be as a results of poor study habit and no what has been recommended. Ashish (2013) however, low academic performance of learners to inefficient and ineffective study habit. He concurred that this may not lead to only poor academic performance if learners are not supported to gain the appropriate study habit (Ashish, 2013).

Some researchers have explored the effect of study habits on the pupil's academic achievement. Aluede and Onolemhemen (2001), in an experimental study examined the influence of study habit counselling and SHS learner's academic performance in English. They found that decent study habit counselling significant influence academic performance of learners. Similarly, Suneetha and Mayuri (2001) on age and gender difference in academic

achievement revealed a significant difference in interactions, language dimension and sets of study habit record. Sirohi (2004) study on low academic achievement with respect to attitudes and study habit found that programmes on guidance enhance learner's performance, and capabilities and yields better outcome. Sud and Sujata (2006) study on academic achievement with respect to study habits, self-handicapping, and test anxiety of HS children (from government SHS of Himachal Pradesh). The showed boys to have ineffective study habit than girls. There has been relatively no study to investigate how pupils' study habits affect their academic performance in the district, this study sought to fill the gap.

### **Purpose of the Study**

The purpose of this study is to examine the relationship between study habits and academic performance among junior high school pupils in Akuapem South District of Ghana. This study specifically sought to:

1. investigate the relationship between time management and academic performance of JHS pupils,
2. determine the relationship between assignment and academic performance of pupils,
3. determine the relationship between preparing for examination and academic performance of JHS pupils,
4. investigate the relationship between reading and memorizing and academic performance of JHS pupils,
5. to determine the relationship between note taking and academic performance of pupils.

## **Research Hypotheses**

The following null hypotheses were formulated to guide the study:

Ho1: There is no statistically significant relationship between time management and academic performance of JHS pupils

Ho2: There is no statistically significant relationship between assignment and academic performance of JHS pupils

Ho3: There is no statistically significant relationship between preparing for examination and academic performance of JHS pupils

Ho4: There is no statistically significant relationship between reading and memorizing and academic performance of JHS pupils

Ho5: There is no statistically significant relationship between note taking and academic performance of JHS pupils

## **Significance of the Study**

The study is significant in that, the findings will benefit all stakeholders of education, such as Ministry of Education (MoE), school counsellors, school heads, teachers, parents and the general community. The findings of the study may assist the MoE to start programmes that will enable active study habits of learners in the district. Such programmes may include workshop on how to study effectively. Study findings may help school counsellors to design programmes that will help pupils to take their studies serious to improve upon their academic performance.

Study findings may aid school heads and tutors to liaise with parents in the provision of favourable milieu to enhance student's learning. This will be attained through the provision of accurate information in the study. The results

of this finding would help parents to motivate their wards to gain appropriate study habit.

The results of the findings would help learners improve appropriate study habits which will yield academic excellence in the district. The study will expose students to the types of study habits which will aid them mature better approaches which can improve their academic performance. Finally, the knowledge in students' ways of studying, through the study findings, may support the general public to motivate children in their communities to eschew poor study habits and embrace healthy study habits.

### **Limitations**

In the course of the study and conducting the research, problems that were envisaged were that the use of self-rating questionnaire to collect data from pupils in JHS on their study habits and academic achievement was limiting because of the issue of honesty on the part of teenagers in situations that demand talking about themselves in matters of academics.

The nature of the design resulted in issues of validity and reliability. Survey designs captured brief moments in time just like taking a photograph of an on-going activity. This suggests that the validity of the findings in survey studies were time-bound and therefore, the validity of such studies reduces with time passage. In line with this study, the result of this present study might not hold in ten years.

### **Delimitations**

This study was delimited to finding out the relationship between study habits and academic performance of pupils in the Akuapem South District. Even

though there were 30 public JHS in the district, the study was delimited to only six schools in the district, selected through lottery method of sampling.

The original instrument for data collection on study habits was developed by Essuman (2006) for senior high schools. The instrument had ten sub-scales and each sub-scale had eight questions under it. These add to 80 questions. However, based on the level of the JHS students, this study adapted only five sub-scales of the instrument (Time management, assignment, preparing for examination, reading and memorizing and notes taking). Ideally the 80 items will be too much for them to answer at a sitting.

#### **Definition of Terms**

**Study Habits:** way or manner which you consecutively learn for college or school. Essuman's (2006) scale was used to conceptualise study habit.

**Academic Performance:** achievement in examinations or test evaluated by the use of tutor's rating. Learners scores from the district examination.

**Basic education:** the level of education in any country that constitutes the foundation stage to all children.

#### **Organization of the Study**

The study is structured into five chapters. Chapter One covers the introduction, which focuses on the background of the study, statement of the problem, purpose of the study, significance of the study, research questions, delimitations, limitations, definition of significant terms and organization of the study chapters. Chapter Two deals with literature review comprising review of concepts, theoretical review, empirical review and conceptual framework. These reviews guided the conduct of the study. Chapter Three covers the research methods employed in conducting the study. Chapter Four covers data

analysis and discussion. Chapter Five, which is the last chapter, deals with summary, conclusion as well as suggestions for further study.

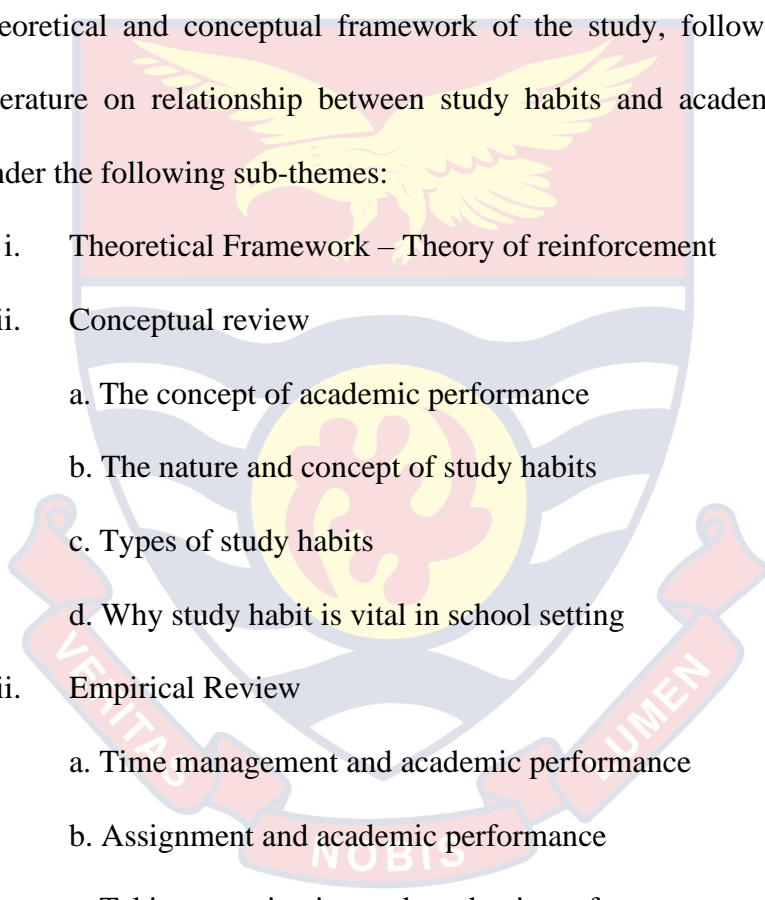


## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter reviews literature related to the study. It covers the theoretical and conceptual framework of the study, followed by review of literature on relationship between study habits and academic performance, under the following sub-themes:

- 
- i. Theoretical Framework – Theory of reinforcement
  - ii. Conceptual review
    - a. The concept of academic performance
    - b. The nature and concept of study habits
    - c. Types of study habits
    - d. Why study habit is vital in school setting
  - iii. Empirical Review
    - a. Time management and academic performance
    - b. Assignment and academic performance
    - c. Taking examination and academic performance
    - d. Reading and memorizing and academic performance
    - e. Note taking and academic performance



## Theoretical Framework of the Study

### Theory of Reinforcement (Thorndike, 1913)

This study was based on Thorndike's (1913) theory of reinforcement. His theory asserts that the association between stimuli and response bring about learning. To empirically test for learning laws, He used a puzzle box and a hungry cat.

The experiment made him notice a learning approach which he termed as 'trial and error' learning. The cat was to press a lever inside the box to aid its escape. The cat learnt how to link lever pressing (S) with door opening (R). This stimuli (S) and response (R) association was proven because it resulted in satisfaction, hence made the cat escape from the box. From his observation, Thorndike brought about five major and three basic principles of learning (Ammah, 2017).

For the purpose of this study, one of Thorndike's basic principles (ie., the law of exercise) was deliberated. Law of exercise states that the degree of S-R response tells us how a specific response follows a stimulus. This implies that one cannot learn a skill by watching (ie, he or she should participate in the learning process). Thorndike (1913) specified that, S-R pairing occurred countless periods due to established linkage.

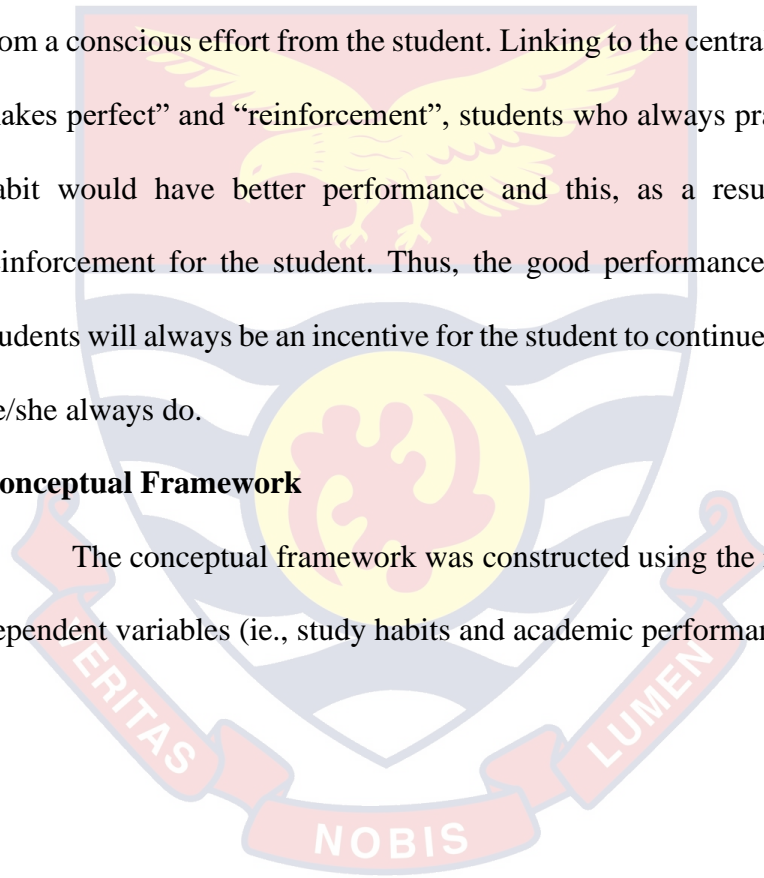
Thorndike's theory was used by Akagah (2011) and Steele (2016). Akagah orated that practice makes perfect. She adds that durability and efficiency of learning comes about through practice. Ayihi (2013) linked the law of exercise to the law of use and disuse. The continuous usage of organs progressively develops, strengthen and powers it to be proportional to the length

of time. Similarly, repeating a habit increases its strength while lack of practice weakens a habit.

This theory was chosen because it was applicable to the learning process aspect of the study and provide additional insight into what will make students learn effectively. Students who would do their assignments, write and read their notes, ask and answer questions and use the library frequently usually perform well in school. It must be emphasized that study habit is conscious and is results from a conscious effort from the student. Linking to the central idea of “practice makes perfect” and “reinforcement”, students who always practice good study habit would have better performance and this, as a result, will serve as reinforcement for the student. Thus, the good performance obtained by the students will always be an incentive for the student to continue studying the way he/she always do.

### **Conceptual Framework**

The conceptual framework was constructed using the independent and dependent variables (ie., study habits and academic performance)



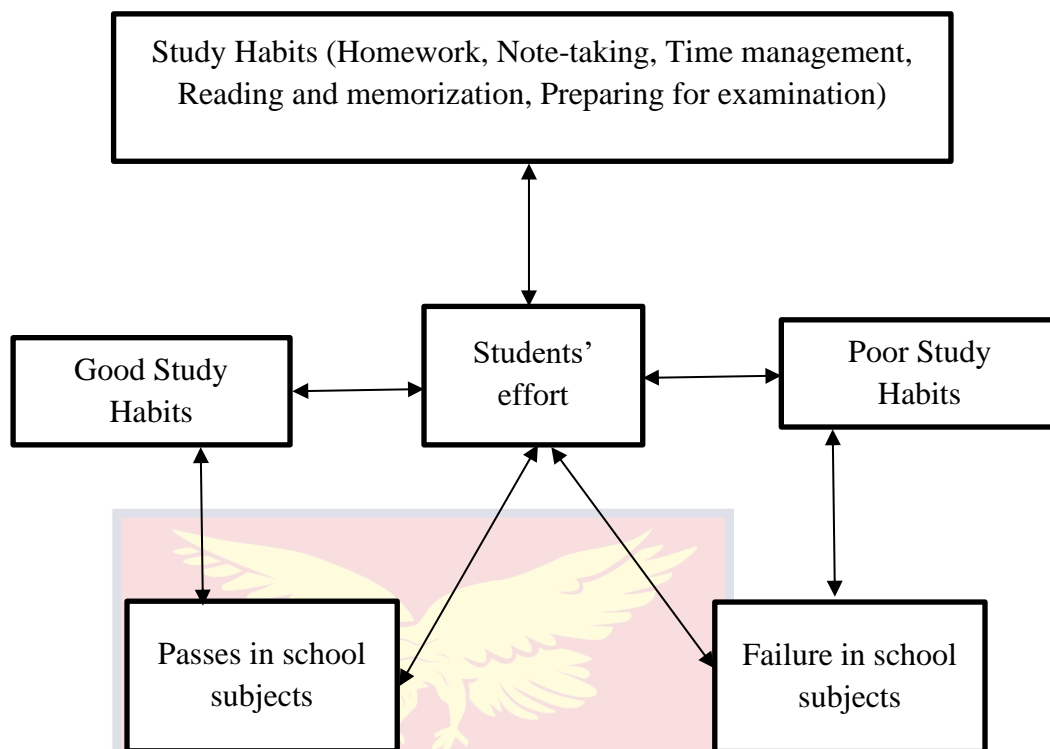


Figure 1- *Conceptual framework illustrating the link between study habits and academic performance*

The conceptual framework attest to the claim that study habit is greatly contingent on academic performance. There is an agreement study habits inventories (homework/assignments, time management, note taking, concentration, consultation, and library use) affect performance. It clearly indicates that learners with poor study habit finds it difficult to excel whilst those with the good ones achieve success. It can be termed as learners' efforts towards studies.

Pass and Abshire (2015) defined student's effort as the deliberate attitude that students make towards their schooling. They further explained that students' effort is the most important determinant of students' academic success, personal and social development because the effort students exerts on their education is critically important to meet academic challenges. Students'

effort is therefore how frequently a student carries out learning activities, such as, taking notes during classes, making use of the library, consulting teachers and peers on topics they do not understand, asking and answering questions, doing their homework and classwork and concentrating in class. Students' effort can also be term as students' study habits.

It is expected that, if students try hard, if they do their assignments, attend classes, take notes, ask questions and study frequently before examination, their grades will reflect their effort. Akinboye as cited in Nyarko-Sampson (2007) academic achievements manifests shows the kind of study habit learners use. This buttresses the view learner's study habit positively affect performance.

Thorndike's Law of Exercise supports this fact by stating that, in learning, Law of exercise states that the degree of S-R response tells us how a specific response follows a stimulus. This implies that one cannot learn a skill by watching (i.e., he or she should participate in the learning process). Before one achieves good academic performance, one has to study hard by practicing good study habits.

This theory is contextualized in the conceptual framework and provide additional insight into what will make students learn effectively. Students who would do their assignments, write and read their notes, ask and answer questions and use the library frequently usually perform well in school. It must be emphasized that study habit is conscious and is results from a conscious effort from the student. Linking to the central idea of "practice makes perfect" and "reinforcement", students who always practice good study habit would have better performance and this, as a result, will serve as reinforcement for the

student. Thus, the good performance obtained by the students will always be an incentive for the student to continue studying the way he/she always do.

### **The Concept of Academic Performance**

The concept academic performance used in schools varies in its definition. Academic performance, according to Khan (2012), is referred to as individual's ability to perform a learning activity or in standardized tests. Similarly, Bell (2013) defines academic performance as learner's ability to accomplish a task.

A level of learner's ability to meet criteria set by the institution itself is termed as academic performance (Sharm, 2012). To Abiola (2013), it is the pointer of potentials, qualities, and abilities of students after a programme of study. In essence, academic performance can also be defined as learner's ability to, deal, cope and accomplish diverse task given to them by their tutors (Gyeke, 2016). From the discussion, academic performance can generally be seen as the degree to which institutions, teachers, students has attained their instructional goal.

In the school setting, academic performance are measured by continuous assessment or examination, nevertheless, there hasn't been an agreement on how its best tested (ie., usage of aspects such as declarative or procedural knowledge) (Addai, 2014). Success is evaluated by academic performance in educational institutions or learner's ability to meet criteria set by the institution (Jeynes, 2002; Eamon, 2005; Barry, 2005; Basil, 2007; Asikhia, 2010) support the fact that factors like learning milieu, learner's role, and family background affects academic performance.

Family background, when used in the context of education, refers to family's level of occupation, education and income (Jeynes, 2002). Eamon (2005) and Jeynes (2002) made it clear in their studies that learners with low parental background are most likely to have difficulty in studies (ie, earn lower score and might drop out of school), low level of retention, numeracy, literacy and comprehension.

This however can be strengthened, neutralized, or mediated by a variety of further circumstantial, individual and family characteristics (Barry, 2005). However Basil, (2007), posited that better economic home supported by good parental care enhance academic performance. This shows that home and parental background predicts regularities of learners academic and survival needs.

Barry (2005) opined that academic performance is mightily affected environmental factors. Instructional milieu that is free of obstacles such as noise, air pollution, and so on increases concentration while a learning environment that constitutes health hazards reduces learner's learning focus (Basil, 2007).

According to Barry (2005), individual characteristics refer the fulfilment of learner's role in institutions. Students have to play their role by studying hard to pass examinations despite their family background and learning environment. It is important for students to have subject outline to aid them in studying the topic reading the required textbooks and study consistently over a long period (Dixon, 1998).

Poor academic performance, according to Gyeke (2016), is defined as testee's falling below an expected standard (Asikhia, 2010), Concurrently,

Okoyo (1982) defines poor academic performance as candidate failing to complete a set of standard of performance in a given assessment exercise (eg., examination, test, or continuous assessments).

Easy measurability using standardized test has made academic performance an indicator of school's quality (Aiken, 2000). It is measured by both summative and formative assessment. Ayihi (2013) contended the main reason for the establishment of school is to impart skills and knowledge however some students score below the standards set by government and the school institutions. This becomes very frustrating to students.

Several studies have attributed low academic performance to teacher, government and students' factors. Academic failure does not only affect parents and learner's but it equally influences the society, that is, the lack of manpower is all scopes of politics and the economy (Aremu, 2000). Basic school learning should be the foundation and base to advanced education yet academic performance at this level in Ghana seems not to be improving. Good study habits are the instrument that can be used to achieve good academic performance.

Testing outcomes are primarily used for promoting learners to the next grade and not improving institutional quality for learner's (Asikhia, 2010). Basic school pupils need to continue to secondary level and to tertiary level. If basic school pupil's academic performance does not improve either they will become dropouts or remain unhappy throughout their education due to poor academic performance.

