

UNIVERSITY OF CAPE COAST

**IMPROVING STUDY HABITS OF FINAL YEAR STUDENTS IN
NURSING SCHOOLS IN THE BOLGATANGA MUNICIPALITY**

BY

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BY

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Guidance & Counselling.

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DECLARATION

Candidate's Declaration

I hereby declare that this Dissertation 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: Iddisah Mahama,

Supervisor's Declaration

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

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

Name: Alfred Ignatius Taylor

ABSTRACT

The purpose of this study was to find some of the causes of poor study habits among final year students of the 3 health training institutions in the Bolgatanga Municipality.

The target population for the study comprised of all final year students of the health training institutions of the Bolgatanga Municipality totaling 240. The sample size was made up of 42 males and 18 females numbering sixty (60).

The research design for the study was the descriptive sampling survey and the instrument used for the collection of data was the questionnaire. Analysis of data was done using the simple percentage description, means, frequencies and the T-test.

Some of the results revealed that:-

The female students in both schools generally have difficulty in concentrating fully on their studies. Students of the Nurses Training Colleges have well structured procedures for studying. Some of the recommendations made were that, a quiet and comfortable study environment should be provided by the school authorities in the Nursing Schools. It is again recommended that televisions and loud music should not be entertained in certain areas including hostels of students, during studies time.

It was recommended again that formation of groups, comprising 3 to 6 students with similar goals and objectives should be adopted in the Nursing Schools and among the students, since an effective study group is an important tool to students' academic success.

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May God bless him abundantly.

DEDICATION

Dedicated to my dear wife and my two daughters, Rama and Muna.

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CHAPTER ONE

INTRODUCTION

Background to the Study

This chapter discusses the background to the study, the statement of the problem, the purpose of the study, the research questions raised, the significance of the study, the delimitation and limitation, organization of the study as well as definition of terms.

Most students are faced with the problem of studying today. Writing on the topic: “the lowering of standards in education” in the dailies, Abate (2001) mentioned that, almost 70% of college students have poor study habits and do not know what to do, and how to improve upon it, as a result, students are failing each year.

To students, studying implies merely reading through their text books while listening to music partially from a stereo or transistor radio. Others also feel that, studying is enhanced through drinking of coffee or taking sleepless tablets during examinations. During such period, students do spend a whole night trying to memorize all the contents in the textbook which they are supposed to have learnt gradually over a period of sixteen to eighteen weeks in a semester. These study habits generally result in anxiety and failure and are very harmful Abate (2001).

Furthermore, they constitute the least efficient way of learning. Learning according to Carol, is “the input, processing and storage of information, which can be retrieved at some later time”. Most of these students have poor or no study habits, that is, study routines that are necessary for academic success. Many do not plan their study time and do not know how to organize their subject materials in order to learn and succeed.

Therefore, studying and at the same time listening to the radio or watching the television results in little processing of information and hence little storage. Some also feel that studying is drinking coffee or taking sleepless tablets when they have examination the following day, and spending the whole night trying to reclaim into their heads all the contents in the text book which they are supposed to have learned gradually over a period of sixteen or eighteen weeks in a term. These study habits generally result in anxiety, failure and are very harmful.

Furthermore they constitute the least efficient way of learning. Learning according to Carol (1963) is, ” the input, processing and storage of information which can then be retrieved at some later time”. Studying and at the same time listening to a radio, or watching a television is likely to result in less processing and therefore little storage. A student who intends to write an examination for example the following day and is trying to do some cramming involving so much input in very little time that the process and storage function of the brain becomes overworked and insufficient. Therefore little or nothing can be gained from such study.

In an attempt to investigate this, the researcher intends to carry out this study and to suggest improvements on how to improve the study skills in the nursing schools in the Bolgatanga municipality.

Statement of the Problem

In spite of the attempts made by tutors and the health training institutions as well as the government to improve the study skills of students in nursing institutions, all attempts to do these have not yielded any fruitful results, but has rather impacted negatively on the performance of students in examinations.

Some students use various means and also adopt certain steps to improve their study skills. Attempts made by students include drinking of coffee or taking sleepless tablets to keep them awake whenever they are studying. On the contrary, these drugs tend to have negative effects on their brain cells. Students read books as novels (for a long time without break). Others study under very noisy conditions. All these measures do not produce any satisfactory results on students' academic performances (1963).

Although, management has provided all the necessary inputs and facilities such as equipped libraries with qualified librarians as well as current text books in large quantities, provision of conducive environmental conditions as well as adequate infrastructure to promote the learning skills of students, the academic performances of students is still poor and unsatisfactory.

It is for this reason that, the researcher is carrying out this study to unravel the causes that undergird the factors that contribute to this situation, in the Bolgatanga Municipality.

Purpose of Study

The purpose of the study seeks to:

- a) Find the causes of poor study habits among final year students in nursing schools in the Bolgatanga Municipality.
- b) Find out what factors influence final year students' ability to concentrate on their studies.
- c) Determine whether gender differences have any influence on students study habits
- d) Find out factors prevent nursing school students from consulting others.

In an attempt to resolve this problem, the following four research questions and two hypotheses were raised.

Research Questions

- a) What is the attitude of final year students towards assignments?
- b) What factors influence final year students' ability to concentrate on their studies?
- c) What procedures do nursing students adopt while studying?
- d) What factors prevent nursing school students from consulting others when faced with difficulties?

Hypotheses

1. There is no significant difference between the study habits of male and female nursing students in the Bolgatanga municipality.