Academic performance is contingent on the learner's capability, that is, it is related to intellect and context. Students who are conscious of their study habits work hard to improve their academic performance (Basil, 2007). Frequent assessment is very important as it helps in motivating students to learn by providing feedback thus improving their academic performance (Irogbu, 2002). In order for schools to help students improve their academic performance, frequent assessment must be conducted and feedback must be provided. This will make students aware of their academic performance standard and work towards improving it.

### **The Nature and Concept of Study Habits**

Reading of material is interpreted as studying. Habits refer to an established custom which has been acquired through frequent repetition. Studying to Bakare as cited in Nyarko-Sampson (2007) characterizes a combination of will and skill. Degroot as cited in Ayihi (2013) it involves the dispositions to apply effort, seek out, persist, and the transformation of info and not only the application of methods. Quist, Nyarko-Sampson, and Essuman (2006) defined studying as an act that comprises a multifaceted collaboration of diverse variables that a learner may engage in. Rugendo (2014) proposed the following: acquiring habits and knowledge, interpreting ideas, making judgments and the creation of new ideas. For an effective study, Freeman and Morss (1993) said it must cover long periods, intense and regular. Study habits can therefore, be seen as tendencies that enable students work privately (Nyarko-Sampson, 2007).



Loveless (2017), on the concept of study revealed that it combines aspects such as study skills, attitudes and methods. To develop better SH, learners have to practice good study patterns, that is, the method of studying frequently for it to become their habit. Azikiwe as cited in Ayihi (2013) stated that study habits are mastery of learnable titbit outside lecture hours. Study habits help students to master their area of specification. Study habits, according to Ogbodo (2010), refer to study habit as the application and knowledge of operative study ability methods by learners.

For learners to excel in their studies, they must adequately master course content, reflect on it, and use it to solve environmental issues. The basic thing is, learners must develop an effective study habit. Learners believe that study hours is very significant, nonetheless, learners may spend many hours studying but retain very little (Kelli, 2009). The question is how learners should study more efficiently. Efficient study habits can equip students to have high level of critical thinking which will help them to analyze and critique lessons.

To Ashish (2013), approaches and strategies applied to instruction is termed as study habit. They are generally critical to success in school and they are considered essential for acquiring good grades, and useful for learning throughout one's life. Learners with special needs may develop ineffective or inefficient study habit. Student's awareness of their study habit aids them to understand the frustration in the use of common study habit (Marc, 2011). Increasing decent study habits aids success and help students to experience lesser stress.

The formation and maintenance of decent study habit is contingent on a higher level of student capability (Haper & Row, 2009). Mostly, one of the factors to low performance is poor study habit. Learners do not know where to begin and what to do. Just because, they have not been taught how to study effectively, as a matter, they lack the tendencies that enable private work and exact knowledge of what to do.

Arul (2013) asserted that the summation of determined purposes, all habit and required practices that learners adapt in learning is known as SH. According to Pauk (1997), stated that study habits are mastery of learnable titbit outside lecture hours. Study habits help students to master their area of specification Habits refer to an act which is done every day in a specific way. Action of habit are done with abundant speed and accuracy. Without habit formation it is impossible to master in an area. In the same vain, if students do not form study habits, it may become impossible to excel academically. Students to cope with time for successful completion of task within an appropriate milieu is termed as study habit (Looyeh, Fazelpour, Chehrzad, & Leili, 2017).

Study habits can be seen as those techniques such as note taking, locating materials or outlining, summarizing, which students employ in the mastery of learning material (Hussain, 2013) Study habits when broken down involve the time put into study method used in studying and content of study. According to Salami and Johnson (2018), study habits are made up of students' understanding of the need for them to make studying as a habit, recognizing the need for them to make studying as a habit; recognizing the processes that must be followed when learning. This means that in looking at students' study habits

there is the need to consider how the students involve themselves in learning, the need to study as a habit and whether there is the need to follow a specific pattern or method(s).

Everyone has different study habits. According to Basher, (2018), learners in high schools who excel academically follow a specific study procedure and study alone. Ashish (2017), linked sufficient sleep, appropriate exercise, nutritious diet, and good health to achievement of good study results. Unfavourable study conditions includes, poor posture, inadequate lighting, sub normal conditions, extreme temperatures.

This implies that ineffective study habits lead to failure whilst good study breeds positive academic performance. Azikiwe as cited in Nyarko-Sampson (2007) described study habit as the manner a learner plans his private studies after classroom learning so as to attain mastery of the subjects in areas of specialization and consequent excellent performance, while the opposite, bad study habits, constitute constraints to learning and of study whether systematic, efficient or ineffective etc. Going by this definition, it literally means that good study habits produce good academic achievement whiles ineffective study habits leads to poor academic performance.

According to Marc (2011), efficient study habit comprises of well-organised notes, plan, definite time table and place. He adds that, for a learner to be academically successful he or she decide the significance of information and its opinions. It is wisdom to learn to study in the most efficient way. Study habits formed by pupils at the basic level of their education have a great impact on their level of academic success in their higher levels of education (Basher, 2018). Therefore, counsellors and teachers must together assist learners on ways

to grow better study habits to enhance academic excellence. Crede and Kuncel (2008) linked healthy study habit to skill reflection outcome such as analyzing, critiquing and synthesizing. Without good study habits, a student may not succeed.

Although habits differ from person to person, some general principles can be derived about studying efficiently. Some of these healthy study habit includes reading of text, success completion of all assignment and homework and attending all lectures and taking notes (Loveless, 2017). Harper and Row (2009) also highlighted decent study habits as the following: notes taking, reading difficult topics, asking for assistance, identification of study habit and studying in that style, studying every day, creating a quiet place to study there, putting off your radio, television mobile phone and other devices that may distract your attention when studying and listening to soft music. Decent study habit is dependent of individual attitude

Azikiwe as cited in (Arhin, 2018) defined healthy study habit as an asset that aids learners to master a specialized area and bring out academic excellence, whilst the other constitute failure. Poor study habits included skipping classes, not doing homework and assignments, browsing the internet and watching television instead of studying, reading without recognizing meaning, being easily distracted and not preparing adequately before examination (Geetika & Vyas, 2017). The reasons why some students exhibit poor study habits are due to factors such as, learning problems, not knowing how to study, psychological problems and other problems, such as, lack of peaceful environment, finance, availability of study materials and lack of parental involvement (Khan, 2012).

In summary, study habits can be defined as a regular practice of devoting time and thought to getting knowledge or learning from books. It is therefore a habitual way of going about reading, writing, listening, concentration, memorizing, discussion, recalling and so on. This implies that it involves active creative and critical analysis of what is read. Study habits are particularly important for pupils to eliminate distractions and work privately outside classroom hours to help them to master the subjects they are learning. Factors that influence study habits and learning strategies include study time devoted to reading, focusing and absorbing information (Quist, Nyarko-Sampson, & Essuman, 2006).

Developing a better study habit helps to dominate topics after instruction (Azikiwe, in Nyarko-Sampson, 2007). Study habits is significant to the academic success of learners (i.e., enhancement of perceptual and knowledgeable abilities). With the help of study habits, a person can how far he wants to go, tell how much he will learn, and how much he wants to learn (Naima, 2017). Forming and maintaining good study habits, is necessary for every student who wants to know how much he wants to learn.

Kumar (2013) posited that healthy study habits benefit the individual to become successful achiever whereas contrary to it, it serves as a hindrance to letting the individual meet his or her potentials. Therefore, study habits significantly aid the attainment of a reasonable level of academic achievement. If study habits are seen as the most key predictor-variables in academic performance (Looyeh et al., 2017). Kumar (2013) observed that, learners with better academic achievement adapt a broader utilization of study skill. Rana and

Kausar (2011) declared that learners who have more operative study habits, obtain higher scores than those with ineffective habits.

Study habits depicts the manner of studying, whether efficiently, systematically or unsystematically, or otherwise (Loveless, 2017). Some learners, studying and being motivated to learn comes naturally. For others, being encouraged to develop appropriate study habit allows them to reap to be successful. Studies have shown that facilitators normally meet learners with average aptitude, as well as poor performers in their study. Most of these students often have defective study habits. This researcher believes that appropriate direction to such learner would alter their defective habits, and will lead to obtaining higher academic achievement.

A learner's degree of cleverness is said to be mirrored by the grades one attains. A learner attaining a better grade is linked to learning. But, factors like age, study habit, social status, IQ etc are seen to influence academic performance, however study habit has been seen to play a crucial role in student's learning (Nyarko-Sampson, 2007). It is therefore important for students to develop effective study habits.

It seems that some learners study less but achieve more vice versa. What accounts for this, according to Pallai (2012), is lack of proper study habits. Students success is dependent on effort, ability and intelligence of the student. Poudel (2016) found that, study habit is a mixture of different personality traits, which are, attitudes, thinking processes and behaviours related to how a person approaches a learning task. Study involves exploration for the mastery of ideas, facts or processes; therefore, students have to direct their energy or effort towards the learning of new materials and the answer to a problem. Academic

success requires proper energy and vitality from students. It is essential for students to access their current study habits and how it affects their studies and make conscious effort to improve them (Poudel, 2016).

Learners study habits influence their academic achievement. Practicing good study habits can develop the cognitive and practical skills (Arul, 2013). It is important for learners to improve good study habit to enhance acquisition of knowledge for better academic performance. Some students lack good study habits therefore deviates while learning, some students do not know where to start from and what to learn. This makes it difficult for them to concentrate while studying. If this habit is not curbed in learners, it may lead to low acquisition of knowledge. Seeing the need to strengthen and modify study habits and making efforts to improve students' study habits bring an enhancement in learners' academic achievement. Defective study habits result in poor learning outcomes whilst operative study habit results in positive learning habit (Kelli, 2009).

### **Types of Study Habits**

Nyarko-Sampson (2007) said that there is a skill in studying and academic excellence requires higher degree of study skill. This means that academic success comes through hard work and diligence. Studying is a very significant individual problem and there is not one study habit that functions in all situation. Learners has to take more accountability to obtain the anticipated understanding, to grow positive values, skills, critical thinking, and attitudes (Cooper, 2007). This implies that there are several approaches to learning, and students need to learn about them, assess them and choose the ones that best help them to acquire knowledge.

There are several perspectives about what study habits are, for example Chikara, Singhal and Aggarwal (2014) were of the opinion that good study habits include skills such as time management, self-discipline, concentration and memorization. Study habits can also be seen as an approach a student adopts towards his studies (Chad, 2005). This means that a student's study habits could be a variety of academic habits, such as group reading, individualized reading, time allocation, note taking, homework and assignments, consultation, reading and library use, concentration and many other approaches to learning.

Crede and Kuncel (2008) suggested that study habits are multidimensional in nature. Effective studying is not only about intelligence but requires the ability to concentrate, take notes, manage time, use the library and sense of responsibility and value in one's own learning. Study habits, as broadly used in literature refers to the learner's being aware of study approaches and procedures, and the need to achieve time and other resources in meeting academic task (Kaufman, 2016). The initial phase in developing productive study habits is knowing how to study. Learners have diverse means of approaching tasks. Operative study habits make studying and learning easier. You will be working smarter, instead of working harder.

Good study habits comprise diverse aptitude such as memorization, concentration, effort and organization (Poudel, 2016). Sufficient sleep, good health, good nutritious, diet and appropriate exercise, are essential to attaining respectable study results. They are mostly outside elements that enable the study procedure such as comprehensive study schedules that contain how learners engages in study meetings, self-evaluate, review materials, rehearse clarifying the material and reading in a favorable milieu (Crede & Kuncel, 2008).



In summary, everyone who goes to school studies but in diverse manner. Habits plays an important role in modifying a learner's personality. In education setting, habits such as, proper reasoning, regular thinking, punctuality, concentration on study, etc, aids the learners to better modify learning. As stated by (Pallai, 2012), note taking, planning of subjects, preparation for examination, concentration, home environment and planning of work, general attitudes, and school environment are examples of healthy study habits.

### **Why Study Habits is Vital in School Setting**

Study habits play a crucial role in the performance of learners. Ineffective study habit (Nyarko-Sampson, 2007) said regardless of better personality and intellect, lack of decent study habit hinders achievement. However, study habits skills like having regular time to study, note taking, and preparing for test, while avoiding the interruption that comes from television and phone call.

Poudel (2016) asserted that success in school is dependent upon one's study habits, one's ability to study efficiently and effectively. This therefore calls for having effective study habits. Unfortunately, many students especially at the basic level are poorly prepared for academic work. This is because such students do not have or follow procedures that are essential for educational success. Learners are not likely to excel academically without healthy study habit.

Research has shown that, the academic achievement of students is the invention of an inter-play of elements as teacher, school and home environment. The inter-play of these factors seems to have diverted the attention from involvement of students and their activities in their own academic performance.

To Naima (2017), factors that affect academic performance are: attitude to learning or varying study habits, attendance to school and responses to the influence of preceding evaluation results.

Pass and Abshire (2015) suggested that academic performance and study habits are relative to each other. Pallai (2012) further suggested that a learner's study habit influence their academic performance as compared to subject matter. Actually, study needs concentration and time, discipline, without which mastery of any content becomes difficult and uncertain.

Thus, study habits suggest a sort of less or more directed method or approach of studying. It has also been found by (Reyes, 2011) that pupils with decent study habits outperforms their counterparts with equal intelligence. He adds that study habits positively remain connected to academic achievement. The same understanding was also suggested in (Robinson, 2000) studies academic performance and study habit. In the study no difference was found in study habits scores and academic scores, leading the researcher to believe that academic excellence is positively related to study habits.

Anwar (2013) posited that study habits do not only correspond with academic excellence rather it also gives rise to high verbal activity, academic security feelings and success with satisfaction. In one of the comparative studies by Akagah (2011) found that high achieving girl had constructive and positive as compared to boys. This is why researchers believe that productive study relies on the improvement of effective study skills and habit.

Study habits plays a vital role in students' lives. A great deal of research provides evidence that study habit is a significant variable to determine the performance of students. There is no hesitation consistent study habits convey

rewards with respect to achievement of success. A way a student study be it, inefficient or efficient, or systematic is termed as study habit (Ayodele & Adebisi, 2013) implying that incompetent study habit produce academic failure whilst effective study habit leads to academic success.

Conversely, according to Rugendo (2014) who emphasized one area learners must pay attention to in order to improve their academic performance is knowing how to study, because lack of healthy study habits has been a key institutional problem among JHS pupils. In another study, Pallai (2012) examined the relationship between time spent and homework and revealed that counselling learners on study habits improved desired study habit.

Similarly, Rana and Kausa (2011) found that significant correlation between study habits and academic performance. Effective study habits help learners to achieve better results. Study habit is general with regards to its importance. Study habits have long lasting effects and penetrate the life of individuals deeply with its cumulative and interactive effects (Crede & Kuncel, 2008).

With regard to the benefits of study habits, Murugan and Rajoon (2013) found in their studies that groups with low intellect with regards to study habit development outperformed their counterparts with high intelligences. Similarly (Pallai, 2012) found that those students, who followed the programme, improved their study habits. Bad study habits are seen to hamper institutional progress whilst decent study habit bring about educational success and attainment (Sharma, 2012). Considering study habits as a major component of academic achievement (Akagah, 2011) found that only study instructions and

related skills do not help in better academic performance, unless accompanied by good study habits.

To establish successful study habits, Ayodele and Adebisi (2013) asserted that learners should understand learning and the diverse learning styles in order to know the particular learning technique or skill to use. A learner's knowledge of his behavior towards learning could aid the improvement of diverse learning styles. This awareness of study attitude and specific study skills can provide students the means to develop their learning habits hence students should be supported to identify their own attitude towards learning and the usage of these skills to alter their behavior if essential (Kabiru, 2010). Learners should know the diverse attitudes and their probable consequences with regards to their study objectives.

Some researchers (Ahmed, 1993; Bashir & Matto; 2012; Denga, 1980) identified ineffective study habit as one major cause to academic achievement of Nigeria students. Low self-concept and academic performance, and seeing little of the benefit of decent performance are some of the results of poor study habit (Freeman & Morss, 1993).

Fagbemi (2001) decent study habits aids learners in analyzing and synthesizing which is a crucial skill. Learners with successful career have respectable study habits. The improvement of decent study habits is the thoroughfare to the aims of an individual. Small modification in study habit brings huge change in the organization and goal setting of one's life. Individual's success is dependent on his study habits

Ahmed (1993) stated that to inspire respectable permanent learning habits, there is the need to enhance training courses for such skill. This learning

will comprise the expansion of reliable and positive attitude and methods to studying, emotional skills and learning styles. It also improves particular skill such as group work, self-assessment, examination, reading and retention skill, developing of objectives, computer literacy etc.

Due to several factors that could be take record for, most learners devote less time to their study. Currently the prevalent tendency of social media inhabits larger portion of these factors. Learners devote their time on social media instead of rereading their notes. Poudel (2016) postulated that the most essential element that determines academic performance is study habits. To succeed academically, students need to devote their time to their studies.

### **Time Schedule/Time Management and Academic Performance**

Time is a precious thing, it cannot be changed or taken aback. People who cannot manage time find it difficult to succeed in life. It is in this regard that students are expected to manage their time to achieve academic excellence. Time management is a set of methods for planning, managing, and proper usage of time (Crede & Kuncel, 2008). Patton (2012) also explained time management as a set of skills, practices, principles, schemes and tools that work together aid value out of time with the focus of enhancing quality of life. Nowadays, students have so much to study but also have so limited time to do so, due to extra-curricular activities and personal interest, as a result, a lot of students procrastinate. According to Naima (2017), procrastination is deliberate postponement of an envisioned course of action, despite the knowledge of its negative consequence.

Time management is a skill that each learner ought not only to know, but also relate. Running out of time leads to frustration and the feeling that you

cannot succeed. Consciousness of time usage helps an individual to notice unnecessary functions and also monitor one's self at all times (Clark, 2014). Activity planning helps learners objectify their goals (Nyarko-Sampson, 2007). Planning helps students to prevent unnecessary habit which distract them.

Students need to manage their time to avoid procrastination, which they say, is a thief of time. Anwar (2013) posited that a learner with good academic achievement has decent study habit. She added that learners must not try to study all the courses in a single period. A learner gains mastery of a material when he/she study's an hour immediately after class than several hours in few days later. Adogbeji and Igun (2007) viewed time management as an attitudinal modification approach that aid pupils clarify their thinking and surge output.

Patton (2012) there is an incredible heaviness on learners to attain respectable grades because academic success is presumed to retain extrapolative worth and used as a door way to primary, secondary schools, university and certain careers (Clark, 2014). Most students also complain that they do not have enough time for, reading and writing assignment, homework, projects, notes writing, examination, etc. Most students complain because according to Elena (2011), seventy-three percent of learners start studying their notes less than a week before the exam's session. Improper allocation of time and last-minute preparation for exams has been seen as key source to poor academic success (Gall, 1998; Longman & Atkinson, 1988).

Nyarko-Sampson (2007) defined a schedule as a plan showing the procedure and time (time table) for something to be carried out. Before one begins to think about the procedure of learning, it is imperative to develop a

plan. There will be no way of assigning treasured time with ineffective study schedule.

Time is serious and need to be managed appropriately in order to yield results. Learners should not be with a daily plan (Clark, 2014). A good plan can save life. It is up to the learner to cultivate a plan that meets his/her requirements and most importantly, to follow it. A schedule saves time. A properly planned schedule, allocates time to where time is needed.

Learning should take place when a learner is alert, has rested and also planned for it. Last minute learning usually waste time (Patton, 2012). The process of study includes time use and place where to study. It is the most treasured means every learner has and also the most wasted resource. The scheduled developed must serve as a monitor to allocating the accessible time in the most useful time. Time is precious and must not be left to chance or while away. Those students who are in high schools, who excel academically follow a study pattern that integrates attainable process and study alone (Asikhia, 2010). Organised learners achieve their aims and task in a timely way or manner (Clark, 2014).

The literature reviewed show that learners' time management abilities influence their academic performance. Crede and Kuncel (2008) showed a positively significant relationship between performance and time management. This means that when students managed their time well, they would get time for other activities they are interested in and still perform academically.

Ebele and Olufu (2017) argued that the act of getting things done is not time management but balancing one's life such as enjoying yourself and doing the right thing as well. The hitches of universities graduate in Nigeria comprise

note taking, study habit and time management. (Adogbeji & Igun, 2007). It can be concluded that time management is not stressed at the basic level and therefore students who climb the educational ladder to the top struggle to manage their time. It is imperative to teach pupils how to manage their time so as to help them go further in education.

Nyarko-Sampson (2007) believed that time management is a manner of controlling and monitoring time. Precise mindfulness of time usage helps keep track of needless activities and monitor one's self all time (Clark, 2014). Time is an essential resource every individual has equally hence use it at diverse level due to variety of reasons. One of the secrets to attaining achievement in life is paying adequate importance to scheduling meaningful usage of resources. Its undoubtable that learners' face a lot of stress like academic pressure, family problems, peer influence, to avoid distress, the necessity for time management and appropriate scheduling becomes imperious (Patton, 2012)

### **Assignments and Academic Performance**

Homework is an extension of learning at school. It is written or reading assignment, given by teachers to students to do after school. Homework is to develop studying skills and self-study ability (Cooper, 2007). Homework is generally seen as the responsibilities given to learners by educators in schools to be done at home (Kumar, 2013). Cooper (1994) also defined it as out of class duty given to pupils as addition of classroom exercise.

The issue of assignments and homework has been a historic worry to learners, parents, and educators. Many of whom agree that the key focus of assignment must however encourage learners to be independent learners, develop strong institutional and study abilities and facilitate learning (Vatterott,



2009). Cooper, Robinson and Patell (2006) argued that, prior to the 20<sup>th</sup> century, people saw homework as a means to discipline learner's minds. The brain was seen in the 19<sup>th</sup> century as a muscle that required to be trained, typically by remembering central material. Subsequently memorization was thought to be an home action, homework, was satisfactory amongst instructors (Cooper, 2007).

Researchers in the 19<sup>th</sup> century, such as Cooper (1994) explained homework as responsibilities allotted to learners by instructors that are envisioned to be done outside the school. His research findings revealed many negative and positive influence that homework /assignment has on learners and their relatives.

Cooper (1994), divided the positive influence of assignments into long term academic, immediate academic, non-academic, participation and paternal gratitude effect. In order to sustain a new skill or knowledge, one should practice it. Homework and assignment provide students the opportunity to practice, and apply what is taught in the classroom.

Brewer (2009) study found a significantly positive association between assignment and academic success when pertinent to learning objectives. Carr (2013) also found that learners after completion of assignments become more accountable and interested for their learning. Homework/assignment allow students to work on their own. This develop the intellectual ability of students and make them academically independent.

Comparably, Ellsasser (2013) noted that tutors who graded homework found greater relationship between academic success and assignment. In fact, when assignment is rated or noted, it can increase learning from the 50<sup>th</sup> to the

79<sup>th</sup> percentile (Walberg in Nyarko-Sampson, 2007). This means that when teachers give homework and assignment during a lesson, and devote their time to check, mark and evaluate students' homework, it will help improve academic performance of pupils.

Homework keeps students busy while they are home. Assignment and homework prepare students for the next class and help them to recall previous concepts. Students who complete their homework and assignment get good grades as they help students to commit information into their long-term memory. Ellsasser (2013) confirmed in his study, a surge in time spent on assignment positively influence learner's grade. He found that low and high ability learners obtained high grades. However, low ability learners who spent 1 to 3 hours on assignment had grades similar to average ability students. Consultation provides students opportunity to receive input from fellow students and teachers while group studies and classroom participation enhances public speaking skills.

Modern researchers such as Cooper et al. (2006) and Vatterott (2009) have also shown in their studies that learners with low academic performance benefited from spending more time on assignments. Kumar (2013) posited that, assignment and homework help students to mature decent study habits and raise their reasoning dimensions. Assignment make pupils to identify that learning can occur at school as well as home. A little bit of homework can help basic school pupils to develop good study habits.

Opponents trust that learners spend too much time outside school and that they don't get enough leisure time to spent with family and friends (Kohn, 2006). Another critic Vatterott (2009) stated that no important connection of

assignment completion to the above-mentioned commendable values. Promoters of assignment links its benefit to its appropriate use.

It improves learners' knowledge of the content covered (Cooper, 2007). Carr (2013) noted an essential connection between assignment and academic achievement. Hayward (2010) claimed that homework eases time constraints on the amount of curricular material that can be covered in class. According to Kurmar (2015), linked amount of assignment stimulation to a 50% increase in a student's academic achievements.

Cooper et al. (2006), Kabiru (2018), and Pallai (2012) mentioned that homework and assignment help students develop good study habits as well as strategies for dealing with mistakes, difficulties and distractions. Learners needs better study habits to successfully accomplish an assignment, however, most pupils most students haven't developed that ability. It is homework that can help develop these skills of pupils.

Several studies have shown the need for practice in reinforcing desired skill (Patton, 2012). Homework helps pupils to conquer the difficulties that stop them from getting their potential. The issue of academic barrier comes into play when one fails to complete his/her assignment. Assignment that are meaningful, well planned and designed to pupils, are of utmost efficacy (Ellsasser, 2013). The drive of assignment must be clearly perfect to all learners so that they can recognize how it will support them prosper.

Teachers assign homework for many reasons including to reinforce previously taught skills (Cooper, 2007). Homework/assignment is a perfect example of practice makes perfect approach. Students do assignments and homework to strengthen their abilities. Assignment and homework are accepted

practice for school age pupils. Homework is an essential causal element in surging pupils' success (Carr, 2013). Homework increases the amount of time on duty and encourage learner success. Homework and assignment therefore improve academic performance.

### **Preparing for Examination and Academic Performance**

Examination is a process for assessing the aptitudes and achievements of a student by awarding grades and positions (Ahmed, 1993). It is an integral part of the education system. It is through examination that performance of students and education system at large is measured (Rasul & Bukhsh, 2011). Examinations are the formal assessments of how students have fared with respect to specific disciplines. They are achievement tests used to measure the outcomes of instruction and the progress learners have made in attaining proficiency as a result of training or learning (Gibson & Mitchel as cited in Quist, Nyarko-Sampson & Essuman, 2006). To Tella (2008), achievement tests are designed to measure the degree of students learning in specific curriculum areas common to most schools.

According to Hill (2000), the study habits of learners is essential in reflecting the education standards and learners' academic accomplishment. Pupils are not required to note everything from their tutors in the schoolroom alone, the combination of environment, school and classroom factors make up a learner's study habit and also enhance academic success.

For a vast majority of pupils, examination times can be fairly worrying and frightening as many learners are poorly prepared for examination. Most of them have reduced or no study habits that are study procedures that are needed

for academic accomplishment. Most learners don't plan their study time and lack of organization of content material (Nyarko-Sampson, 2007).

Akagah (2011) mentioned that cheating in exams in order to pass examination, often brings stress as well as frighten some students. Students most often focus on getting good grades, which they find elusive and difficult to attain. What most students should know is that attainment of better grades come when the focus is on the intrinsic value of learning, that is desire to study the subject and based on grades. Perversely, if the emphasis is more on marks than on the fundamental value of studying, learners often find decent scores elusive and difficult to attain.

According to Ayihi (2013), studying consist of the nature to apply procedures for knowledge mastering, seek out, persist, and transform information. Some scholars (Basher, 2018; Harper & Row, 2009; Fagbemi 2001) pointed to bad study habits as a key cause to low academic achievement. Other researchers (Rugendo, 2014; Bakare, 2017; Ebele & Olufu, 2017) agreed that performance is largely influenced by decent study habit.

Students with low intelligence might find it hard to excel academically. Nevertheless, learners study habits must add to their academic success. Majority of learners do not do assignment, take notes, or attend classes. Such attitudes may negatively influence academic performance (Arul, 2013). The internalization of healthy study habits aids both passing and failing learners to perform well. Unproductive study habit erode self-confidence among learners causing low self-esteem and performance (Crede & Kuncel, 2008).

If decent study habits are critical to excellent academic success, the question arises, what is involved in studying for examination? The formation

and maintenance of study habits requires higher level of specific knowledge and competence of what to do. Gyeke (2016) advised students to study the examinations regulations, mostly about preferred conduct in examination, so that the students do not obviously include themselves in misconducts with serious penalties.

Johnson (2018) suggested that it is relevant to attempt question after each topic. This according to him, will permit the students to define their level of assimilation. Students may use their own related questions or past questions on the specific topic studied. It is important to answer such questions in writing, not glibly orally.

Arora (2016) indicated that learner with organized and procedural study habit performed very well in examination. He recommended that, teachers, parents, and government must make learning environment conducive by providing reading materials. Abiola (2013) advocated that it is important to meet in groups and deliberate on specific topic since learner may not gain full access to textbooks. He also advised that students should not join in cramming model answers done by someone else.

Memory is the ability of our mind to remember information. Memory is a complex process. Memory includes: retention - aptitude in storing pf information, Recall – skill in accessing stored information. Short term memory receives information for a little time. It is the competence to store information for long periods of time, days, weeks, months or years (Ammah, 2017). You need to frequently revise or use your information or else you will forget it. The more opportunity you get to exercise your memory muscles, the easier it

becomes to remember. Practice memory skills to enhance learning and improve your recall.

Revision is an essential portion of preparation for exams. It helps mature learning. Nyarko-Sampson (2007) explained that one completes his course and learns well but doesn't end there. It must be revised consistently. In fact, if students read a section well and does not review it, section learnt will varnish with the passage of time. Revision deals with refreshing of learnt items within a short period of time. It helps an individual to learn more.

Rasul and Bukhsh (2011) explained that it is significant for students to have their mind that examinations not recognition but a test recall. Majority of learners simply read through their notes (ie., studying to recognize material). There is more to education than just mentioning facts and information terms of education than mentioning of information and facts (Nyarko-Sampson, 2007).

Ashish (2013) is of the opinion that learning to studying for the purpose of recall demands more approach. This helps students to determine whether they have mastered what they are studying. These types of learners benefit greatly from studying. Most students who do not perform well at school or exams may be the crammers and procrastinators (Clark, 2014). Many students engage in academic procrastination which leads to low performance. Low esteem, depression and anxiety measures has been scored higher among learners who procrastinate (McIntyre & Munson, 2008). Cramming is used to identify students who do not review study materials until a day or two before the exams is scheduled.

Hill (2000) is of the view that cramming can be an effective method of studying for exams, however, it reduces retention of learnt materials. The theory

of disuse and decay comes into play when retention interval surges (ie., it reduces one's ability to recall learnt material). Highlighted texts are easy to remember as compared to underlined pages. During tests, examinations, or assignments, learners must delegate some time to revise their notes. The procedure must begin with a review of the notes taken after class (Kelli, 2009). Studies show that eighty percent of learnt material with no review is forgotten within 24hours (Ammah, 2017). Reading over notes during weekends refreshes and promote good recall of material since repetition is the key to remembrance.

In summary, Mass Media enhancement has influenced interest in reading books. People learn differently from each other, however what may not work one person, may not work for others. A tired body only makes a tired mind. Get up, stretch, get a drink and move around during your break.

### **Reading and Memorizing and Academic Performance**

Reading is essential in every learner's life. Reading influences academic success of learners. Effective reading habit helps learners to become all-time learners (Azikiwe, 2007). Reading is fundamental learning. It deals with acquiring knowledge for personal development. It aids the conception of knowledge in a specific field (Adepoju, 2013).

Reading is seen to increase one's academic achievement. Pobi (2016, p. 1) who conducted a research into the effects of reading habits on academic performance concluded that, "reading increases one's vocabulary and ability to think, improves one's verbal and writing abilities and broadens one's horizon". Thus, students need to read regularly if they want to improve upon their academic performance. Academic excellence lies in learner's capacity to find



new facts for him or herself (Eamon, 2005). Reading is a requirement of operative study habits which will progress learners' academic performance.

Improving good reading is very vital to learners' learning outcome as there cannot be academic success without decent reading habits. Reading habits decide learners' academic success (Owusu-Acheaw, 2014). To a great extent, it also shapes students' personality and enhances thinking abilities to create new ideas. Reading develops thinking (Kumar, 2013). Learners with poor reading skills are handicapped in the learning process. Pobi (2016) showed that reading regularly and widely improves academic performance. Thus, students who read regularly tend to be higher achievers than those who do not.

Reading must be done with a purpose. In reading, the purpose should include getting the main idea as well as extracting important details. Getting the main idea in reading is central to effective studying. Extracting important details involves locating the basis for main idea whilst reading (Hill, 2000). It is significant for learners to learn to keep records logically and legibly when reading. (Azikiwe, 2007) opined that study which is a unique type of reading demands attention of the acquisition of knowledge from books. SQ3R method gets learners vigorously involved when reading.

Robinson (1970) established a five-step technique called the SQ3R technique of learning. SQ3R means Survey, Question, Read, Recite and Review. SQ3R helps reading to be meaningful and purposeful, so that they can manage their time more efficiently. According to Robinson (1970), students need to survey pay attention to chapter headings in order to get a fair knowledge. They also have to ask questions about what is to be read. Robinson said one

vigorously becomes active involved when asking questions because the questions formulated would be answered while reading.

The first 'R' which stands for Read, means read and read over again until getting answers to the questions formulated. 'R' which is Recite means, use your own words to recite aloud. Essentially, usage of own gives in depth knowledge as compared to mere memorization. The third 'R' stands for review. Robinson stated that, after reading, students should assess and revive their memory by revising core points. Students should attempt question without looking into the book. The SQ3R method has recognized to perfect study skills. It helps students to identify main idea, understand text in details, gain vocabulary in context and derive logical conclusions from premises known or assumed to be true (Akagah, 2011).

Dawoo (2010) said, poor knowledge of subject matter or grades is as a result of learners reading and not understanding fully what they have read (ie., learners with poor learning skills are handicapped in the process of learning). However, reading goes beyond knowing what is just read. It is an abstract and skilled process

Doing slow careful reading to get all the facts is the key to academic success. Good readers have the ability to locate facts from books. Meaningful reading influences intellectual development (Hill, 2000). Read slowly and carefully so you do not miss out any important details. One of the most commonly described problems of students with learning is memory for academic content. Such students need to use mnemonic strategies.

The word "mnemonic" which is connected to Mnemosyne (remembrance) means memory. Mnemonic is a structure such as associations

or ideas, pattern of letters, which support in recalling something. It is designed to aid the memory of something such as special poem or word.

Mnemonic devices aids recalling of accurate info like dates, names, formulas or other facts that demands routine recalling. Other mnemonic devices are rhymes, creative sentences, acronyms, etc, for example Never Eat Shredded Wheat stands for the four cardinal points (North, East, South and West).

The idea behind mnemonic strategies develop enhanced ways to encode (take in) information, for easier to retrieval (recalling). For instance, learners will recall five to nine letters if they are being given ten to twelve letters to memorise. However, ten or more letters can be recalled if these numbers or words are grouped to form a word or word-like-unit (Adepoju, 2013). This shows that students who use mnemonic strategies while reading have a higher chance of remembering details of what they read.

It is necessary to read slowly and with concentration. A learner who is competent in reading one subject may be deficient in reading another subject as there are many different types of reading needed in school work (Dawoo, 2010). One should adopt the reading skills to the subject. Reading speed must be appropriate to the subject and the task at hand. Slow reading brings comprehension.

Obviously, some places are better than others when it comes to place of study. Study, libraries or private rooms are the best. Regardless of this, study milieu should not be distractive. Use your thinking skills effectively, effective thinking skills should be developed over period of time. Poudel (2016) found that the study milieu can influence learners' academic achievement. He stated

that interruptions, noise making, temperature, lighting, comfort, neatness, and equipment strongly affect learners' performance in school.

Researchers (e.g., Tella, 2008; Murugan & Rajoo, 2013; Shamaki, 2015) all detected that studying is ideal, when spirit, body and soul are in harmony, then studying wouldn't be efficient. Learning environment should be comfortable, quiet and clean. Moreover, making of a perfect, learning milieu must prioritized by students and educators. Comfortability consist of diverse factors, this includes noise making, temperature and lighting (Murugan & Rajoo, 2013).

According to Hill (2000), conducive studying milieu improves learners study habits and might positively influence academic achievement of learners vice versa. Harper and Row (2009) stated that learners everyday communications with peers and adults, they positively pick up personal duties, and gain self-esteem and social skills. Consulting adults and peers on topics you find difficult to understand in school is an energetic study technique that can results in higher recalling of studied material and academic performance

According to Kelli (2009) learner to learner interaction can be a very important tool for academic performance because comparing notes, explaining concepts to one another and critiquing each other's assignment can lead to better understanding of information. Learner to learner interaction contributes to learning because it socializes the students academically leading to improved performance in academics (Rugendo, 2014)

Reading in group as one of the study habits identified in this study can foster healthy personality adjustment since it provides a forum for group of individuals to selflessly share their experiences, problems and difficulties with

others. (Harper & Row, 2009) stipulated that a student who knows how to study effectively in group, will definitely perform higher than a brilliant student who does not know how to study effectively in group.

Chad (2005) affirmed that reading in group strengthen learners to modify their perception and amend their ineffective pattern of behaviour and students are less likely to procrastinate. Studying in groups aids good presentation, project completion, and preparation towards exam. Marc (2011) confirmed that forming study group is an operational approach for improving learning. He adds that, groups learn and share insights from each other.

Studying with groups is an opportunity to mature your study session. It's very stressful and monotonous to study all alone in the libraries, but studying in groups revitalizes the learning environment (William & Burden, in Addai, 2014). Working in group's aids learners understand struggling concept or terminologies and complete assignment in a faster rate. Attending class ought to be obvious but some pupils do not take it seriously enough. Missing even a few classes can be detrimental to your studies and the learning process. Attending classes will allow you to get more from the teaching process.

Naima (2017) explained that acquiring information from classroom alone is obviously not an effective way of learning. Students should attempt to acquire information and gain understanding of subjects after classes by consulting, teachers, peers, parents, siblings, books and other significant people who can help them. Consultation is an outstanding manner for learners to equate lecture notes and this correct any mistake if any.

It has also been identified by psychologist that everyone has individual talents and unique insights, consulting peers, teachers or study groups, offers

learners a chance to profit from knowledge and talent of other members in the group (Kelli, 2009).

It's seemingly essential to seek for help from pupils in similar situations due to the stressful nature of schools sometimes. Consulting study groups, classmates or teachers about your shortfalls in a lesson, is a great way to receive information that can help you to achieve academic success (Harper & row, 2009). Students should be active participants and let their reading play an active part in their classroom work. As a student, you are to bring your questions to class and posed them to your teachers and classmates. This will ensure better understanding of subject content.

Ashish (2013) stressed that students can only benefit from education if their emotional, psychological and personal problems are addressed. Therefore, schools have provided guidance and counselling services to cater for these needs. Students with developmental and academic problems who consult guidance and counselling providers are able to overcome social and emotional needs. This makes them function well in school and facilitate their ability to reach academic goals (Chad, 2005). It seems obvious that consultation and group studies bring improvement in academic performance and therefore needs to be taken seriously by students.

### **Note Taking and Academic Performance**

Academic tools are tools that help us to academically excel. In order for us to be successful in learning, we must be able to use our intellectual tools. Intellectual tools are note taking, analyzing, synthesizing, concentration, consultation and many others (Boyle, 2011). Note taking skill is a very important intellectual tool. Note taking is when you collect information and

make it into sense. Your ability to write well and effectively is very vital to academic accomplishment. Note taking is a skill for all persons who believe in studying (Dawoo, 2010).