2. There is no significant difference between the study habits of final year midwifery and final year nursing students of the health training institutions.

Significance of the Study

The researcher believes that, findings from the study will give directions to help student nurses in nursing schools in the municipality, improve their study skills.

Secondly, the report will help tutors to update their skills and deliver effective lectures to improve the academic performances of students.

Thirdly, the studies will conscientize management of the various schools to provide adequate teaching/learning materials as well as create congenial learning environment in the schools. A copy of the research work would be deposited at the library of the University of Cape Coast for students to use as resource reference.

Delimitation

The study could not cover all trainees of health institutions in the region, but concentrated on the final year students of the training schools in the Bolgatanga Municipality, who are preparing for their final year State Licensing Examinations. There are five nursing schools in the region, but three of them are in the Bolgatanga Municipality alone. The rest are in Bawku and Navrongo. Schools used are the midwifery training school and the Bolgatanga nurses training college, these schools run two year and three year programmes respectively.

Limitation

A greater number of training institutions as well as student nurses could have been covered in the study but for time, logistics as well as financial resource constraints. These constraints placed some restrictions on the conclusion of the study and its application in other situations. Other constraints had to do with the failure of respondents to return their questionnaire as well as difficulty in assessing related works for reference purposes. The use of questionnaire does not offer opportunities to motivate more respondents to participate in the survey or to answer the questions, or provide an opportunity to collect additional information through observation, probing, prompting and clarification of questions while they are being completed.

Definitions of Terms

Terms used in this work are those used in the context of the essay and these are operationally defined as follows;

- a) S.Q.3.Rs: A study method used to improve on students study habit.
- b) Study Techniques: A procedure through which studies can be made effective.
- c) Study Habit: A student's attitude towards learning.
- d) Skimming: General overview of written materials, so as to know the main points
- e) Socio- economic Background: A difference between groups of people caused mainly by their financial background.
- f) Study skills: Means "how to learn" and "how to study".

Organization of the Study

This study was organized into five chapters. Chapter one deals with the introduction of the study. It also discusses the background to the study, statement of the problem, purpose as well as significance of the study, research questions, limitations and delimitations of the study as well as definition of terms. Chapter two reviews related literature based on the study.

Chapter three discusses the methodology, which includes the research design, population sample and sampling technique used for the study as well as data collection procedures

Chapter four analyses the data obtained from the study as well as discussions, while chapter five presents the summary, conclusions, implications for counselling as well as recommendations for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature related to the study. The review is therefore done under the following sub-headings:-

Study habits

Learning strategies and factors that influence study habits.

Factors related to learning styles

Factors involved in effective learning and their effects on socio-economic factors on study habits.

Factors that are related to learning styles.

Study Habits

Study or studying has been defined differently by various personalities. For example, Freeman, U.S & Morris (1993) defined “studying” as an act that involves a complex interactions of different variables that a student may engage in for various purposes. Studying, to Entwistle, N.J. & Wilson, J.D. (1970) represent a mixture of skills and will. According to Danskin D.G., & Burnett, C.W. (1952), “studying” requires not only the application of methods for mastering bodies of knowledge, but also violation, the disposition to exert efforts, persist, seek out and often transform information. Hassana, S.W. (1991), Onyiwadume, M.A, (1998) and Simpson and Weeber (1998) from another

perspective opine that “study” is a special type of reading that requires devotion of time and special attention to acquiring knowledge from books. For studies to be effective, Freeman and Morris (1993) state that it should be regular, intense and should cover long periods.

Habits formation is like the programming of computers, but with a difference. The reflex reactions with which one is born comprises his or her innate programming, something that nature provides, for which he or she has no responsibility. All the habits that are formed are acquired programming, whereas computers are always programmed by others, our voluntary habit formation consist in self programming, even when it is under the direction of coaches, trainers or teachers. We can always choose to follow their directions or not. All habits are, in this sense, voluntarily formed by the persons who acquire them. They result from free choices on their part. A habit once formed, can be broken in just the same way it was formed, by repeated acts, acts of an opposite sort. Bad habits are broken in the same way that good habits are formed.

To Farrant J.S. (1998) “if without thinking you always behave in a particular way or do something in a particular manner, psychologists say you have developed a habit, for habits are established patterns of behaviour” (p. 38).

Maslow A.H. (1970) sees habits as not inborn, innate or maturational, and are not predetermined behaviours put in many, but are behaviours or actions that are acquired, experienced and nurtured. According to him, a habit is a learned reaction.

To Obadin, B. (1990) a habit may be regarded as a stereotyped element of behaviour, engendered during practice of repetitive activities not requiring special contemplations. This implies that if a behavioural activity becomes fixed because of constant practice and the performance of that activity needs no fore thought before doing it, then that fixed behavioural activity becomes a habit.

If one of the human activities is studying, then the behaviours in studying that requires accurate repetition of acquired skills in an automatic manner without any special contemplation will be termed as a “study habit”.

Khan, S.B. (1975) describes study habits as “the adopted way and manner a student plans his private readings after classroom learning so as to have mastery of the subject”. According to her, good study habits are a “good asset to learners because the habits assist students to attain mastery in areas of specializations and consequent excellence performance, while the opposite constitute constraints to learning and achievement leading to failure” (pg.106). Study habits therefore can be seen as learning tendencies that enables students work privately. Forming and maintaining good study habits, therefore, demands a greater degree of competence and an exact knowledge of what to do when we read.

Some researchers (Nixon, C.T. & Frost 1986: and Denga, 1982) point to poor study habits as one of the major causes of poor academic performances among Nigerian University Students. Other researchers (Okonkwo 1993, Udom 1981, Bakare 1977 and Khan 1975) agree that good study habits have positive effects on performance.

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 readings, writing, listening, discussions, concentration, memorizing, recalling and so on. This implies that it involves active, creative and critical analysis of what is read. Students with poor study habits do not perform well academically, have low self concept, and consequently see little benefits to academic performance to their true ability (Thomas, M. 1981). It is believed that improvements in basic academic skills can increase the opportunity for achievement and quality school experiences (Tussling, L. 1962) and with this success, raise positive self concept and with this, success attitudes towards school (Nueji, L.M. 1999). Often students who are unaware of their own learning profiles in terms of their strengths and weaknesses, simple guess about the reasons for their academic failures (Linder & Harris 1992).

Linder & Harris (1992), state that self knowledge and appropriate organizational and study skills are often identified as precursors for academic success in college course work. This knowledge enables the student to improve his or her opportunities to make a successful transition from high schools to college (Qun, G. J. & Onwuegbuzie, A. J. 2001). Although improved study skills cannot increase ability, the use of better academic skills may lead one to become a better learner and have more quality experiences in school.

Programmes that teach students how to learn and develop skills in listening, note taking, time management, and text taking can produce quality experiences for frustrated and turned off students (Langan, J. 1998). Several

studies have however, cited successes in teaching study skills. Sax and Reade (1980), believed that, training students on how to study should be consigned with activities designed to improve self esteem. Nueji L.M.(1999), using an intervention that focused on improvement of academic performances, attitude and self confidence for school drop outs and at risk students, reported that her intervention was successful in raising academic motivation and self esteem.

Learning Strategies and Factors that Influence Study Habits.

Many views have been espoused on study habits and the factors that influence them and learning strategies. Researchers (Robinson 1970 & Carol 1963), state that much of study time should be spent on reading and absorbing information. These efforts must be active. If one engages in passive reading, the information will pass through him or her. Many students delude themselves into thinking that they are studying when they are really using their text books as coloring books. They take felt tippers and run it through a few sentences here and there, often with no selectivity, and pretend that constitutes studying.

The SQ3R Method of Studying

Some psychologists have pointed out that as far as method of study is concerned, most students reading methods are far too passive. Some of the students read the text chapter and closes the book without assimilating any fact. Some even go to the extent of underlining the fact in the text, and sometimes takes notes. Despite this, some students do not gain anything from their studies. They just read into the air, not into the mind. Because of this passive approach of reading, it has been very difficult for many students to benefit from studying, no

matter how many hours they spend in the library or in the studying room. What is needed, then, is a more active approach on reading.

A psychologist, F P Robinson (1970) designed a study method which could be very useful to students. It is called the S Q 3 R method. This name represents the given task that the method requires students to perform. S; stands for Survey, Q for Questions, and 3 Rs for Read, Recite and Review.

The method goes, thus: Survey; he says before plunging into actual reading, there is the need to glance over the topic headings in the chapter and try to get a general overview of the material.

Question; this involves asking questions about what to read or turning the various headings, sub and main into questions. He says asking these questions gets one actively involved in the study about to be done.

The first R, Read, says reading must be done with an eye towards answering the questions just formulated. He says read it and read it, if necessary until you can answer that question.

The next R, Recite, he says, recite the answer alone in your own words. It is important to use one's own words because that requires understanding rather than memorizing the text.

The third R and the fifth stage of the method is Review, after reading, text and refresh memory by going back over the key points. Repeat questions and try to answer them without consulting the book or notes. The review fortifies memory of the main ideas and helps indicate relations to one another.

Practical Hints for Taking Lecture Notes

According to Thomas and Robinson (1972), there are five practical hints for taking lecture notes, and they include:

- a) Lecture notes should always be taken in outline form, because it is easy to read. By that, your material is organized and can easily be remembered.
- b) Always mark the important points raised by the lecturer, with asterisk (*) so that you can see them clearly and also remember to pay more attention to them.
- c) In a lecture, you have to listen first, and then write down the most important points as a summary. Don't try to put everything the teacher says down word for word.
- d) Your notes should be written in a legible form, be neat and make sure you leave spaces in between for easy reading.
- e) Make sure you read over and over again after the lecture the same day. Try and recite the major points, if they are not well organized, re-organize them.

Bakare, C.G.M. (1977) carried out a three year intensive research on study habits and came up with the development of Study Habits Inventory (SHI). The inventory was designed to identify defective or poor study habits in college student's age. He pointed out that many students fail poorly in their academic work not because they do not know the most effective method of studying.

He further identified three stages in learning any school subject or any material. The first stage is the acquisition stage, during which students study the material or when the material is taken in by the student. The second and third

stages are the retention stage and the reproductive stage during which the material studied and stored is produced when required, either during weekly test and terminal or final examinations by the students.

Furthermore, Simpson and weeler (as cited in Gallagher et al, 1992) revealed that study habit was highly a priority need of adolescent students. Similarly, Pecku, N.K. (1999) found that college students in Ghana ranked study habits as the third guidance needs. Moreover, Okonkwo, R. (1993) studied the concerns and problems of 411 college students in Nigeria and discovered that study habit was one of the biggest concerns of students.

Carol (1963) developed a learning model from which a learning Mastery learning approach was developed. The model defines some major factors in learning in terms of time;

- a) Student's aptitude: the amount of time required by a student for learning, other things being equal.
- b) Student's motivation: the amount of time the student is willing to spend on learning, other things being equal.
- c) Task difficulty: the amount of time needed by the student to learn a task, other things being equal.