The main aim of note taking is to present ideas in a manner that will be unforgettable for the short-term memory (Boyle, 2013). It may take place during an observation, lectures, personal reading etc. Learners have used improved their learning knowledge with or without lectures (Chang & Ku, 2014). Learners are required to always take note during an instructional session across all curricula (Babatunde, Ifeanyi, Edem, & Olanrewaju, 2015). As students move from primary to secondary and tertiary education, taking of notes becomes vital as studies reveal that majority (98%) of college class use lecture method (Cooper, 2007; Boyle, 2011).

Taking good notes is directly related to how successful you are in exams. A lot of times, what is taught in class is what comes up in exams. Good students depend on their notes. Good note taking helps memory, concentration, comprehension and recall because it forces you to listen. Learners encode and interpret data presented through taking of notes (Howe, 1970). This process demands learners to listen and discern verbal information to aid them note unessential and essential points, link to schema and modify statements while taking note (Boyle, 2011).

Several studies have come across two different functions of note taking that is, external storage and encoding (Kiewra, DuBois, Christian, McShane, Meyerhoffer, & Roskelly, 1991). Fundamentally, these functions consist of processes of note taking and reviewing. Research has shown that taking of notes surges performance (Kiewra, 1985). Howe (1970) shown that learners who

wrote down particular piece of information were more likely to memorise the info (i.e., seven times better) as compared to their counterparts who didn't take note. However, there are variations in terms of note taking in the classroom, but notes taking should correlate higher achievement (Titsworth, 2001). Similarly, growths in attainment correlate student's long-term memory. Taking of notes assisted to convert information into long-term memory (Titsworth, 2001).

One of the essential constituents in learner learning is the review and outside storage function of not taking. It has been revealed that the external storage activity is of most importance to the note taking process (Kiewra et al., 1991). Learners who review their notes regularly performs better than their counterparts (Kiewra, 1985). Kiewra et al, (1991) opined that reviewing someone else's note had significant impart than encoding alone. Findings shown that learners perform very well when given the chance to combine external storage, note taking and encoding

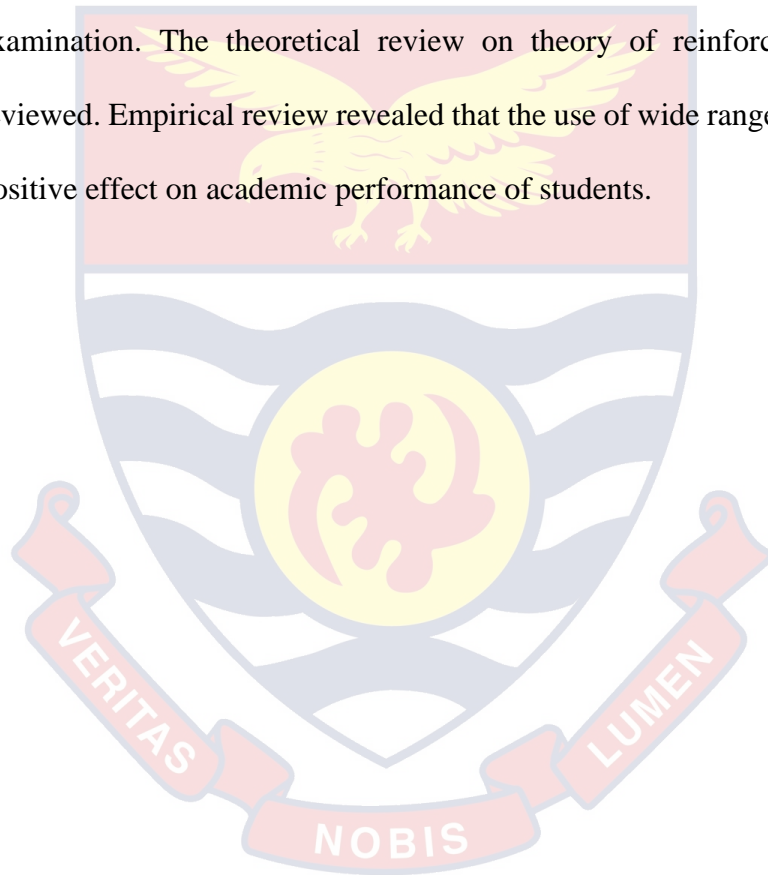
The importance of taking note have been extensively established through diverse studies and no institution or tutor would disagree. The use of precise methods assists learners surge the quantity and quality of notes (Boyle, 2011). Most studies have shown that irrespective of tutor's communication and attitude, taking of notes improves learners' academic performance. Stages of note taking as identified by Ferret cited in Ayihi (2013) are; format outline, creative outline, mind map template, and Cornell method

Taking incomplete or bad notes is clear that you will fare badly in exams (Nyarko-Sampson, 2007). Personal notes are better remembered than textbooks notes. Good class notes capture important points and help you to understand whole topic. Good notes can be critical for preparing for exams.



## Summary of Literature Review

The review was initiated by reviewing some concepts in study habit and academic performance. Particularly, it was observed that study habits do not just occur but they are acquired. Lack of study habits may prevent academic progress of students. Study habits must be taught at the basic level for pupils to develop the habit of studying before they reach higher education. Performance was conceptualized as the scores of the students from a district-wide examination. The theoretical review on theory of reinforcement was also reviewed. Empirical review revealed that the use of wide range study habits has positive effect on academic performance of students.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter covers the methodology used in conducting the study. The chapter, specifically, presents a step by step procedure in gathering valid and reliable information as well as how the data is analysed with the aim of achieving the overall objective of the study. The chapter is organized into the following sections: research design, study area, population, sampling procedure, data collection instrument, data collection procedures, data processing and analysis, and chapter summary.

#### Research Design

The design adopted for this study was correlational research design. This design has two parts: the predictive dimension and correlational perspective. Generally, the use of correlational research design requires researchers to compute correlational statistics aimed at measuring and describing the degree or extent of a relationship existing between two or more set of scores or variables. This research design is one of the non-experimental designs where no attempt is made to manipulate or even control for some variables (Creswell, 2012). Instead, a statistic is estimated for the variables ( $r_{xy}$ ) by multiplying the standard scores on the two variables for each participant or case and further dividing this estimate by the number of cases minus one. This is mostly seen in the estimation of correlation coefficient (Salkind, 2010).

Aside just estimating the correspondence measurement to describe the nature of the connection among two or more set of variables, this design extends to providing an understanding of how well or the extent to which one variable or a set of variables predict another variable(s) (Babbie, 2009). In other words, the correlational research design permits investigators to predict an outcome of an event or activity such as quality of rating, student's motivation, and academic achievement (Gay, Mills, & Airasian, 2005).

The choice of this research design stems from the fact that correlational research design establishes relationships between variables. Creswell as cited in Arhin (2018) explained that its useful to use a correlational research design when examining the of connection between two variables. The correlational study design was appropriate for the study because it sought investigate the link between academic performance and study habit of pupils in Akuapem South District.

Additionally, quantitative approach was utilised in the study. Although qualitative approach provides detailed and comprehensive description of phenomenon, the quantitative approach was employed to statistically investigate the link between study habits and academic performance through some standardised means. The aim, therefore, was to generalise the findings obtained from the sampled students to the entire students' population (Creswell, 2012).

### **Study Area**

Akuapem South District is the area of study, located in the Eastern Region of Ghana and has estimated populace of 37,501. The district can boast of quite a number of public basic schools, four senior high schools, a college of education and a horticulture training school. There are also a number of private

basic schools and one private senior high school (Ghana Statistical Service, 2014).

In the Akuapem South District, BECE results are generally low and academic performance is relatively poor when compared to other districts in Eastern Region. There has been a surge in growth of government and private schools are becoming unattractive due to reasons such as poor misuse of instructional time and poor supervision by GES authorities. The weather condition in the district is generally cold and during the wet season, bad weather is likely to interrupt school activities.

Fridays are for social activities like funeral, and marriage ceremonies in which everybody including are involved and even students. Some schools also the whole of Fridays to work on their plots. These and other activities and nature of the study setting set the pace for this research.

### **Population**

The study population will consist of all pupils in the JHS in Akuapem South District in the Eastern Region. Statistics indicate that there are 30 JHS with a total population of 2,646 with 1,251 girls and 1,395 boys (Akuapem South District Education Directorate, 2019).

Table 2- *Distribution of Target Population*

<i>Aburi Circuit</i>		<i>Kitase Circuit</i>	
Adamorobe JHS	81	Agyementi JHS	32
Presby JHS	281	Ayim D/A JHS	46
Anglican JHS	82	Berekuso Presby JHS	106
Kemp Methodist JHS	152	Berekuso D/A JHS	102
Dumpong JHS	42	Gyankama Meth JHS	56
Ahwerease D/A JHS	82	Konkonuru Meth JHS	73
Demonstration JHS	250	Kitase Da JHS	91
		Peduase Meth JHS	61
<i>Nsaba Circuit</i>		<i>Pakro Circuit</i>	
Aburi Amanfo JHS	88		
Ahyiresu D/A JHS	51	Pakro Methodist JHS	63
Akwakupom D/A JHS	29	Pakro Presby JHS	67
Oboadaka D/A JHS	103	Pakro Anglican JHS	51
Obodan D/A JHS	104	Pakro R/C JHS	37
Obirikorang D/A JHS	83	Obosono D/A JHS	43
Nsaba D/A JHS	152	Dago L/A JHS	77
Nsakyee Presby JHS	95	Ankwansu Presby JHS	66

Akuapem South District Education (2019)

Accessible population consist of six schools, namely; Aburi Presby Junior High School, Aburi Anglican JHS, Kitase D/A Junior High School, Presbyterian Women’s College of Education Demonstration JHS, Gyankama Methodist Junior High School and Peduase Methodist Junior High School. This comprise 821 pupils in two selected circuits (Table 3)

Table 3- *Distribution of Accessible Population*

Name of School	Boys	Girls	Total
Aburi Presby JHS	142	139	281
Aburi Demonst JHS	127	123	250
Aburi Ang. JHS	44	38	82
Gynkama Meth JHS	30	26	56
Kitase D/A JHS	47	44	91
Peduase Meth JHS	36	23	61
<b>Total</b>	<b>427</b>	<b>394</b>	<b>821</b>

### Sampling Procedure

Simple random sampling and proportional sampling methods were chosen due to their assurance that the population would be evenly sampled. As shown in Table 2, there are four circuits in Akuapem South District, namely; Aburi, Kitase, Nsaba and Pakro. Two circuits out of the four circuits and three hundred and two pupils were randomly selected for the study. Selecting two circuits out of four circuits was representative enough to make generalizations of the results. To select the circuits for the study, a simple random method was

used: Names of the circuits were written on pieces of papers, folded and placed them in a bowl. The papers were thoroughly stirred and two circuits were drawn out of the bowl one after the other. The circuits selected, (Kitase and Aburi) were used for the study.

The process was repeated in the selection of participating schools. The names of the schools in the two selected circuits were written, folded and placed in two different bowls according to circuits. The papers were stirred thoroughly and three schools were drawn from each bowl. The six schools drawn were chosen for the study. Choosing six schools out of 15 schools which is 40 % was representative enough for the study. Simple random sampling was chosen for the selection of circuits and schools because each participant had an equal chance of being selected. Additionally, no complexities are involved in this process.

On the other hand, all the JHS pupils from the selected schools were selected based on probability sampling techniques, thus simple random and proportionate sampling. The first method used was proportionate sampling to ensure that minorities were adequately represented in the study. This technique was to help collect data that could be generalized to the entire population.

Owing to the fact that there were differences in population size of selected schools and wanted representativeness, first, the researcher used proportionate sampling method to determine the number of respondents to be drawn from each school in order to take equivalent samples from each school. To find the proportion size for each school, the percentage of pupils from each school was found by dividing each school's number by the over-all accessible population and multiplying it by 100. Secondly, each school's percentage was

divided by 100 and multiplied by 302. The proportion size for each school is presented in Table 4.

The sample size was determined based on the recommendation of Amedahe and Asamoah-Gyimah (2016). They recommended that in a population, a sample of 1- 5 percent is satisfactory for a study to be carried out. The selection of 302 students out of 807 which is 37.6 percent was more than the 1- 5 percent recommended.

Table 4- *Proportional Distribution of Sample Size from Selected Schools*

Name of School	Proportion Size	Male	Female
Aburi Presby JHS	102	54	48
Aburi Ang JHS	31	12	19
Aburi Demonst JHS	91	39	52
Kitase L/A JHS	22	12	10
Gyankama Meth JHS	33	16	17
Peduase Meth JHS	23	12	11
Total	302	145	157

Lottery method, preferably, the Simple random method was used to sample respondents from each school. This method was chosen because the population of study in each school was small and this procedure is usually used when the size of the population is small (Creswell, 2012). In this regard, two types of papers marked ‘Yes’ and ‘No’ were put in a box for pupils to pick randomly according to sex. Those who picked yes pieces of papers were



selected to participate in the study. The sampling procedure was suitable since it ensured that certain scopes of females and males were comprised in the sample size. This ensured equal representation of gender in the sample and fair representation of each school's respondents. These methods were selected because they offer no opportunity for human bias that can manifest itself during sampling.

### **Data Collection Instrument**

For validity of data from (JHS pupils), a close-ended questionnaire on study habits was used. Questionnaire was used because they could be presented to each respondent in exactly the same way to minimize the influence of the researcher (Boahin, 2017). Essuman's (2006) study habits inventory was adapted and reduced to a 3-point-Likert rating scale (ie., true, somewhat true, and not true) to suit junior high school level. Further the ten (10) sub-scales were reduced to five (5) sub-scales with regards research questions articulated in order not to over burden the respondents who were JHS pupils. The adapted version maintained the eight (8) items under each domain and the eighty (80) items automatically reduced to forty (40) items under the five (5) sub-scales. Also, some of the words and sentences were reframed to suit the level of the respondents.

The adapted questionnaire had two segments. Section A solicited for the demographic respondent of pupils. Section B dealt with students' study habits. The items were related to various study habits domains raised in the research hypotheses which included assignments, time management, note writing, reading and memorising, preparing for examination. In adapting the inventory, the original five-point scale (i.e. very true-5, true-4, somewhat true-3, not true-

2, and not at all-1) used by Essuman (2006) was shortened to a 3-point scale (ie., true-3, somewhat true-2, and not true-1).

The academic performance of pupils considered in this study was the average of three terms' (2017/2018 academic year) exams score obtained by pupils in Mathematics, English, Science and Social studies. This was appropriate to determine the study habits of pupils because the district education office supplies schools with scheme of work, examination questions and marking scheme, and all pupils at the same level in the district study the same topics and are examined in the same topic areas at the end of each term.

### **Validity and Reliability Testing**

To warrant content and construct validities and reliability of the instrument a pilot study was conducted. The purpose of the pilot test was to find out if the questionnaire covered the sub-scales and whether responses could answer the research questions. This involved administration of the questionnaire to thirty (32) randomly selected pupils of Aburi Kemp JHS which wasn't part of the study sample. The school was chosen for the pilot testing because it has similar characteristics as those selected for the study and could equally serve as respondents for the study. The sample for the pilot test was centered on Connelly's (2008) pilot study sample guideline, which indicates that 10% of the overall size is suitable for pre-testing.

The overall Cronbach Alpha coefficient was .73, established at a significant level of 0.05 which affirmed the questionnaire as a reliable tool for measuring pupil's study habits. The Cronbach Alpha coefficients for the four sub-scales was used in the verification of the reliability of the instrument. The alphas for individual scales were .72, for Assignment, .69 for examination

preparation, .73 for Reading and memorizing, for note taking .70 and .78 for Time Management. A coefficient of .70 and above was adequate to define the reliability of a research instrument (Arhin, 2018).

### **Data Collection Procedure**

A letter of introduction from the University of Cape Coast was obtained to seek consent from the District Director of Education and all head teachers whose schools were on the list for the researcher to carry out the research with pupils in the district. Appointments were also made to visit the various schools for questionnaire administration.

The questionnaires were administered by the researcher to the sampled schools to ensure high return rate. Fixed dates on which respondents wanted to have the questionnaires answered were determined. The pupils sampled in each school assembled in one classroom and the content and structure of the questionnaire was explained to them to ensure their comprehension and ability to provide the right responses. After the explanations, the researcher gave each respondent hardcopies of the questionnaires to answer. Pupils marked their answers by placing (X) in the column that best defines their present level as it relates to the study statement. The completed questionnaire was collected on the same day to ensure high return rate. The closed-ended items enabled the researcher to collect quantitative data. It also allowed a broader reporting of the sample than interview.

### **Data Processing and Analysis**

Descriptive statistics such as percentages and frequency were used in the analysis of the demographic characteristics of participant. The quantitative data was analyzed using inferential statistics. Since this study was quantitative

in nature and sought to examine the connection between academic performance and study habits of pupils, the data collected using the research hypothesis were analyzed by correlation. All the hypotheses were tested using regression analysis for determining which values of a predictor variables predicts the dependent variable.

Pearson Product Moment Correlation was used as a preliminary analysis to examine relationships among the predictors and criterion variable. The hypotheses rejection or acceptance finally were done using or depending on the regression analysis. Therefore, the data analyses for the hypotheses employed simple linear regression.

### **Ethical Considerations**

A letter of permission was sought from the Registrar of College of Distance Education addressed to the selected schools for the study before the due date for data collection for permission to conduct the study in their school. The researcher gave due consideration to the legal framework governing the conduct of research. All participants were assured of their anonymity that any information that would recognize them (such as their names and class) would not be involved in the study. Participation to the research was voluntary and participants were free to withdraw from the study at any time.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the analysis of data, results and discussions of results. The demographic characteristics of the respondents and the analysis of the main data are presented in line with the objectives of this study. Further, discussion of the results was done by the interpretation of the findings in reference to previous research findings and theories.

#### **Demographic Characteristics of the Pupils**

This section presents general demographic information. Descriptive statistics in the form of frequency counts and percentages were employed. Demographic characteristics of participants in the study consisted of age, gender, and institutions or schools that participated in the survey. A relatively equal number of males and females participated in the study sample. The number of respondents was also controlled using probability proportionate to the size sampling method to select respondents from the various schools. This was done to ensure representativeness (Creswell, 2012). The purpose for presenting the demographic characteristics of the respondents was to offer insight into the nature of pupils who participated in the study.

#### ***Gender distribution of pupils***

The gender distribution of pupils is shown in Figure 2.

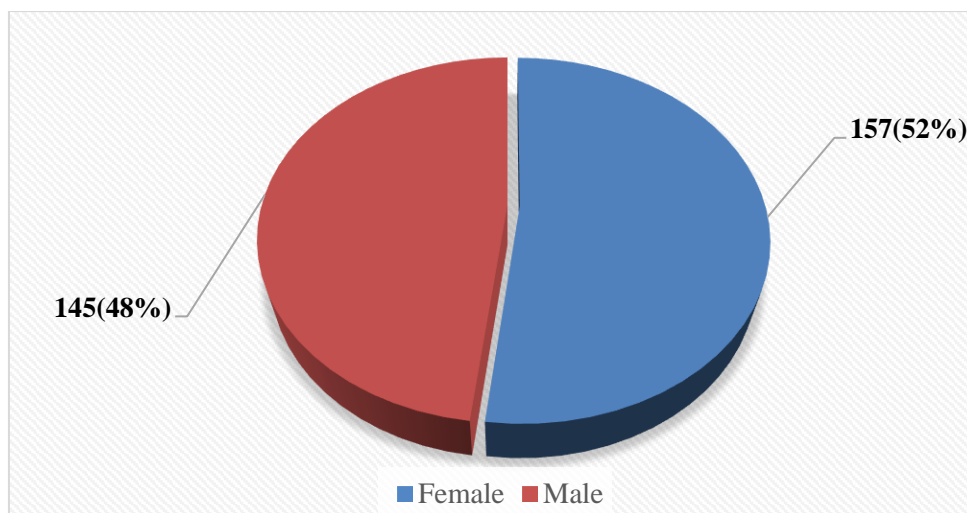


Figure 2- *Gender distribution of pupils*

Almost an equal number of females and males participated in the study. The male participants were 145 (48%) whereas the female counterparts were 157(52%). In essence, the number of female pupils were slightly higher than the male pupils.