Mastery is indicated by a score of at least 80 to 90 percent of perfect on unit test. Those students who do not master the unit test for the first time around receive more time, tutoring, instructional help and testing until they do. Thus, the extent to which any student adopts mastery learning depends on how each student constructs the social reality of the classroom for him or herself.

Some suggested that, student's awareness will be tested to serve as motivation for many students to study. Accordingly, it is expected that students who anticipate a difficult test would study more thoroughly, and hence learn more, than those anticipating an easy exam.

Sax and Reade (1980) have shown in their studies on tests that, students who experienced difficult test performed better on final exam than those who had easy test. In a related view, most students express a preference for multiple choices over essay tests, because they are thought to be easier. Concomitantly, it is often found that students expecting a recall test prepare differently and perform better than students expecting a recognition test, it is apparent then that tests can be used for constructive purposes.

Gallagher, et al (1992) have described reading for examination as mechanical. It has a dead end. It is done for immediate intents and once the intents (usually, tests or examinations) are over, such readings are forgotten and the students once again are left blank.

According to Onwuegbuzie, A. et al (2001), anxiety induces cognitive interference by shifting attention focus to the task-irrelevant thoughts in evaluative contexts. As such it is likely that anxiety state interferes with performance by debilitating student's study skills and study coping strategies. According to Hassana, S.W. (1991), highly anxious students typically anticipate that they will perform poorly on most examinations before they feel less prepared and thus expect lower grades than do their low anxious counterparts. Such expectations tend to interfere with study skills. The interference may take the

form of avoidance attention to information and material that is irrelevant to the examination and diminished information processing capacity due to pre-occupation with negative self defeating thoughts (Majer, R.F. (1968).

Majer, R.F. (1968) finds that highly anxious students have more problems reviewing and learning study materials. Morgan, M.(1980) reports that, highly anxious students are easily distracted when they are learning new and difficult material. A research in South Africa shows that with regards to sexes and mathematics experience, boys in grades 8 and 9 (standard 6 and 7) show lower levels of anxiety in Mathematics and a better study attitude than girls. Culler and Hollahan (1980) and Mckaechie, Pintrich and Lin (1985) conclude that anxiety might affect tests performances by interfering with preparations towards examinations. Moreover, Mckaechie, etal,(1985) focusing on the treatment of anxiety, found that, study skills training has been effective in both reducing test anxiety and improving examination performance.

Although previous research (Schmeck 1983; Linder and Harris 1992) had investigated the relationship between the student's study habits and cognitive performance, the extent to which study habits are related to affective variables has not been examined. One of such variables is state-based level of anxiety. The library is a common setting in which anxiety prevails.

According to Qun,G.J. (2001), an extremely large proportion of college students experience some form of anxiety while utilizing the library. This may result from either student's perceived size of the library, their lack of knowledge about the location of material, equipment and resources of the library or their

inability to initiate library research and to undertake library research. Most students do not use the library properly because the incentives are not there as the library lacks the appropriate course books or the current books. In such cases, most readings done are based on handouts and driven by examination or test performance rather than intrinsic organizations.

Factors Related to Learning Styles

To date, several correlations of library anxiety have been identified. Specifically, Onwuegbuzie and Jiao (2001) have found library anxiety to be a related learning styles, (Onwuegbuzie and Jiao, 2001), Perfectionism, (Onwuegbuzie and Jiao 2001), Hope (Onwuegbuzie and Jiao, 2001), Trait anxiety (Onwuegbuzie and Jiao, 2001), Self perception (Onwuegbuzie and Jiao, 2001), Learning modality preferences (Onwuegbuzie and Jiao, 2001) and academic procrastination (Onwuegbuzie and Jiao, 2001).

Additionally, when anxious students visit the library, they tend to do so either to return a book, to obtain a book or article for an assignment, or to study for class test. It is clear that libraries form an important component of students study habits. Students with inadequate study habits are, therefore, more likely to be anxious about using libraries, that is, a student's study habits are likely related to his or her level of library anxiety.

Achievement motivation propels a person to desire success and to make a commensurate effort to achieve the same. Students can therefore, learn well and perform better, if they are properly motivated. Studies on achievement motivation

and academic performance have indicated that there is a positive relationship between those variables (Entwistle, 1970).

Positive and significant relationship between study habits and academic performance have been found (Bakare, 1977), as quoted by Jegede (1997) report, however, a negative relationship between academic performance and study habits. One possible reason for the variation in findings might be types of samples used for the studies. For instance, Danskin and Burnett (1952) used over and under achievers as participants and those samples could have biased the results of the study.

It then follows that, if a person's achievement motivation is adequately stimulated, his or her study habits are likely to improve and, consequently, academic performance should improve.

However, Nueji (1999), asserts that the hallmark of studying should lie in the quality, quantity and intrinsic organization. He describes intrinsic organization as "a body of knowledge that is scientifically and physiologically built up in to a coherent system" (page 88.). He relates intrinsic organization to internalization of knowledge and opines that, while the aspects quantity and quality are usually institutionally controlled, intrinsic organization is purely dependent on the students.

This implies that the students are charged with the responsibility of knowing their purpose for education or being in school, and adopting strategies that will successfully lead to the purpose. If the purpose is right and legitimate, then the strategies must include study habits that promote internalization of

knowledge and breed genuine intellectualism. Good study habits are indispensable to the attainment of the student's set goals of education.