#### *Age distribution of pupils*

The details of the age distribution of the pupils are shown in Figure 3.

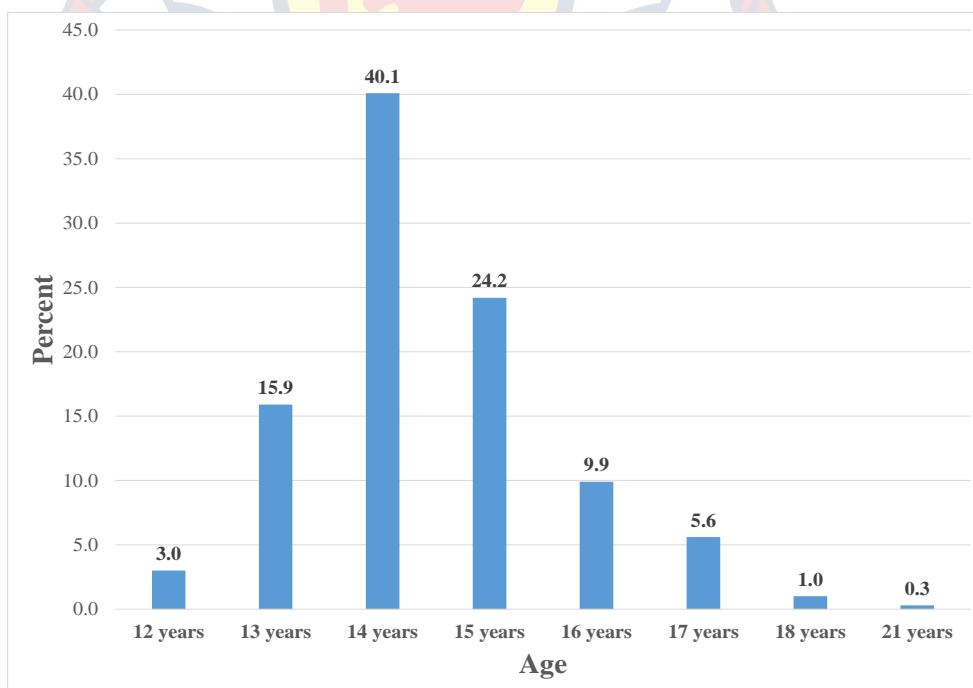


Figure 3- *Age distribution of pupils*

As presented in Figure 3, the respondents' age ranged between 12 years to 21 years. The majority of the pupils were 14 years old (40.1%). The distribution of ages showed that a larger proportion of the pupils were around the ages of 13, 14 and 15 years. Few of the pupils were below 13 years (3.0%) and above 16 years (6.9%). Normally, the school-going age of JHS pupils in Ghana is between 13 and 15 years.

### **Study Habits of JHS Pupils in Akuapem South District.**

Exploring the study habits of the respondents was an essential part of this research although not an objective of the study. As earlier indicated in the methodology section, the study habits inventory was adapted from Essuman (2006). In adapting the inventory, the original five-point scale (i.e. very true-5, true-4, somewhat true-3, not true-2, and not at all-1) used by Essuman (2006) was shortened to a three-point scale (true-3, somewhat true-2, and not true-1). Additionally, five out of ten sub-scales were used for the study. These modifications were done to suit the respondents who were JHS pupils and to ensure that they read, understand, and accurately responded to the statements.

Using the three-point scale, the scoring and interpretations were also changed to suit the current form of the scale. Taking a scale like "Taking Examination", for instance, the original score was within 8 to 40. As the options changed from five to three, the same scale now had a score range of 8 to 24. This presupposes that the old interpretation by Essuman (2006) would not hold for the new data taken. Consequently, a new structure of interpretation was developed by closely following how Essuman (2006) developed the intervals for interpretation of the original scale.

Going through the study inventory manual developed by Essuman (2006), it was realised that the intervals for the ratings were developed based on the range between the least (i.e. 8) and the highest score (i.e. 40) which was 32 (i.e. 40 minus 8). An interval of 16 (i.e. 24 minus 8) was used for the modified form of the study habits inventory. This meant that the respondents' highest rating score was 24 and the least rating score was 8.

*Percentages of intervals (i.e. 32) used by Essuman (2006) for the original scale:*

Very good study habits = 15.6%

Good study habits = 21.9%

Satisfactory study habits = 25%

Poor study habits = 25%

Very poor study habits = 12.5%

*Using these percentages for the new scale with interval of 16, for:*

Very good study habits =  $15.6\% \times 16 = 2.50 \approx 3$

Good study habits =  $21.9\% \times 16 = 3.5 \approx 4$

Satisfactory study habits =  $25\% \times 16 = 4$

Poor study habits =  $25\% \times 16 = 4$

Very poor study habits =  $12.5\% \times 16 = 2$

*Starting from a minimum of 8 and maximum of 24, the rating intervals becomes*

Very good study habits = 8 - 10

Good study habits = 10+ - 14

Satisfactory study habits = 14+ - 18

Poor study habits = 18+ - 22

Very poor study habits = 22+ - 24



The details of the score ratings and their interpretations are presented in Table 5.

Table 5- *Interpretations of Study Habits Inventory*

Remarks	Ratings for the original scale	Ratings for modified scale
Very good study habits	8 – 12	8 – 10
Good study habits	12+ - 20	10+ - 14
Satisfactory study habits	20+ - 28	14+ - 18
Poor study habits	28+ - 36	18+ - 22
Very poor study habits	36+ - 40	22+ - 24

Source: Essuman (2006)

As shown in Table 5, scores from 8 to 10, were assigned “very good study habit”, 10+ to 14 was labelled as “good study habit”, and “satisfactory study habit” was given to scores from 14+ to 18. For scores from 18+ to 22 depicts “poor study habit” and 22+ to 24 scores were labelled “very poor study habit” (Essuman, 2006).

Based on the new scaling, the study habits of the respondents were explored. In doing this, the number of pupils in the various categories was presented. Data on Table 6 presents the analysis of study habits dimensions, giving the number of persons in each category.

Table 6- *Study Habits of JHS Pupils (n=302)*

Study Habits Dimensions	Descriptions	Frequency	Percentage	Combined options (%)
Time Management	Very good	8	2.6	
	Good	74	24.5	
	Satisfactory	123	40.7	67.8
	Poor	85	31.5	
	Very poor	2	.7	32.2
Assignments/ Homework	Very good	28	9.3	
	Good	91	30.1	
	Satisfactory	127	42.1	81.5
	Poor	55	18.2	
	Very poor	1	.3	18.5
Preparing for examination	Very good	21	7.0	
	Good	83	27.5	
	Satisfactory	113	37.4	71.9
	Poor	76	25.1	
	Very poor	9	3.0	28.1
Reading and memorization	Very good	15	5.0	
	Good	80	26.5	
	Satisfactory	109	36.1	67.6
	Poor	94	31.1	
	Very poor	4	1.3	32.4
Note taking	Very good	19	6.3	
	Good	62	20.5	
	Satisfactory	129	42.7	69.5
	Poor	79	26.2	
	Very poor	13	4.3	30.5

Source: Field Survey (2020)

Table 6, thus, indicate that if very good, good and satisfactory are classified as satisfactory, and poor and very poor are classified as poor, then for:

1. Time management, as many as 67.8% pupils were scored satisfactory while 32.2% were scored poor.
2. Assignment/homework, whilst as many as 81.5% pupils performed satisfactorily, 18.5% pupils were ranked poor.
3. Preparing for examination, whilst as many as 71.9% pupils were scored satisfactorily whereas 28.1% pupils were scored poor.
4. Reading and memorizing, whilst as many as 67.9% pupils were scored satisfactorily whereas 32.4% pupils were scored poor.
5. Taking and writing notes, whilst as many as 69.5% pupils were scored satisfactorily whereas 30.5% pupils were scored poor.

Thus, in general, a greater percentage of participants performed satisfactorily on the study habits dimensions. The data showed a normal distribution-like form of responses where very few pupils were found in the very good and very bad categories extreme ends of the scale and majority of the responses hovering around good, satisfactory and poor. Explicitly, the study habits of the pupils was neither too good nor too poor, suggesting that a moderate kind of study habits which becomes a concern for this study. This is because a moderate study habit is not encouraging for effective learning.

### **Academic Performance**

This study focused on the relationship between the various study habits of students and their academic performance. The academic performance of pupils considered in this study used the average of three terms' (2017/2018

academic year) examination score obtained by pupils in English, Mathematics, Science and Social studies. This is illustrated in Table 7.

Table 7- *Distribution of Academic Performance of Pupils*

Score	Descriptions	Frequency	Percentage
80 – 100	Excellent	3	1.0
70 – 79	Very good	19	6.3
65 – 69	Good	9	3.0
60 – 64	Credit	25	8.3
55 – 59	Credit	45	14.9
50 – 54	Credit	51	16.9
45 – 49	Pass	70	23.2
40 - 44	Pass	42	13.9
0 – 39	Fail	38	12.6

Source: Field Survey (2020)

The data in Table 7 shows the distribution of pupils' academic performance. The largest proportion of the pupils scored between 45-49 (23.2%) which constituted a credit rating. About 16.9% of the pupils also scored between a score range of 50-54. Few pupils had a score of 80 and above (1.0%) which depicted excellent performance. Generally, the academic performance of the respondents was not encouraging and therefore, raises alarm for concern.

### Testing the Hypotheses

The study tested five null hypotheses in order to achieve the overall purpose of the study. Prior to testing the hypotheses, a preliminary analysis was conducted to explore the nature of the variables involved in the study. It must be emphasized that all the inferential analysis was conducted using a confidence interval of 95% and an alpha level of .05.

For a more lucid interpretation and analysis, the responses on the study habits inventory were reverse coded to imply that a higher score means better study habits and vice versa. A simple linear regression was used to test all the hypotheses (i.e., hypotheses 1-5). A simple linear regression was chosen over correlation because of its incredible usefulness of allowing the investigator to go a step beyond the data that is collected by making predictions from the data (Field, 2009). Prior to testing each hypothesis, assumptions such as linearity, normality and autocorrelation were tested. The linearity assumption was tested using Pearson Product Moment Correlation. Figure 4 presents the normal Q-Q plot.

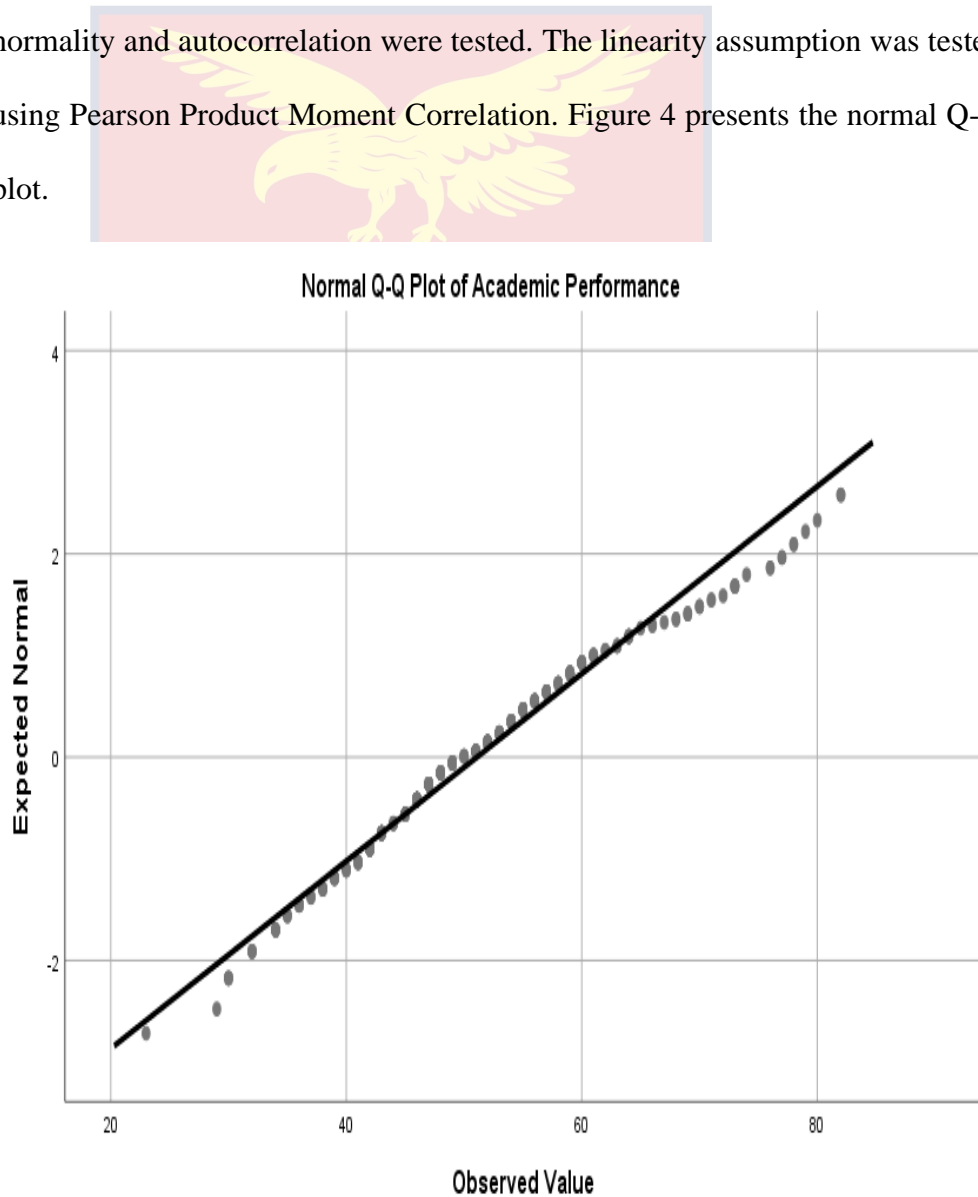


Figure 4- The normal Q-Q plot for the criterion variable

As shown in Figure 4, the data were very close to the regression line. This indicates that the normality assumption has not been violated. Since the criterion variable (i.e. academic performance) was the same across all the five hypotheses, only one test was conducted. Thus, this normality test is for all the hypotheses tested

**Hypothesis One**

H<sub>01</sub>: There is no statistically significant relationship between time management and academic performance of JHS pupils.

This hypothesis sought to test whether there was a significant relationship between time management and academic performance of pupils. The predictor variable was time management and the criterion was academic performance. Additional assumptions tested were linearity and autocorrelation. All these assumptions were met. Tables 8-10 present the details of the results.

Table 8- *Correlation between Time Management and Academic Performance*

		Academic Performance	Time management
Academic Performance	Pearson Correlation	1	.468**
	Sig. (2-tailed)		.000
	N		302
Time management	Pearson Correlation	.468**	1
	Sig. (2-tailed)	.000	
	N	302	

\*\*correlation significant at .001 level

The results in Table 8 shows that there is a linear relationship between time management and academic performance. Time management was found to be positively and significantly related to academic performance,  $r=.468$ ,

$p < .001$ . The results also satisfy the linearity assumption. This provides a “green light” for the regression analysis to be conducted.

In Table 9, results on the model summary and the ANOVA results which provides information on the overall model. The *d*-test (Durbin-Watson’s test) yielded a value of 1.763 which signified that the autocorrelation assumption had been satisfied.

Table 9- *Model Summary and ANOVA Results*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7760.510	1	7760.510	84.172*	.000 <sup>b</sup>
	Residual	27659.308	300	92.198		
	Total	35419.818	301			
1	Model Summary	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	D-test
1	Statistics	.468 <sup>a</sup>	.219	.216	9.602	1.763

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Time management

\*significant at .05 level

As presented in Table 9, the overall regression model was found to be significant,  $F(1, 300) = 84.172, p < .001$ . The result further revealed that about 21.6% of the variances in academic performance can be attributed to time management ( $Adj. R^2 = .216$ ). The actual regression result is shown in Table 10.

Table 10- *Regression Test*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.946	2.690		10.016	.000
Time management	1.575	.172	.468	9.175	.000*

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Time management

\*significant at .05 level

The analysis, as shown in Table 10, showed that time management had a significant positive relationship with academic performance,  $b=1.575$ ,  $t=9.175$ ,  $p<.001$ . It was revealed that a unit increase in time management of pupils would result in 1.575 increase in academic performance. In other words, the more pupils engaged in enhanced time management practices, the better they performed academically. Based on the results, the null hypothesis that “there is no statistically significant relationship between time management and academic performance of JHS pupils in Akuapem South District” was rejected.

### **Hypothesis Two**

H<sub>02</sub>: There is no statistically significant relationship between assignment and academic performance of JHS pupils.

The study examined the relationship between assignment engagement and academic performance of pupils. A hypothesis was tested to this effect through a simple linear regression. Whereas engagement in assignment was the predictor, academic performance was the criterion variable. The linearity and autocorrelation assumptions were satisfied before the main analysis. Tables 11-13 present the details of the results.



Table 11- *Relationship between Assignment and Academic Performance*

		Academic Performance	Assignment
Academic Performance	Pearson Correlation	1	.448**
	Sig. (2-tailed)		.000
	N		302
Assignment	Pearson Correlation	.448**	1
	Sig. (2-tailed)	.000	
	N	302	

\*\*significant at .001 level

A significant relationship was found between academic performance and assignment,  $r=.448$ ,  $p<.001$ . This shows a linear link between these variables. This satisfies the linearity assumption.

Table 12 further presents information on the model summary including the model fit details. It is clear from the Durbin-Watson's  $d$  test that the autocorrelation assumption was satisfied. This was because the  $d$  test had a value of 1.752 which was close to 2.

Table 12- *Model Summary and ANOVA Results*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7098.276	1	7098.276	75.190*	.000 <sup>b</sup>
	Residual	28321.542	300	94.405		
	Total	35419.818	301			
1	Model Summary	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	D-test
1	Statistics	.448 <sup>a</sup>	.200	.198	9.716	1.752

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Assignment

\*significant at .05 level

The results from the model summary revealed that the overall model was significant,  $F(1, 300)=75.190, p<.001$  (Table 12). The results further revealed that about 19.8% of the variations in academic performance can be attributed to pupils engaging in assignment or homework. The details of the regression coefficients are shown in Table 13.

Table 13- *Regression Analysis*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.141	2.932		8.915	.000
	Assignment	1.503	.173	.448	8.671	.000

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Assignment

\*significant at .05 level

The analysis, as shown in Table 13, showed that pupils’ engagement on assignment had a positive and significant influence on their academic performance. A unit improvement in pupils’ homework engagement results in about 1.503 improvements in the academic performance of pupils,  $b=1.503, t=8.671, p<.001$ . Based on the results, the null hypothesis that “there is no statistically significant relationship between assignment and academic performance of JHS pupils in Akuapem South District” was rejected.

### Hypothesis Three

H<sub>03</sub>: There is no statistically significant relationship between preparing for examination and academic performance of JHS pupils.

This hypothesis sought to test whether there is a significant relationship between preparing for examination and academic performance of pupils. This hypothesis was tested using simple linear regression. The predictor variable was

taking examination and the criterion was academic performance. The assumptions tested were linearity and autocorrelation. All these assumptions were met. The results are shown in Tables 14-16.

Table 14- *Correlation between Exams Taking and Academic Performance*

		Academic Performance	Exams taking
Academic Performance	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.000
	N		302
Exams taking	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.000	
	N	302	

\*\*significant at .001 level

Table 14 shows the correlation between exams taking and academic performance. It was revealed that exams taking practices were related to academic performance,  $r=.429, p<.001$ . This relationship was found to be linear and thus, the linearity assumption was satisfied. In Table 15, the details on the model summary and ANOVA results were presented.