Factors Involved in Effective Learning

Researchers have again looked at students learning from several theoretical perspectives. Some emphasize cognition, information processing and memory, while others emphasize relationship of learning styles, personality, motivation or intention to study strategies, or to depth or kind of learning. A third perspective, concerns training students to use specific learning strategies.

Three schools of thought, namely, Cognitive process, Approaches to learning and Autonomous studying, are found to be common through the various views. Working within the framework of cognition process, information processing and memory rather than intention, motivational personality, Schmeck (1983, pg. 235) as quoted by Speth and Brown(1988), decided to custom build a measure of individual differences in the pre disposition to use certain learning strategies. Linder and Harris (1992a) noted that, self regulated learning represents the integration and use of cognitive, Meta cognitive, motivational, perceptual and environmental components to successfully complete academic tasks. Self regulated learning appears to be an important aspect of academic performance at the college level.

A statistically significant relationship between self regulated learning and over all academic performance has been documented consistently at college level (Linder and Harris, 1992a, 1992b, 1993a, 1993b; Linder, Harris and Gordon, 1996; Patterson, 1996). Moreover, the fact that self regulated learners are more

likely to have better study skills than their counterpart suggest that study skills are more important predictors of academic success.

Udom, S. (1981) acknowledges that teachers and other external factors bring about changes in the students' academic performance, but goes on to postulate that such factors do not cause a student to learn, in that, it is the student's own activities that bring about his or her "good" academic performance. Thus, student's involvement in their academic performances is ultimate in nature. According to Bakare (1986) students study habits is made up of perceiving the need for them to make studying as a habit, recognizing the process that must be followed when learning; homework and assignment; time allocation for study; reading and note taking; study period procedure; concentration, written work, preparation for examinations and teacher consultations by students, are worthy areas of investigation in the analysis of college students study habits there is the need to consider how the students involve themselves, consider the need to study as a habit and whether there is the need to follow a specific pattern(s) or methods. From social (learning) cognitive perspective (Bandura, 1986, Zimmerman, 1983), knowledge and self regulated learning strategies in specific learning strategies is distinctive from, but related to the use of these strategies in specific learning outcomes. The prediction that students study skills play a role in the academic performance could be interpreted with respect to Bandura's (1977, 1986) theory of social cognition. Specifically, self – efficacy theory, which is a subset of cognition theory, asserts that self efficacy is a pivotal mechanism for human behaviour. According to the theory, because of the cognitive capacity for self

referent thought, individuals are able to evaluate their skills and to report their confidence levels for performances in given tasks. Individual's belief about their ability to perform at a certain level (self efficacy) influences their actions to a great extent.

Summary of Key Issues in the Literature Review

From the literature reviewed so far, a no explicit and comprehensive definition of study habits has been given. Study habits and performances in schools are linked with the home environment. Parent's interest in children's study at home helps in the development of a particular pattern of study. Study habits are therefore, influenced by the socio-economic status of the students. Issues of gender as well come into study habits, as girls are saddled with almost all house hold chores and are less encouraged to study at home after the normal school hours. Tests have also been found to have influence on study habits since students tend to follow a set of pattern of studying in preparation for examinations. On the other hand, the pattern of study is not "organized" when there are no examinations on hand.

Other factors that influence study habits are environmental factors such as physical or geographical, cultural and social factors. Students study habits constitute the need to study, recognizing the processes that must be followed when learning. Again, student's involvement in their academic performance is ultimate in nature, since it is that which will bring about a good or bad academic performance.

The literature reviewed so far, was of immense help in this particular research. It gave a clear understanding of what study habits actually are, and the various studies that have been carried out in that area. Such information on various studies or findings gave solid background information for the development and direction of the study. It helped in the formulation of the purpose of the study, hypothesis research design and methods adopted.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the research design, population, sample and sampling procedure, research instruments, method of data analyses, data collection procedure, and problems encountered during the administration of questionnaire.

Research Design

The descriptive survey research design was used in this study. No experimentation or quasi-experimentation was involved. The usefulness of the descriptive sample survey for this type of research study is supported by Gage (1963) who emphasizes that, the descriptive sample survey is an attempt to collect data from members of the population in order to determine the current status of that population with respect to one or more variables. Despite its shortcomings, the survey design was the most appropriate, since it could lead the researcher to draw meaningful concerns from the data obtained.

Population

The target population comprises students of the three health training institutions in the Bolgatanga Municipality. These comprise the final year students of the Bolgatanga Nurses' Training College, the Health Assistant

Training School and the Midwifery Training School all in the Bolga Municipality. The target population stands at 240 final year students for the three Training institutions. The sample population being 60 and the constituent percentage is 25%.

Table 1

Distribution of Sex of Students

Schools	Men	Women	Total
Nurses Training College, Bolga.	18	12	30
Health Assistants Training School	6	6	12
Midwifery Training School	0	18	18
Total	24	36	60

Table 1 shows the gender distribution in relation to students within the target population.

Sample and Sampling Procedure

This refers to the process of selecting a portion of the population to represent the entire population. This generally enables the researcher to study a relatively small number of units in place of the target population, and to obtain data that are representative of the whole target population. The sampling tells the total number of the sample used for the study. The sampling procedure used was the quota sampling procedure in which respondents were chosen according to the numerical strength of the three institutions. The N.T.C. had more students than the Midwifery Training School while the Health Assistant School had the least

student population. The sample population is 60. The sample was got by asking students to pick pieces of paper rolled with numbers written in them, in a box and who ever picked a rolled paper with a number, was picked as part of the sample population.