Table 15- *Model Summary and ANOVA Results*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6516.987	1	6516.987	67.644	.000 <sup>b</sup>
	Residual	28902.831	300	96.343		
	Total	35419.818	301			
Model Summary		R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	D-test
1	Statistics	.429 <sup>a</sup>	.184	.181	9.815	1.705

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Exams taking

\*significant at .05 level

As shown in Table 15, the overall regression model with exams taking as a predictor and academic performance as a criterion, was significant,  $F(1, 300)=67.644, p<.001$ . Furthermore, it was revealed that 18.1% of the variances in academic performance can be explained by exams taking practices. Table 16 shows the regression coefficients.

Table 16- *Regression Analysis*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.607	2.555		11.979	.000*
	Exams taking	1.299	.158	.429	8.225	.000

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Exams taking

\*significant at .05 level

The result revealed that exams taking practices had a significant positive relationship with the academic performance of pupils. A unit improvement in the exams taking practices of pupils leads to 1.299 in the academic performance of pupils,  $b=1.299, t=8.225, p<.001$ . Based on the results, the null hypothesis that “there is no statistically significant relationship between preparing for examination and academic performance of JHS pupils in Akuapem South District” was rejected.

#### Hypothesis Four

H<sub>0</sub>4: There is no statistically significant relationship between reading and memorizing, and academic performance of JHS pupils.

The study examined the relationship between reading and memorizing and academic performance of pupils. A hypothesis was tested to this effect. A simple linear regression was employed for the analysis. Whereas engagement

in assignment reading and memorisation was the predictor, academic performance was the criterion variable. The linearity and autocorrelation assumptions were satisfied before the main analysis. Tables 17-19 present the details of the results.

*Table 17- Correlation between Reading and Memorising and Academic Performance*

		Academic Performance	Reading
Academic Performance	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.000
	N	302	302
Reading	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.000	
	N	302	302

\*\*significant at .001 level

A significant relationship was found between reading and memorizing practices and academic performance,  $r=.437$ ,  $p<.001$  (Table 17). This shows that there was a linear relationship between the two variables. This satisfies the linearity assumption.

Table 18 further presents information on the model summary including the model fit details. It is clear from the Durbin-Watson's  $d$  test that the autocorrelation assumption was satisfied. This was because the  $d$  test had a value of 1.727 which was close to 2.

Table 18- Model Summary and ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6769.082	1	6769.082	70.879	.000 <sup>b</sup>
	Residual	28650.736	300	95.502		
	Total	35419.818	301			

1	Model Summary	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	D-test
1	Statistics	.437 <sup>a</sup>	.191	.188	9.773	1.727

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Reading and memorizing  
\*significant at .05 level

The results from the model summary revealed that the overall model was significant,  $F(1, 300)=70.879, p<.001$  (Table 18). The results further revealed that about 18.8% of the variations in academic performance can be attributed to pupils reading and memorising practices ( $Adj. R^2 = .188$ ). The details of the regression coefficients are shown in Table 19.

Table 19- Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.783	2.594		11.481	.000
	Reading	1.369	.163	.437	8.419	.000*

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Reading and memorizing  
\*significant at .05 level

The analysis, as shown in Table 19, showed that pupils' reading and memorizing practices had a positive and significant influence on the academic performance of pupils. A unit improvement in pupils' reading and memorising

practices results in about 1.369 improvements in the academic performance of pupils,  $b=1.369$ ,  $t=8.419$ ,  $p<.001$ . Based on the results, the null hypothesis that “There is no statistically significant relationship between reading and memorizing and academic performance of JHS pupils in Akuapem South District” was rejected.

### Hypothesis Five

H<sub>05</sub>: There is no statistically significant relationship between note taking and academic performance of pupils.

The study finally tested whether there is a significant relationship between note-taking, and academic performance of pupils. This hypothesis was tested using simple linear regression. The predictor variable was note-taking and the criterion was academic performance. The assumptions tested were linearity and autocorrelation. All these assumptions were satisfied. Tables 20-22 present the details of the results.

Table 20- *Correlation between Note-taking and Academic Performance*

		Academic Performance	Note-taking
Academic Performance	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.000
	N		302
Note-taking	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.000	
	N	302	

\*\*significant at .001 level

The results in Table 20 shows that there is a linear relationship between note-taking and academic performance. Note-taking was found to be positively and significantly related to academic performance,  $r=.406$ ,  $p<.001$ . The results

also satisfy the linearity assumption. This provides a “green light” for the regression analysis to be conducted.

In Table 21, results on the model summary and the ANOVA results which provides information on the overall model. The *d*-test (Durbin-Watson’s test) yielded a value of 1.739 which signified that the autocorrelation assumption had been satisfied.

Table 21- *Model Summary and ANOVA Results*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5847.871	1	5847.871	59.325*	.000 <sup>b</sup>
	Residual	29571.947	300	98.573		
	Total	35419.818	301			
1	Model Summary	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	D-test
1	Statistics	.406 <sup>a</sup>	.165	.162	9.928	1.739

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Note-taking

\*significant at .05 level

As presented in Table 21, the overall regression model was found to be significant,  $F(1, 300)=59.325, p<.001$ . The result further revealed that about 16.2% of the variances in academic performance can be attributed to note-taking practices ( $Adj. R^2= .162$ ). The actual regression result is shown in Table 22.



Table 22- Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.005	2.544		12.578	.000
	Note taking	1.247	.162	.406	7.702	.000*

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Note-taking

\*significant at .05 level

The analysis, as shown in Table 22, showed a positive link between note-taking and academic performance,  $b=1.247$ ,  $t=7.702$ ,  $p<.001$ . It was revealed that a unit increase in note-taking practices of pupils would result in 1.247 increase in academic performance. In other words, the more pupils engaged in enhanced note-taking practices, the better they performed academically. Based on the results, the null hypothesis that there is no significant relationship between these two variables was rejected

### Discussion

The results generally revealed that study habits is significantly and positively related to the academic achievement of pupils. This proposes that pupils who engaged in better study habits practices would do better than those who do not. Study results concurs with earlier studies by (Nyarko-Sampson, 2007; Arul, 2013; Akagah, 2011; Somuah, Dankyi & Dankyi, 2014; Pobi, 2016; Ayihi, 2013; Crede & Kuncel, 2008) who looked at the connections between performance and study habit in Ghana and other parts of the world. They all found out that there is a positive correlation between academic performance and study habits.

Delving into specifics, this study revealed a significant relationship between pupils 'time management and pupils' academic performance. The study results corroborate with the view of Benti, Esia-Donkoh and Ghanney (2018) who found a positive correlation with time management and academic performance, which also concurs with Somuah, Dankyi and Dankyi (2014) who also found a positive association between students' academic performance and time management. The finding is also in line with Nyarko-Sampson's (2007) observations who found that high performing students plan their time and study consistently without procrastination. It could be deduced from the findings that learners must pay attention to time. In so doing, they would have enough time for leisure, sleep and personal studies which in turn would result in a healthy body and mind that aid good academic performance. The finding corroborates the opinion of Osa- Edo and Alutu (2012) who opined that time allocation for study has to do with the processes of organizing one's activities to achieve the best results within the available time. Benti, Esia-Donkoh and Ghanney (2018) found an important correlation between allocation time for study and performance. They claimed that learners must be mindful in their utilization of time.

There was a positive between homework and academic performance of pupils. This is also the view of Akagah (2011) who revealed a statistically significant relationship between homework and academic performance. Akagah (2011) claimed that independent work done by students encourages research extensively which increase the knowledge of students. The finding is also in line with the submission of Reyes (2011) that the amount of effort put in by students with regard to their academic work positively correlate with learners'

performance. Similarly, Hayward (2010) pointed out that students who spend time to do their homework increase their thinking and memorization skills. It is worthy to conclude that spending time to complete homework can improve learning.

This study revealed a statistically significant relationship between preparing for examination and performance of pupils. The finding is similar to the findings of Akagah (2011) that preparing adequately before exams correlate strongly with students' academic performance. Similarly, Kabiru (2010) in his study claimed that high performing students do not wait till exams before they study their books. They plan their study ahead of examination and they study frequently. This helps them to avoid examination pressure. The findings of this study also tally with the opinion of Somuah Dankyi and Dankyi (2014) who posited that frequent and consistent learning results in positive learning outcomes such as good academic performance. It can also be deduced from the findings of this study that to avoid academic failure, pupils should make the effort to have a consistent learning pattern.

This study also revealed a significant positive relationship between reading and academic performance of pupils. Study findings concurs with Pobi (2016) who found a positive correlation between reading and academic performance. Findings is also inconsonant with the work of Anwar (2013) who asserted that reading does not only advance one's understanding but also enable the student to be matured on how to respond to questions. It can be deduced from this study that reading and memorization aids academic performance.

This study also revealed that there is a statistically significant relationship between notes taking and academic performance. Study findings

concur with Somuah, Dankyi and Dankyi (2014) who opined that note-taking is one of the activities that keep students focused on their subjects and therefore support learning and retention as well as performance. The findings in this study also support Basher (2018) view that students who write notes are likely to perform well than those who do not. The findings also support the view of Ayihi (2013) who indicated that writing down notes facilitates the learning process. This concurs with Basher (2018) who stressed the importance of note taking as supporting learning and retention. He further linked listening to the teacher, and note taking to academic success. Boyle (2011) supported the Basher's study by adding that learners who takes good notes and pays attention in class is likely to excel than those who do not. It can be deduced that writing down notes and reading the notes can enable students to improve their academic performance.

This study shown a strong positive connection between study habits and academic performance as measured by scales used in this study. The findings were similar to previous studies on this work such as (e.g., Arul, 2013; Siahi & Maiyo, 2015; Crede & Kuncel, 2008). They all reported an important relation between study habits and academic performance. In conclusion, it can be inferred from the outcomes of this study that forming effective learning is a very important step in a students' educational growth. Students can, therefore, perform well in school if they practice good study habits.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the entire study (including the findings), conclusions, recommendations and the way forward based on the findings. It is the final chapter which provides a brief overview of the study and shows how the research questions and objectives set out in chapter one had been answered.

#### Summary of the Study

The purpose of this study was to examine the relationship between study habits and academic performance among junior high school pupils in the Akuapem South District of Ghana. To achieve this objective, five research questions guided the study. They were the following:

1. Investigate the relationship between time management and academic performance of JHS pupils
2. Determine the relationship between assignment and academic performance of JHS pupils
3. Examine the relationship between preparing for examination and academic performance of JHS pupils
4. To investigate the relationship between reading and memorising and academic performance of JHS pupils
5. To ascertain the relationship between notes taking and pupils academic performance.

This study employed a correlational research design because this study sought to investigate the relationship between or among some variables of interest (i.e. study habits and academic performance). The target population of this study subsumes all pupils in public junior high schools in Akuapem South District of Eastern Region of Ghana. The accessible population consisted of six sampled schools from the target population, namely; Aburi Presby JHS, Presbyterian Women's College of Education Demonstration JHS, Aburi Anglican JHS, Kitase D/A JHS, Gyankama Methodist JHS and Peduase Methodist JHS. Through a simple random and proportional sampling technique, 302 pupils were sampled from the accessible population. A questionnaire was used as the main data collection instrument. Five null hypotheses were tested using simple linear regression analysis.

### **Key Findings**

The following were the findings of the study:

1. Time management was found to be positively and significantly related to academic performance,  $r=.468$ ,  $p<.001$ . The result further revealed that about 21.6% of the variances in academic performance can be attributed to time management. The study showed that time management had a significant positive relationship with academic performance,  $b=1.575$ ,  $t=9.175$ ,  $p<.001$ .
2. A significant relationship was found between assignment and academic performance,  $r=.448$ ,  $p<.001$ . The results further revealed that about 19.8% of the variations in academic performance can be attributed to pupils engaging in assignment or homework. The study found that pupils' engagement in assignment had a positive and significant

relationship with the academic performance of pupils,  $b=1.503$ ,  $t=8.671$ ,  $p<.001$ .

3. It was revealed that exams taking practices were related to academic performance,  $r=.429$ ,  $p<.001$ . Furthermore, it was revealed that 18.1% of the variances in academic performance can be explained by exams taking practices. The result revealed that exams taking practices had a significant positive influence on the academic performance of pupils,  $b=1.299$ ,  $t=8.225$ ,  $p<.001$ .

4. A significant relationship was found between reading and memorization practices and academic performance,  $r=.437$ ,  $p<.001$ . The results further revealed that about 18.8% of the variations in academic performance can be attributed to pupils reading and memorisation practices. The study showed that pupils' reading and memorisation practices had a positive and significant relationship with the academic performance of pupils,  $b=1.369$ ,  $t=8.419$ ,  $p<.001$ .

5. Note-taking was found to be positively and significantly related to academic performance,  $r=.406$ ,  $p<.001$ . The result further revealed that about 16.2% of the variances in academic performance can be attributed to note-taking practices. It was revealed that note-taking had a significant positive relationship with academic performance,  $b=1.247$ ,  $t=7.702$ ,  $p<.001$ .

### Conclusions

The findings of this study have made it clear that study habit is an essential ingredient for better performance. This suggests that over the past few years, concerns raised about the poor academic performance of pupils in the

Akuapem South District of Ghana may be attributed to the fact that pupils were not using the best study habits practices. This is because the study found a positive relationship between study habits and academic performance.

Undoubtedly, pupils who do not devote sufficient time to their study, poor time management behaviours such as not allocating time properly or last-minute learning for exams has been frequently discussed as a source of poor academic performance. This means that even if a student makes every effort to learn but does not have good time management, such a student is liable to perform poorly academically. Additionally, this study concludes that the academic performance of a student is dependent significantly on homework. However, most pupils in the district were unable to do their homework most often. Pupils in the district need to take responsibility for their learning by studying on their own. This will develop their intellectual abilities and make them academically independent. This conclusion is based on the finding that time management is positively related to academic performance.

Unfortunately, the majority of pupils who do not prepare adequately before taking the examination, but wait until a few days to exams before they start to learn are likely to perform poorly. It is obvious that these pupils may, perhaps, engage in academic procrastination which leads to task aversion. If students would retain information for exams, they would have to revise their notes to master their subjects. This is based on the finding that preparing for examination is positively related to academic performance.

Academic performance in the district could be improved if pupils would adopt good reading skills. Further, such persons may have poor notes taking skills. They do not read over their notes and do not bother to copy notes from



friends when they are absent. However, note-taking was found in this study to correlate positively with academic performance. This suggests that the poor note-taking ability of pupils in the district could be a cause of their poor academic performance.

This study finally concludes that the study habits of pupils in Akuapem South District are satisfactory and thus, need to be improved if pupils desire to improve academic performance. I believe that study habits are learnable as such there is hope that with improvement in students' studies habits their academic performance would improve. Based on the findings of this study, it is concluded that study habits contribute significantly to the development of knowledge and perceptual capabilities of pupils and subsequently, good academic performance of learners

### **Implications for Counselling**

The roles of a counsellor are directed towards assisting students to find the strength and resources they have and view an individual as a whole person who can master his/her present and future challenges. The finding implies that that in the interest of the students, schools and parents must pay attention to the study habits of learners. Teachers have a role in guiding students to understand and develop in them the desirable study habits, while parents have a responsibility in understanding the significance of good study habits and monitor their children towards that. A synergy among school, parents and students would be ideal. School counsellors should encourage pupils to manage their study time table very well to get enough time for studies and other important activities. Group counselling could be organized in schools by

professional counsellors in order to create awareness on how pupils can develop effective study habits which could lead to good academic performance.

The findings of this study give an idea that pupils learn in a variety of ways and thus, counsellors should help pupils use different techniques in a manner that suits them best. They should be able to assess students' interest areas in their study habits enhancement. School counsellors and teachers should educate students during orientation to encourage pupils on how to develop good study habits practices.

Counsellors need to assist pupils in analyzing and improving their learning efficiency, through assessment of basic learning styles, such as time management, doing assignment, reading, preparing for exams and writing notes. Counsellors can identify areas for pupils' improvement. Due to individual differences, there is a need to develop an individual's study habits. Counsellors can identify areas for pupils' improvement. Due to individual differences, there is a need to develop an individual's study habits. Counsellors can direct referral cases to other specialists for proper assistance if a learner needs special attention to improve upon his/her study habits.

### **Recommendations for Policy and Practice**

Based on the findings of this study, the following recommendations have been made:

1. Guidance and counselling should be encouraged by school management in various schools in the district to meet pupil's needs in terms of those who cannot study properly. The school counsellors should provide the necessary assistance and psychological support to such pupils to overcome obstacles they face in learning at home and school.

2. The management of the various schools should teach pupils on how to manage their time in their learning activities. This will encourage a positive attitude towards learning which will lead to the appropriate use of study habits by pupils in the school.
3. Parent Teacher Associations should frequently meet to discuss how the learning and study habits of pupils can be improved so that appropriate measures can be put in place to improve pupils' study habits and academic performance.
4. Generally, this study therefore recommends that management of the various basic schools should arrange for a number of guidance and counselling sessions for the pupils on how to improve their study habits. This would go a long way to improve their academic performance.

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

The researcher conducted the study in Akuapem South District of Ghana. It is being suggested that a similar study be carried out in all districts in Akuapem South District with a larger population in order to gain additional evidence for accepting the proposed hypothesis so that a comprehensive research document would be presented. It is suggested that other studies can be conducted on senior high school students.

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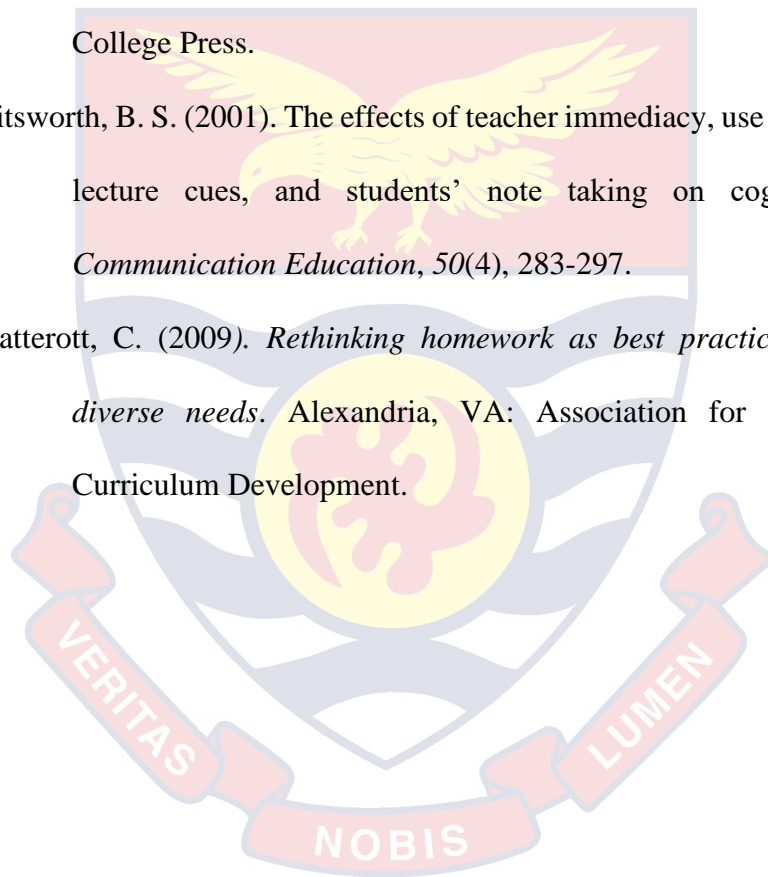
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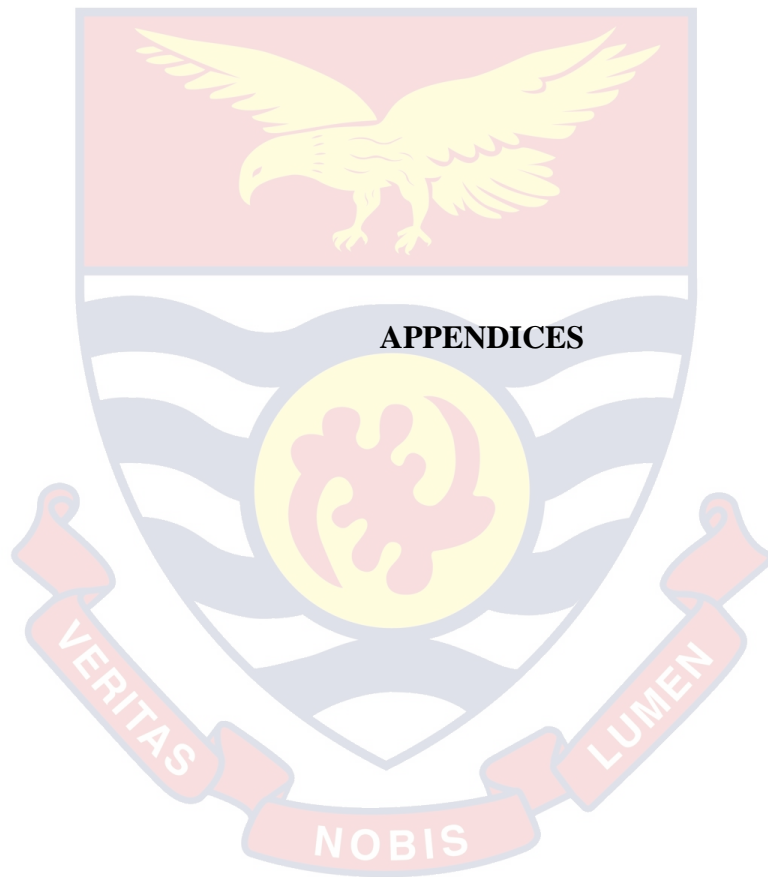
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**APPENDIX A**  
**QUESTIONNAIRE**  
**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF DISTANCE EDUCATION**

Dear Respondent, you have been selected to participate in this study aimed at determining the relationship between study habits and academic performance among junior high school pupils in Akuapem South District of Ghana. Your participation in this study is very important since it will help to achieve the goal of the study as just stated. Attached is the survey instrument to assess your opinion on issues related to the topic stated above. Kindly spend some minutes to supply information on each item of this questionnaire as honestly as possible. All information gathered will be treated confidentially and would be used for the purpose of research only. That is why your name is not required.