Research Instrument

The instrument for the research was the questionnaire, a study habit survey questionnaire developed by Essuman (1999). It was designed to help measure the quality of study habits of students and pupils. It has two main sections: section A and B. Section A focuses on the bio-data of the respondents, such as, age, sex, class, date and school or college/university attended. Section B is made up of eighty (80) statements or items in ten (5) scales. Each scale has eight (8) statements or items and measures a specific study skill.

Each scale had a column where its total was indicated. The higher the score or mark, the higher the study habit of the individual.

This type of questionnaire was used because of the following reasons; It is economical, since questionnaires are less expensive than other methods. It also ensures or promises wider coverage since I could approach respondents more easily than other methods.

Pilot Testing

The instrument was pilot tested among student nurses of the Nurses' Training College in Bawku totalling 20 in all. The students questionnaire was administered on twenty (20) students (10 males and 10 females). The pilot test afforded the researcher the opportunity to review the instruments for the study.

The difficult items in the questionnaire were identified by respondents and then modified.

Face and content validities were established by submitting the instrument to the researcher's supervisors for review. With regard to the reliability of the instrument, the split-half method was used. The results of the pilot testing were used for the split-half correlation. Thus, the responses to the items were divided into odd and even items and the scores were collated using the Spearman-Brown formula. The reliability co-efficient was calculated to be 0.98.

Data Collection Procedure

When undertaking the research, the researcher wrote to the heads of the various schools for permission to undertake the research in their schools. The researcher chose a date for the administration of the questionnaire in each school. On the date of the administration of the questionnaire, the researcher chose to put the selected students in one class room; this was to ensure an effective administration of the questionnaire. The students were briefed on how to respond to the items and given the opportunity to ask questions or call the attention of the researcher to clarify difficulties they came across in the course of responding to the items. They were then given the research questions to respond to. The questionnaires were collected the same day that they were administered. The instrument had a 100% return rate since they were collected immediately after the students have finished responding to the items.

Data Analysis Procedure

The information gathered in this study was analyzed statistically using both descriptive and inferential statistics. Being a descriptive study, the researcher first of all gave serial and code numbers to each item on the questionnaires for easy identification before scoring them. The responses to the various items were then coded and tabulated. As part of the analysis, all data were organized chronologically and were closely perused and the main aspects of the data were isolated. The data were also analyzed by creating flow charts and diagrams, tabulating frequencies and sorting information into chronological order. In the analysis of the data the researcher adopted both inferential and descriptive statistics by using the mean as well as the simple percentage descriptions and the T-test. The research tool used for the first research question was the simple percentage descriptions and frequencies. These were used to analyse the findings. With the second and third research questions, Percentages and frequencies were used to analyse the findings. Frequencies and percentages were used to analyse the fourth research question as well.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

Introduction

This chapter analysis and interprets data gathered for this study. The research questions as well as the hypotheses were analyzed using both inferential and descriptive statistics by using the mean as well as the simple percentage descriptions and the T-test.

For easy presentation of the results, this chapter has been divided into three sections: A, B, and C. Section A discusses the biographic data of the respondents whilst section B presents the results of the hypothesis tested and analysed. Section C presents the results of the research questions and the analysis.

BIO-DATA OF RESPONDENCE

Table 2

Gender of students

Gender	Frequency	Percentage (%)
Male	30	50
Female	30	50
Total	60	100

N= 60, Source, Field data, 2008.

Table 2 above reveals that, out of a total number of 60 respondents used for the study, 30(50%) were males, while 30(50%) were females.

This gives an indication that, there was a fair representation of both male and female respondents in the two institutions.

Table 3

Age of Respondents

Age	Frequency	Percentage (%)
19-24 years	52	86.7
25-30 years	8	13.3
Total	60	100

N= 60, Source, Field data, 2008.

The data in Table 3, reveal that, out of a total number of 60 respondents, fifty two (86.7%) were between the ages of 19-24, while eight (13.3%) fell between the age group of 25-30 years. From the Table 3, the mid -adolescent outnumbered their late adolescent counterparts.

Table 4

Residential status of Respondents

Residential status	Frequency	Percentage (%)
Residents	59	98.2
Non- resident	1	1.8
Total	60	100

N= 60, Source, Field data, 2008.

In the Table 4, 59(98.2%) of the respondents are resident students while the rest constituting one (1.8%) is a non- resident student. It also shows that a greater number of respondents were boarded.

Main Data and Discussions

This section presents the analysis of the 5 research questions formulated to bring out the details of what the research hypotheses could not bring out.

The question was raised to find out the attitude of final year students towards assignment and written work in both midwifery and N.T.C.

Table 5:

Attitude of students towards assignments.

Item	Respondents: student nurses	
	Frequency	Percentage
Stay awake	59	98.3
Compelled to study	25	42
Passion to study	54	90
Read text books	54	90
Converse with others	6	10
Read novels	8	13.3
Read newspapers	4	8.3
Read magazine	4	6.7

Table 5 depicts the attitude of students towards assignments and the table shows that, 59(98.3%) students stayed awake to do assignments while 1(1.7%)

students looked exhausted. Again 25(42%) students were compelled to study or do assignments, while 54(90%) students enjoyed doing the assignment, 3(5%) students have much time to study, 54(90%) students read textbooks, 6(10%) students converse with others, 8(13.3%) read novels, 43(71.6%) read newspapers, then 4(6.7%) also read magazines. From the table it is observed that staying awake to do assignments, reading textbooks, the will to study rank high in students' attitudes towards assignments. Following these, are compulsion to study, reading novels, conversing with friends, reading newspapers or magazines.

Assignment, according to Cooper (1986) facilitates students learning, promote the development of strong study and organizational skills and encourage students to become self disciplined and independent learners. However, Cooper (1986) again asserts that the negative effects of assignments are often the results of misuse of assignments or homework as learning strategy that is assigning too much homework putting too much pressure on students and not allowing for individual differences. Some theories such as Thomas et, al (1961), propose for a level playing field. According to them, when a student takes assignment home, several factors including the students' time commitment, the home environment, and the involvement of others will affect how it is completed. Therefore efforts must be made so that students have the appropriate setting to do their assignments or home work.

The research question intends to find factors that influence students' ability to concentrate on their studies in both the midwifery and the nurses training college.

In doing the analysis, no discrimination was made between male and female students from both schools. The students were put together; percentages and frequencies were used to analyze the findings.

Table 6

Concentration of student nurses during studies.

Item	Response: Student Nurses	
	Frequency	Percentage
Set goals	45	75.0
Spent enough time on studies	11	18.3
Listening to music	12	20.0
Very quiet environment	42	70.0
Discussing topics with friends	6	10
Topics read from textbooks	49	81.7
Read interesting subjects	9	15.0
Focus on topics read	42	70.0

Table 6 shows that 49(81.7%) students concentrated on topics read, while 42(70%) students studied in very quiet environment, 45(75%) set goals for themselves, while 12(20%) listened to music while studying, 11(18.3%) spent enough time on studies, 9(15%) read books on subjects they were interested in, 6(10%) discussed topics read with friends, 42(70%) focussed on topics read. The table in effect shows that, students concentrated more on topics read in

textbooks, in very quiet environment, setting goals and focussing on topics read whilst studying.

This lack of concentration may be attributed to the study environment especially students population in campus and household chores in case of day students. According to Onyewadume (2001), there is evidence of students in some boarding schools on where two students sleep on the same bed meant for one student and such over population of students give them little room to study. It does not create the necessary environment for effective study. On the contrary, day students are forced to study amidst family members and neighbours who chat and listen to music. In some extreme cases, some day students learn in their parents market stalls while attending to customers.

Thomas and Robinson (1991) opine that, it is important for students among other things to monitor their attention for learning. This means that, students must be able to pay attention and therefore concentrate when studying. Thus, students' ability to concentrate fully on their studies is an important study skill in learning.

The question aims at identifying the procedures that final year students in the two schools adopt while studying. In doing the analyses, students from both programmes were combined. Frequencies and percentages were used to discuss findings.

Table 7

Students' perception on ways of improving academic performances.

Item	Response: student nurses.	
	Frequency	Percentage
Effective use of time	56	93.3
Note taking	3	50
Regular visits to library	14	23.3
Read books related to course study	46	76.7
Avoid all forms of disruption	48	80.0
Group studies	26	43.3
Studying alone	23	38.3
Planned what to do	31	50.8

The data in Table 7 indicates students' perception in ways of improving their academic performance. The table shows that, 56(93.3%) students perceived, that effective use of time can improve academic performance of students while 48(80%) will avoid all forms of disruption, 46(76.7%) read books related to course studied, 31(50.8%) planned what to do, 26(43.3%) were involved in group studies, 23(38.3%) studied alone, 14(23.3%) paid regular visits to the library, 3(5%) took notes.

From the table it can be observed that, effective use of time, avoiding all forms of disruption, reading books related to course studied, planning what to do and group studies constitute the top priorities, the table also indicates that

23(38.3%) preferred studying alone, 14(23.3%) proposed regular visits to the library, while 3(5%) preferred note taking.

Students with poor studying habits do not perform well academically, have low self-concept and consequently see little benefit in academic performance.

However, improvement in basic academic skills can increase the opportunity for achievement and quality school experiences, and with this success, raise positive self-concept and attitude towards studies (Hall, 1891).

Table 8

Rank order of responses of students on their study habits.

	N	Mean	Std.D
Do you try to memorise the content	60	3.03	1.33
Do you plan what to study before you begin to study?	60	3.50	.95
Do you have much time for your studies	60	2.98	.91
Do you answer questions at the end of a chapter or a section of book you read?	60	2.08	1.42
Do you ask friends to explain difficult Points to you?	60	1.98	1.32
Do you keep away magazines novels and newspapers?	60	1.90	1.47
Do you enjoy asking friends to teach you?	55	1.47	1.11
Do you study with friends?	60	1.42	.93

Table 8 continued

Do you prefer finding answers from Books, to receiving them from friends?	55	1.89	1.24
Does studies make you become bored	60	1.02	.97
Overall Mean	60	2.13	.42

N=60, Source: Field data, 2008

The Table 8 indicates the responses of students on their study habits. The result shows that students ranked planning what to study before beginning to study. This was followed by memorising content studied, have much time for your studies and answering questions at the end of every chapter read. Again, asking friends to explain difficult points, keeping away magazines, novels, and newspapers, finding answers from books to receiving them from friends, enjoy asking friends to teach them, studying with friends were rated 5th, 6th, 7th and 8th respectively. The results however show that, students are never bored with studies.

The research questions was to find out factors that prevent students of nursing schools from consulting colleague students in the face of difficulties.