Thank you for your anticipated cooperation.

**SECTION A: Demographic Data**

**INSTRUCTION:** For each of the items, please indicate your response by ticking [√] only the option most true of you.

1. Gender: Male [  ]; Female [  ]
2. Age; .....

**SECTION B:**

**INSTRUCTION:** For each of the items labeled, ‘True’, ‘Somewhat true’, ‘Not true’, please indicate your response by ticking [✓] only the option most true of you.

Statement	True	Somewhat true	Not true
<b>Homework/assignment</b>			
1. When an assignment is difficult, I do not do it until the last minute.			
2. I wait until the last minute before I do my homework.			
3. I waste time conversing with friends instead of completing my assignment			
4. My wish is to finish my assignment on time but I am unable to do so most often.			
5. I do not attach seriousness to assignments and subjects I do not like.			
6. I am fond of doing the easy part of an assignment and leaving the difficult part for friends to do for me.			

7. I am unable to do my assignments to my satisfaction.			
8. I prefer watching TV/films to completing my assignments.			
<b>Time management</b>			
1. I do not have a personal study time table.			
2. I spend more time studying the subjects I like most.			
3. I find it difficult to study on my own.			
4. I am not able to study up to three hours a day.			
5. I spend more time on fun, such as sports and religious activities than my studies.			
6. Whenever I take a book to read, I fall asleep.			
7. I always postpone doing corrections for what I get wrong.			
8. I do not do my home works and assignment on time.			

<b>Taking and writing notes</b>			
1. When a good point comes into my mind while reading, I fail to note it down.			
2. I do not read over my notes after school.			
3. I do not bother to copy notes from a friend when I am absent from school.			
4. I do not compare my notes with a classmate.			
5. If a teacher does not give notes during lessons, I find it difficult to make my own notes.			
6. I do not make personal notes when I read from a textbook.			
7. I do not make personal notes during class lessons.			
8. I often do not copy examples and illustrations the teacher writes on the board.			
<b>Reading and memorisation</b>			

1. I find it difficult to remember what I read.			
2. I do not look through a chapter of a book before I begin to read it.			
3. I usually find it difficult to get the main ideas from a passage I read.			
4. I have to read a passage two or three times before understanding it.			
5. Whenever I read, I am unable to bring all my attention on what I am reading.			
6. The place I do my private studies is most often noisy.			
7. I am easily attracted to the TV and other activities whenever I sit to study.			
8. Whenever I am studying, I tend to stop and worry about personal problems.			
<b>Taking examination</b>			



<p>1. I make too many careless mistakes in examinations and this lowers my marks.</p>			
<p>2. I often read test questions wrongly and therefore answer them wrongly.</p>			
<p>3. I usually do not revise my notes properly before I take an examination.</p>			
<p>4. I am unable to develop my points properly to answer questions in an examination</p>			
<p>5. I wait until few days to exams before I start preparing.</p>			
<p>6. The day before examination, I study late into the night</p>			
<p>7. I cannot easily identify what I have learned and what I have not yet learned before I take an exams</p>			
<p>8. I am not able to imagine possible questions that may be asked on my test and make sure I know the answers.</p>			

**Scoring:** True = 1                      Somewhat true = 2  
Not true = 3

Put your score for each question on the appropriate blank and add your total score for each area.

**Homework / Assignment**

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_  
Total \_\_\_\_\_

**Time Management**

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_  
Total \_\_\_\_\_

**Taking and Writing Notes**

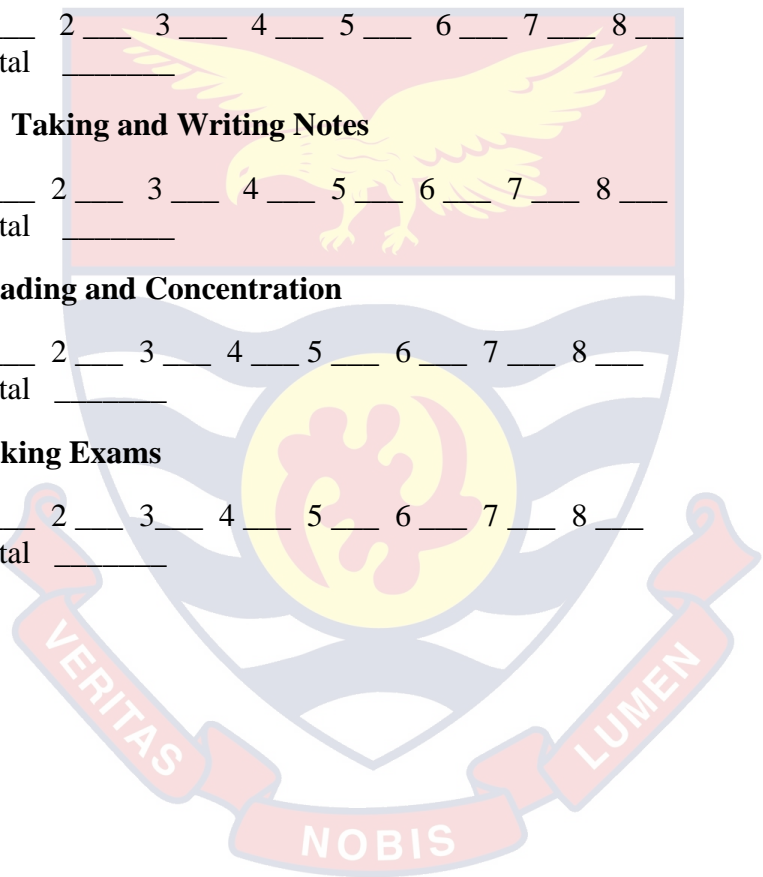
1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_  
Total \_\_\_\_\_

**Reading and Concentration**

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_  
Total \_\_\_\_\_

**Taking Exams**

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_  
Total \_\_\_\_\_




## APPENDIX B

### INTRODUCTORY LETTER FOR DATA COLLECTION

**UNIVERSITY OF CAPE COAST**  
COLLEGE OF DISTANCE EDUCATION

Tel No: 03321 35203 / 36947  
Fax: 03321 36946  
E-mail: [ccoucc@yahoo.com](mailto:ccoucc@yahoo.com)



University Post Office  
Cape Coast  
Feb. 3, 2017

Our Ref. No: CoDE/GCP/GA/011

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

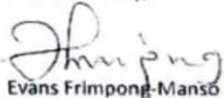
**PERMISSION ON DISSERTATION WORK**

The bearer Kwakye Joyce Aboagyewaa is a student on our Mphil Distance Education Programme. She has adopted your Institution for her Research/Dissertation work and needs to collect data from your institution.

The research is for educational purposes only and all responses given are expected to be used for that.

We would be most grateful if your maximum support is given.

Thank you.

Yours faithfully,  
  
Evans Frimpong-Manso  
(GT Accra Regional Resident Tutor)

APPENDIX C

PERFORMANCE OF JHS PUPILS

B.E.C.E. 2013 RESULTS ANALYSIS

AKUAPEM SOUTH DISTRICT

S/N	School Name	School Number	No of candidates registered			No of candidates that took Exams			No of Absent			06			07 - 10			11 - 15			16 - 20			21 - 30			31 & Above			%
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
1	Beacon Int	0211078	2	2	4	2	2	4	-	-	-	1	1	2	-	1	1	1	-	1	-	-	-	-	-	-	-	-	-	100
2	Dago L/A	0211050	11	4	15	11	4	15	-	-	-	-	-	-	3	1	4	5	1	6	3	2	5	-	-	-	-	-	-	100
3	Pakro Meth	0211035	9	3	12	9	3	12	-	-	-	-	-	-	4	-	4	3	3	6	2	-	2	-	-	-	-	-	-	100
4	Holy Trinity	0211066	6	8	14	6	8	14	-	-	-	-	-	-	2	-	2	3	6	9	1	2	5	-	-	-	-	-	-	100
5	Pakro Presby	0211034	9	8	17	9	8	17	-	-	-	-	-	-	2	-	2	1	2	3	6	6	12	-	-	-	-	-	-	100
6	Aburi Presby	0211077	12	19	31	12	19	31	-	-	-	-	-	-	-	-	-	1	2	3	11	17	28	-	-	-	-	-	-	100
7	Nsakyel/AJHS	0211025	9	6	15	9	5	14	-	1	1	-	-	-	-	-	-	2	1	3	7	4	11	-	-	-	-	-	-	100
8	Demons JHS	0211001	55	57	122	55	57	122	-	-	-	3	3	12	10	22	16	10	26	23	35	58	1	2	3	3	97.3			
9	Christland JHS	0211052	29	23	52	29	23	52	-	-	-	2	2	6	3	9	7	7	14	14	11	25	-	2	2	2	96.2			
10	Theocracy JHS	0211047	21	24	45	21	24	45	-	-	-	-	-	-	2	2	7	5	12	13	15	28	1	2	3	3	93.3			
11	Pakro Ang JHS	0211064	10	3	13	10	2	12	-	1	1	-	-	-	-	-	-	1	-	1	5	1	6	3	1	4	91.7			
12	Pakro R/C	0211033	9	2	11	9	2	11	-	-	-	-	-	-	-	-	-	2	2	4	6	-	6	1	-	1	90.9			
13	Kitase L/A JHS	0211021	8	15	23	8	15	23	-	-	-	-	-	-	-	-	-	-	-	7	12	19	1	3	4	82.6				
14	Adam Victory	0211074	2	6	8	2	6	8	-	-	-	-	-	-	-	-	-	1	1	0	5	5	-	2	2	75				
15	Nsaba L/AJHS	0211022	22	25	47	22	25	47	-	-	-	-	-	-	1	-	1	1	1	2	18	17	35	2	7	9	74.5			

16	Obodan L/AJHS	0211024	10	11	21	10	11	21	.	.	.	.	.	.	.	.	.	.	1	.	1	1	5	8	13	4	5	9	60.9				
17	Akweraase L/A JHS	0211004	10	13	23	10	13	23	.	.	.	.	.	.	.	.	.	.	1	.	1	5	8	13	4	5	9	60.9					
18	Obosono L/A JHS	0211032	10	9	19	9	6	15	1	3	4	.	.	.	.	.	.	.	.	.	.	5	4	9	4	2	6	60					
19	Akwakupom L/A JHS	0211026	9	7	16	9	7	16	.	.	.	.	.	.	.	.	.	.	.	.	.	5	4	9	4	3	7	56.3					
20	Wisdom int.	0211069	6	14	20	6	14	20	.	.	.	.	.	.	.	.	.	.	1	.	1	1	9	10	4	5	9	55.0					
21	Aburi Amanfo JHS	0211023	10	7	17	10	7	17	.	.	.	.	.	.	.	.	.	.	1	1	2	4	3	7	5	3	8	52.9					
21	Aburi Amanfo L/A JHS	0211023	10	7	17	10	7	17	.	.	.	.	.	.	.	.	.	.	1	1	2	4	3	7	5	3	8	52.9					
22	Gyankama L/AJHS	0211060	9	4	13	9	4	13	.	.	.	.	.	.	.	.	.	.	.	.	.	5	.	5	4	4	8	38.5					
23	Nana O Any L/A JHS	0211068	5	8	13	5	8	13	.	.	.	.	.	.	.	.	.	.	.	.	.	3	2	5	2	6	8	38.6					
24	Peduse Meth JHS	0211065	12	13	25	12	13	25	.	.	.	.	.	.	.	.	.	.	1	1	.	.	.	1	6	7	10	7	17	32.0			
25	Oboadaka L/A JHS	0211006	15	8	23	15	8	23	.	.	.	.	.	.	.	.	.	.	.	.	.	5	2	7	10	6	16	30.4					
26	Kemp Meth JHS	0211002	20	32	52	20	31	51	.	1	1	.	.	.	.	.	.	.	.	.	.	6	8	14	14	23	37	27.5					
27	Aburi Ang JHS	0211003	39	21	60	39	21	60	.	.	.	.	.	.	.	.	.	.	2	.	2	4	4	8	33	17	50	20.0					
28	Adam. Ang JHS	0211005	10	5	15	10	5	15	.	.	.	.	.	.	.	.	.	.	.	.	.	2	.	2	8	5	13	13.0					
29	Berekuso L/A JHS	0211020	10	4	14	9	4	13	.	.	.	.	.	.	.	.	.	.	.	.	.	2	.	2	8	4	14	08.3					
30	Konkonuru Meth JHS	0211018	16	11	27	16	11	27	.	.	.	.	.	.	.	.	.	.	.	.	.	2	.	2	14	11	25	0.7					
31	Ahyiresu JHS	0211058	3	6	9	3	6	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	6	9	0				
32	Modern Acad JHS		2	6	8	2	6	8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	6	8	0				
TOTAL			41	384	794	408	378	786	1	6	7	.	.	.	.	.	.	7	1	8	30	17	47	56	42	98	173	182	355	143	136	279	64.6

B.E.C.E 2015 RESULTS ANALYSIS  
AKUAPEM SOUTH DISTRICT – ABURI

S/N	School Name	School Number	No of candidates registered			No of candidates that took exams			No of absent			06			07-10			11-15			16-25			26-36			37 & Above			%
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T				
1	BEACON INT. JHS	0211078	2	2	4	2	2	4	0	0	0				2	2	4												100	
2	NSARA I/A JHS	0211022	6	11	17	6	11	17						2	2	1	1	2	3	5	8		5	5				100		
3	CHRISTLAND INT. JHS	0211052	25	15	40	25	15	40						1	1	6	3	9	12	1	22	5	3	8				100		
4	PAKRO HOLY TRINITY JHS	0211066	11	6	17	11	6	17						1	1	2	1		1	7	4	11	1	2	3			100		
5	OBODAN I/A JHS	0211024	4	8	12	4	8	12											3	4	7	1	4	5				100		
6	PAKRO ANG. JHS	0211064	3	5	8	3	5	8											1	2	3	2	3	5				100		
7	MISSION OF GOD	0211087	2	2	4	2	2	4												2	2	2		2				100		
8	OBIRIKORANG AMANFRO I/A JHS	0211086	18	16	34	18	16	34											3	7	10	14	9	23	1		1	97.1		
9	DIVINE WISDOM ACADEMY JHS	0211069	11	15	26	11	15	26						1	1	4	5	9	6	9	15				1	1		96.2		
10	ABURI DEMONS JHS	0211001	46	56	102	46	56	102							2	1	3	22	1	40	18	32	50	2	7	9		91.2		
11	ABURI ANG. JHS	0211003	15	13	28	15	13	28						1	1	3	2	5	9	10	19	2	1	3				89.3		
12	ABURI PRESBY JHS	0211077	20	20	40	20	20	40											2	4	6	15	14	29	3	2	5	87.5		
13	OBOSONO I/A JHS	0211032	4	4	8	4	4	8											1	1	2	2	3	5	1		1	87.5		
14	AIYIRESU I/A JHS	0211058	5	2	7	5	2	7											2	2	2	2	4	1		1		85.7		
15	PEDUASE METH. JHS	0211065	8	5	13	8	5	13											1	1	2	5	4	9	2		2	84.6		
16	FIDELITY JUVENILE COLL.	0211089	1	10	11	1	10	11	1	1									1	1		8	8		1	1		84.6		
17	NSAKYE I/A JHS	0211025	15	17	32	15	17	32											3	2	5	10	11	21	2	4	6	81.3		
18	ANKWANSU ANG. JHS	0211084	11	5	16	11	5	16											1	1	9	3	12	1	2	3		81.3		
19	GYANKAMA I/A JHS	0211060	5	14	19	5	14	19											1	2	3	3	9	12	1	3	4	79		
20	BEREKUSO I/A JHS	0211020	22	8	30	22	7	29	1	1									3	3	13	5	18	3	5	8		70		

10 17-20 (11-15) 16-25, 26-36 37 and 40

21	THEOCRACY COMPLEX JHS	0211047	26	16	42	26	16	42										1	1	17	10	27	9	5	14	66.7	
22	PAKRO R/C JHS	0211033	7	5	12	7	5	12										1	1	3	4	7	3	1	4	66.7	
23	AHWERASE L/A JHS	0211004	15	11	26	15	11	26										3	3	8	5	13	4	6	10	61.5	
24	OBOADAKA L/A JHS	0211006	9	6	15	9	6	15										2	2	5	2	7	2	4	6	60	
25	PAKRO PRESBY JHS	0211034	6	4	10	6	4	10												3	3	6	3	1	4	60	
26	ADAMOROBÉ VICTORY JHS	0211074	5	5	10	5	5	10												1	4	5	4	1	5	50	
27	ADAMOROBÉ ANG. JHS	0211005	7	12	19	7	12	19												3	6	9	4	6	10	47.5	
28	KEMP METH. JHS	0211002	32	26	58	32	26	58										1	1	13	12	25	17	15	32	44.8	
29	HOLY CHILD JHS	0211090	6	8	14	6	8	14												2	4	6	4	4	8	42.9	
30	DARKWAA MEM. JHS	0211088	5	7	12	5	7	12												2	3	5	3	4	7	42	
31	DAGO L/A JHS	0211050	14	11	25	14	11	25												7	2	9	6	9	15	37.5	
32	AGYEMENTI L/A JHS	0211068	12	19	31	12	19	31										1	2	3	1	7	8	10	10	20	35.5
33	KONKONURU METH. JHS	0211018	14	21	35	14	21	35												3	9	12	11	12	23	34.3	
34	KITASE L/A JHS	0211021	13	14	27	13	14	27												3	2	5	10	12	22	18.8	
35	PAKRO METH. JHS	0211035	8	3	11	8	3	11												1	1	2	7	2	9	18.2	
36	AKWAKUPOM L/A JHS	0211026	8	9	17	8	9	17												1	2	3	7	7	14	17.6	
37	ABURI AMANFO L/A JHS	0211023	24	16	40	24	15	39												1	1	23	15	38	2.5		
	TOTAL		4	4	8	4	4	8	0	3	3	0	0	0	6	3	9	1	5	1	8	7	1	1	2	4	67.0
			4	2	7	4	2	6													6	7	5	2	6	9	5
			4	7	2	4	5	9																			

B.E.C.E. 2017 RESULT ANALYSIS

AKUAPEM SOUTH DISTRICT

S/n	School Name	SCHOOL NUMBER	No of candidates registered			No of candidates that took Exams			No of Absent			06'			07 - 10'			11 - 15'			16 - 25			26 - 30			31 - 36			37 and above			No. Cand. Attaned aggr 6 - 36 (plus core sub.)	% Pass
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T					
			1	Beacon Int JHS	0211078	2	2	4	2	2	4		0		0	1	1	2	1	1	2		0		0							0		
2	Christland JHS	0211052	8	11	19	8	10	18	1	1		0		0	1	1	2	5	4	9	4	4	2	1	3			0	18	100				
3	Pakro Holy Trinity	0211066	8	9	17	8	9	17		0		0		0	1	1	6	1	7	1	3	4	1	4	5			0	17	100				
4	O' AmanfoL/AJHS	0211023	10	9	19	10	8	18	1	1		0		0		0	6	6	12	3	2	5	1	1			0	18	100					
5	Pakro Ang JHS	0211064	10	5	15	10	5	15		0		0		0	1	1	5	1	6	5	3	8					0	15	100					
6	Ahyiresu JHS	0211058	7	0	7	7	0	7		0		0		0	1	1	5	5	1	1							0	7	100					
7	Demons JHS	0211001	40	40	80	40	40	80		0		0		0	1	1	17	17	34	14	14	28	9	7	16	1	1	79	99					
8	Holy Child Model	0211090	12	11	23	12	11	23		0		0		0	4	1	5	2	3	5	5	7	12	1	1	1	22	96						
9	MIOGA	0211087	2	7	9	2	7	9		0		0		0	1	1	2	2	4	3	3						1	1	8	89				
10	Aburi Ang JHS	0211003	13	14	27	13	14	27		0		0		0	2	2	6	1	7	5	9	14	2	2	4	2	2	23	85					
11	Peduase meth JHS	0211065	8	10	18	8	10	18		0		0		0	2	1	3	3	4	7	2	3	5	1	2	3	15	83						
12	Pakro R/C	0211033	8	8	16	8	8	16		0		0		0	1	1	2	1	2	3	4	4	8	2	1	3	13	81						
13	Obodan L/AJHS	0211024	15	10	25	15	10	25		0		0		0	3	1	4	6	2	8	4	4	8	2	3	5	20	80						
14	Ankwasi Anglican	0211084	9	4	13	9	4	13		0		0		0	2	2	2	2	4	3	1	4	2	1	3	10	77							
15	Wisdom int.	0211069	12	10	22	12	10	22		0		0		0	7	2	9	3	3	6		1	1	2	4	6	16	73						
16	Aburi Presby JHS	211077	34	41	75	34	41	75		0		0		0	4	3	7	5	5	10	10	17	27	15	16	31	44	59						
17	Fidelity Juvenile	0211068	11	10	21	11	10	21		0		0		0	1	1	2	3	5	4	2	6	4	5	9	12	57							
18	Agyemanti L/A	0211068	5	8	13	5	8	13		0		0		0	1	1			0	3	3	6	2	4	6	7	54							
19	Nsaba L/AJHS	0211022	38	26	64	38	26	64		0		0		0	1	1	2	5	1	6	14	10	24	18	14	32	32	50						
20	Nsakyel/AJHS	0211025	10	11	21	10	11	21		0		0		0	1	1			0	4	5	9	6	5	11	10	48							



S/n	School Name	School Number	No of candidates registered			No of candidates that took Exams			No of Absent			06'			07 - 10'			11 - 15'			16-25			26 - 30			31-36			37 and above			No. Cand. Attaned aggr 6-36 (plus core sub.)	% pass											
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T																
21	Pakro Presby JHS	0211034	10	5	15	10	5	15			0			0			0			0			0	0	3	1	4	2	1	3	5	3	8	7	47										
22	Oboadaka L/A JHS	0211006	15	9	24	15	9	24			0			0			0			0			0	0	1	2	3	5	3	8	9	4	13	11	46										
23	Ahwerase L/A JHS	0211004	20	16	36	20	16	36			0			0			0	0	1	3	4	3	4	7	3	2	5	13	7	20	16	44													
24	Aburi Amanfo JHS	0211023	8	6	14	8	6	14			0			0			0			0			0	0	1	1	2	3	5	5	3	8	6	43											
25	Berekuso L/A JHS	0211020	21	25	46	21	24	45	1	1				0			0			0	0	1		1	5	2	7	4	7	11	11	15	26	19	42										
26	Adam. Ang JHS	0211005	5	7	12	5	7	12			0			0			0	0	1		1	1		1	1	2	1	3	2	5	7	5	42												
27	Konkonuru meth	0211018	10	15	25	10	15	25			0			0			0			0	1	1		1	1	2	1	6	7	8	7	15	10	40											
28	Pakro Meth JHS	0211035	11	12	23	11	12	23			0			0			0			0	1	1		2	2	4	1	3	4	8	6	14	9	39											
29	Akwakupom L/A JHS	0211026	11	10	21	11	10	21			0			0			0			0			0	0	5	2	7	6	8	14	7	33													
30	Adam Victory JHS	0211074	18	17	35	17	16	33	1	1	2			0			0	0	1		1	1		2	1	3	1	5	6	13	10	23	10	30											
31	Aburi Kemp Meth	0211002	22	35	57	22	35	57			0			0			0			0	2	2		3	2	5	4	5	9	15	26	41	16	28											
32	Darkwaah mem.	0211088	8	7	15	8	7	15			0			0			0	0	1		1			0	1	2	3	6	5	11	4	27													
33	Gyankama L/AJHS	0211060	13	18	31	12	18	30	1	1				0			0			0	3	3		2	1	3	1	1	2	9	13	22	8	27											
34	Kitase JHS	0211021	13	11	24	13	11	24			0			0			0			0			0	0	3		3	2	2	10	9	19	5	21											
35	Obosono L/A JHS	0211032	8	6	14	8	6	14			0			0			0			0			0	0	2		2	6	6	12	2	14													
36	Dago L/A JHS	0211050	32	22	54	32	22	54			0			0			0	0	1		1	1		1	1	2	2	2	4	28	19	47	7	13											
37	Theocracy JHS	0211047	0	0	0	0	0	0			0			0			0			0			0			0			0			0													
Totals			487	467	954	485	463	948	2	4		6	0		0	0		1	1		2	2		4	6		66	54		120	92		70	162		113	129		242	211		205	416		532

School Name	School Number	candidates registered			candidates that took			No of Absent		06'		07 - 10'		11 - 15'		16 - 25		26 - 30		31 - 36		37 and above		candidate who Pass	%							
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T										
28 Kemp Meth JHS	211002	20	18	38	20	18	38	0	0	0	0	0	0	0	1	1	2	3	5	8	5	4	9	11	8	19	19	50				
29 Agvementi L/A JHS	211068	3	7	10	3	7	10	0	0	0	0	0	0	0	0	0	0	2	2	2	3	3	3	3	2	5	5	50				
30 Adam Victory JHS	211074	9	12	21	9	12	21	0	0	0	0	0	0	0	0	0	0	2	1	3	1	6	7	6	5	11	10	48				
31 Ankwasi Anglican	211084	7	6	13	7	6	13	0	0	0	0	0	0	0	0	0	0	1	1	2	2	2	4	4	3	7	6	46				
32 Pakro Meth JHS	211035	13	5	18	13	5	18	0	0	0	0	0	1	0	1	0	0	2	1	3	2	1	3	8	3	11	7	39				
33 Pakro R/C	211033	13	6	19	13	6	19	0	0	0	0	0	0	0	0	0	0	4	0	4	2	0	2	7	6	13	6	32				
34 Dago L/A JHS	211050	7	5	12	7	5	12	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2	6	4	10	2	17				
35 Kitase JHS "B"	211021	28	10	38	28	9	37	1	1	0	0	0	0	0	0	0	0	0	0	2	1	3	26	8	34	3	8.1					
Kitase JHS "A"	211021	37	16	53	37	16	53	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	2	36	15	51	2	3.8				
36 Aburi Amanfo JHS	211023	27	13	40	27	13	40	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	36	15	51	2	3.8				
37 Christland JHS	211052	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	26	13	39	1	2.5				
Totals		494	430	924	492	427	919	2	3	5	1	3	4	1	2	3	15	9	24	56	59	115	90	167	122	136	258	207	141	348	571	

1 Year: 2016

NUMBER OF CANDIDATES REGISTERED	NUMBER OF CANDIDATES PRESENT DURING EXAMS		NUMBER OF CANDIDATES ABSENT	
	BOYS	GIRLS	BOYS	GIRLS
BOYS	494	492	2	2
GIRLS	430	427	3	3
TOTALS	924	919	5	5

B.E.C.E. 2018 RESULT ANALYSIS - FINAL

AKUAPEM SOUTH DISTRICT - ABURI

S/n	School Name	School Number	No of candidates registered			No of candidates that took Exams			No of Absent			06'			07 - 10'			11 - 15'			16-25			26 - 30			31-36			37 and above			No. Card Attained age 6-36 (plus 4 core)	% Passed
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T					
1	Aburi Demons JHS	0211001	31	34	65	31	34	65				0	1		1	3	2	5	3	3	6	14	18	32	10	4	19	2	2		0	65	100%	
2	Beacon Int. JHS	0211078	3	1	4	3	1	4				0	1		1	2	1	3			0		0		0		0			0	4	100%		
3	Fidelity Juvenile	0211068	3	5	8	3	5	8				0			0	1	1	1			1	1	1	2	1	2	3	1	1		0	8	100%	
4	Pakro Ang JHS	0211064	3	5	8	3	5	8				0			0	2	1	3	1	1	2	1	2	1	2	1	1			0	8	100%		
5	Pakro Holy Trinity	0211066	16	12	28	16	12	28				0			0	1	1	2	12	7	19	1	4	5	2	2				0	28	100%		
6	Aburi Ang JHS	0211003	4	10	14	4	10	14				0			0	2	2	4	5	9	2	2	1	2	1	1				0	14	100%		
7	Ayim D/A JHS	0211071	3	6	9	3	5	8	1	1					0	2	2	2	2	4	1	1	1	1	1	1				0	8	100%		
8	Wisdom int.	0211069	8	16	24	8	16	24				0			0	1	1	1	8	9	5	6	11	1	2	3				0	24	100%		
9	Ankwansu Anglican	0211084	8	4	12	8	4	12				0			0	4	2	6	3	1	4	1	1	2						0	12	100%		
10	MIOGA Complex	0211087	8	6	14	8	6	14				0			0	5	1	6		1	2	3	3	6						0	14	100%		
11	Oybin Int. JHS	0211091	3	1	4	3	1	4				0			0	2	1	3			0	1	1							0	4	100%		
12	Pakro R/C	0211093	4	2	6	4	2	6				0			0	2		2	2	4		2	4		0					0	6	100%		
13	Nsakyel/AJHS	0211075	8	14	22	8	14	22				0			0	2	2	4	3	10	13	2	2	4	1	1	1	1	1	1	23	95%		
14	Christand JHS	0211052	17	15	32	17	15	32				0		0	1	3	4	3	3	8	6	14	2	2	4	1	3	4	2	1	3	29	91%	
15	Dago L/A JHS	0211059	13	11	24	13	11	24				0			0			0	1	1	5	1	7	6	7	13	2	1	3	21	88%			
16	Aburi Presby JHS	211077	42	37	79	42	37	79				0			0	4	1	5	6	11	17	10	15	18	13	31	4	7	11	58	86%			
17	Obodan L/AJHS	0211074	14	7	21	14	7	21				0			0	3	3	6	6	2	8	2	2	4	3	3	3	3	3	18	86%			
18	Akwakpom JHS	0211026	4	3	7	4	3	7				0			0			0		0	2	2	4	1	1	2	1	1	1	6	86%			
19	Peduase meth JHS	0211065	6	6	12	6	6	12				0			0	1	1	2	3	1	5				0	2	2	2	10	83%				
20	Ahwerase L/A JHS	0211004	5	11	16	5	11	16				0			0			0		0	3	3	6	2	5	7	3	3	3	13	81%			
21	Adam Ang JHS	0211025	11	7	18	11	7	18				0			0	2		2	4	1	7	2	3	5	3	1	4	4	14	78%				
22	Aburi Kemp Meth	0211002	24	15	39	24	15	39				0			0	8	3	11	1	1	2	9	8	17	6	3	9	30	77%					
23	Pakro Presby JHS	0211034	13	9	22	12	9	21	1	1					0			0	1	1	5	1	6	4	5	9	1	4	5	16	76%			

S/n	School Name	School Number	No of candidates registered			No of candidates that took Exams			No of Absent			06'			07 - 10'			11-15'			16-25			26-30			31-36			37 and above			No. Cand. Attained Merit (plus 4 core)	% PASSED
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T					
24	Oboadaka L/A JHS	0211006	8	17	25	8	17	25																								18	72%	
25	O' AmanfoL/A JHS	0211023	16	4	20	16	4	20																								14	70%	
26	Obosono L/A JHS	0211032	6	5	11	6	4	10																								7	70%	
27	Nsaba L/AJHS	0211022	28	14	42	28	14	42																								29	69%	
28	Berekuso L/A JHS	0211070	18	20	38	18	20	38																								25	66%	
29	Theocracy JHS	0211047	19	9	28	19	9	28																								18	64%	
30	Pakro Meth JHS	0211035	13	13	26	12	13	25	1	1																						16	64%	
31	Holy Child Model	0211090	17	20	37	17	20	37																								23	62%	
32	Darkvaah mem.	0211088	6	4	10	6	4	10																								6	60%	
33	Dumpong D/A JHS	0211093	8	4	12	8	4	12																								7	58%	
34	Agyemanti J.H.S	0211068	11	9	20	10	9	19	1	1																						9	47%	
35	Konkonuru meth	0211018	16	8	24	16	8	24																								11	46%	
36	Gyankama JHS	0211060	6	5	11	6	5	11																								5	45%	
37	Ahyiresu JHS	0211058	13	6	19	13	6	19																								7	37%	
38	Adam Victory JHS	0211074	11	5	16	11	5	16																								5	31%	
39	Kitase JHS	0211021	15	10	25	15	10	25																								5	20%	
40	Aburi Amanfo JHS	0211023	15	5	20	15	5	20																								3	15%	
Totals			477	395	872	474	393	867	3	2	5	2	0	2	7	7	14	20	10	10	97	80	177	103	83	105	114	117	231	124	94	218	649	

Percentage Passed	74.9%
Percentage Failed	25.1%

NUMBER OF CANDIDATES REGISTERED		NUMBER OF CANDIDATES PRESENT DURING EXAMS		NUMBER OF CANDIDATES ABSENT	
BOYS	477	BOYS	474	BOYS	3
GIRLS	395	GIRLS	393	GIRLS	2
TOTALS	872	TOTAL	867	TOTAL	5

**APPENDIX D**  
**ENROLMENT IN SCHOOLS IN THE DISTRICT**

GHANA EDUCATION SERVICE														
AKUAPEM SOUTH DISTRICT														
ENROLMENT ON JUNIOR HIGH SCHOOLS-2018														
ABURI CIRCUIT														
S/N	SCHOOL	EMIS CODES	JHS									TOTAL		
			JHS 1			JHS 2			JHS 3			B	G	T
			B	G	T	B	G	T	B	G	T	B	G	T
1	ADAMOROBANG. BASIC	104220015	21	14	35	18	10	28	11	7	18	50	31	81
2	ABURI PRESBY JHS	104220009	48	56	104	48	50	98	42	37	79	138	143	281
3	ABURI ANGLICAN BASIC	104220004	16	19	35	13	20	33	4	10	14	33	49	82
4	ABURI KEMP JHS	104220007	24	27	51	27	35	62	24	15	39	75	77	152
5	DUMPONG D/A BASIC	104220066	5	7	12	13	5	18	8	4	12	26	16	42
6	AHWERASE D/A JHS	104220017	14	15	29	19	19	38	4	11	15	37	45	82
7	P.W.C.E DEMONS JHS	104220006	48	49	97	51	35	86	31	36	67	130	120	250
KITASE CIRCUIT														
S/N	SCHOOL	EMIS CODES	JHS									TOTAL		
			JHS 1			JHS 2			JHS 3			B	G	T
			B	G	T	B	G	T	B	G	T	B	G	T
1	AGYEMANTI D/A BASIC	104220016	4	5	9	5	5	10	5	8	13	14	18	32
2	AYIM D/A BASIC	104220025	8	9	17	11	10	21	3	5	8	22	24	46
3	EEREKUSO PRESBY BASIC	104220026	20	23	43	21	23	44	10	9	19	51	55	106
4	BEREKUSO D/A PRIMARY/JHS	104220026	27	15	42	18	23	41	9	10	19	54	48	102
5	GYANKAMA METH. BASIC	104220033	13	11	24	6	15	21	6	5	11	25	31	56
6	KONKONURU METH. BASIC	104220038	13	11	24	18	13	31	10	8	18	41	32	73
7	KITASE D/A BASIC	104220036	21	20	41	15	10	25	15	10	25	51	40	91
8	PEDUASE METH. BASIC	104220059	8	12	20	16	13	29	6	6	12	30	31	61

S/N	SCHOOL	EMIS CODES	NSABA CIRCUIT												TOTAL		
			JHS 1			JHS 2			JHS 3								
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	ABURI AMANFO D/A JHS	104220002	16	15	31	14	23	37	15	5	20	45	43	88			
2	AHIYESU D/A JHS	104220019	4	8	12	10	10	20	12	7	19	26	25	51			
3	AKWAKUPOM D/A BASIC	104220022	5	8	13	4	5	9	4	3	7	13	16	29			
4	OBOADAKA D/A JHS	104220046	22	19	41	20	17	37	8	17	25	50	53	103			
5	OBODAN D/A JHS	104220048	27	22	49	17	17	34	14	7	21	58	46	104			
6	OBIRIKORANG AMANFRO D/A JHS	104220044	15	18	33	14	16	30	16	4	20	45	38	83			
7	NSABA D/A JHS	104220041	41	21	62	27	22	49	28	13	41	96	56	152			
8	NSAKYE PRESBY BASIC	104220043	22	17	39	18	16	34	8	14	22	48	47	95			
<b>PAKRO CIRCUIT</b>																	
S/N	SCHOOL	EMIS CODES	JHS												TOTAL		
			JHS 1			JHS 2			JHS 3								
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	ANKWANSU ANG. BASIC	104220024	20	11	31	11	12	23	8	4	12	39	27	66			
2	DAGO L/A BASIC	104220001	21	4	25	20	8	28	13	11	24	54	23	77			
3	OBOSONO D/A BASIC	104220050	13	6	19	9	4	13	6	5	11	28	15	43			
4	PAKRO R/C BASIC	104220056	7	10	17	7	7	14	4	2	6	18	19	37			
5	PAKRO ADJINASE-ANGLICAN BASIC	104220057	12	13	25	12	6	18	3	5	8	27	24	51			
6	PAKRO PRESBY BASIC	104220055	15	12	27	13	7	20	11	9	20	39	28	67			
7	PAKRO METHODIST BASIC	104220054	11	13	24	8	5	13	13	13	26	32	31	63			