Table 9

Responses on consultation during studies

Response	0	1	2	3	4	N
Do you prefer finding answers from friends to receiving them from friends	3.6	52.7	12.7	12.7	18.2	55
Do you study with friends	3.3	73.3	6.7	11.7	5.0	60
Do you ask friends to explain difficult points to you	6.7	48.3	3.3	23.3	18.3	60
Do you enjoy asking friends to teach you	12.1	56.9	12.1	10.3	8.6	58
Do you keep away magazines, novels, and newspapers	23.3	21.7	16.7	18.3	20.0	60
Do you plan what to study before beginning to study	0	10.0	1.7	16.7	71.7	60
Do you answer questions at the end of a chapter or a section of books you read	10.0	38.3	11.7	13.3	26.7	60
Do you try to memorize the content	8.3	8.3	10.0	18.3	55.0	60
Does studies make you bored	28.3	55.0	6.7	6.7	3.3	60
Do you have much time for your studies	0	5.0	26.7	33.3	35.0	60

Scale 0=Never, 1=Sometimes, 2=Average, 3=Usually, 4=Always.

N=60, Source: Field data, 2008

The data in Table 9 indicate that, only 11(18.2%) of the total number of respondents always prefer finding answers from books to receiving them from friends, 2(3.6%) never preferred finding answers from books, as high as 32

(52.7%) sometimes consulted books instead of relying on friends, while 8 (12.7%) consulted both friends and books.

Regarding studying with friends 44 (73.3%) sometimes studied with friends, 2(3.3%) never did it, 7(11.7%) usually studied with friends while 6.7% partially studied with friends. More students, 29(48.3%) sometimes asked friends to explain difficult points to them, 14(23.3%) usually asked friends to explain difficult points to them, 11(18.3%) always asked friends to explain difficult points to them, while 4(6.7%) never asked friends to explain difficult points to them. An average number of 7(12.1%) of students enjoyed asking friends to teach them,7(12.1%) students never did. 34(56.9%) sometimes asked friends to teach them ,while 6(10.3%) usually asked friends to teach them. Close to 12(20%) of students always kept away magazines, novels and newspapers while studying, 14(23%) never did, 13(21%) sometimes did, 11(18.3%) usually kept magazines and newspapers, but an average of 16.7% kept novels and magazines away during studies. As high as 43 (71.7%) of students planned what to study before beginning to study, 10 (16.7%) usually planned, 6 (10%) sometimes planned, while an average of 1(1.7%) of students planned before studying.

An average of 7 (11.7%) answered questions at the end of a chapter or a section of books read, 23 (38.3%) sometimes answered questions at the end of every chapter read, 6 (10%) never answered questions, 8 (13.3%) usually did, while 16 (26.7%) always answered questions at the end of every chapter read.

With regard to trying to memorize the content, 33 (55%) always did, 5 (8.3%) never did, another 5 (8.3%) sometimes did, 18.3% usually did memorize

the content read, while an average of 6 (10%) tried to memorize content read during studies. More than half of the students 33(55%) sometimes got bored with studies, 17(28.3%) never got bored, 4(6.7%) usually got bored, an average of 4(6.7%) got bored, while 2(3.3%) always got bored.

Out of the number of students used, only 21(35%) of them always had much time for their studies, 20(33%) usually had time, 3(5%) sometimes had much time for their studies; while an average of 16(26.7%) had time for their studies.

Bakare (1974) asserts that, Study habit processes including tutor consultations by students are working areas of investigations in the analysis of students' academic performance.

From the analysis so far, male students usually do more reading and consultations than their female counterparts. This is supported by the studies undertaken by America Association of University Women (ADUW) which showed that, girls were usually marginalized in the class room, with tutors readily responding to boys, who monopolized linguistics and physical space, and tutors attention.

However, this assertion is contrary to other findings such as 'the learning styles of boys', which revealed among other things that, by the time they reached high school, boys would have acquired individualistic competitive learning style. Boys' Under achievements can be attributed to a variety of factors external to themselves, such as the faculty of teaching or the nature of resources, rather than own intellect, potential or motivation Abate, (2001).

Table 10

The attitude of final year students (for both programmes) towards examination

		0		1		2		3		4		n	
		No.	%	No.	%	No.	%	No.	%	No.	%		
Too many mistakes made in examinations	3	24	40.0	21	34.8	10	6.0	4	7.2	5	8	55	
	2	18	30.0	9	14.4	10	17.2	1	2.4	22	36	60	
Habit of reading test questions wrongly	3	29	48.0	7	12.0	11	18.8	4	6.4	9	14.8	60	
	2	7	11.6	7	12.4	10	16.0	19	32.4	17	27.6	60	
Inability to revise notes properly before taking a test	3	17	29.2	13	22.4	12	19.6	10	16.4	7	12.4	58	
	2	15	25.2	10	17.2	8	14.0	10	16	17	27.6	60	
Inability to properly plan out points to answer questions	3	25	38.8	7	12.4	7	12.0	9	14.4	13	22.4	60	
	2	12	20.4	9	15.2	8	13.2	16	26	15	25.2	60	
Prepare one or two days left before taking an examination	3	20	33.6	16	27.2	18	29.6	3	4.8	3	4.8	60	
	2	19	31.2	13	22.0	11	18.8	9	15.2	8	12.8	60	

Table 10 continued

Do not answer past questions before going in for an examination	3	27	44.4	18	29.6	4	6.4	6	10.8	5	8.4	60
	2	6	10.8	8	13.2	10	16.0	16	26.8	20	33.2	60
Study late into the night, the night before an examination	3	2	3.2	3	5.6	10	16.0	17	29.2	28	46	60
	2	10	16.8	8	14.0	11	18.0	7	12	23	39.2	60
Do not get time to read over examination paper before examination	3	7	11.6	8	14.0	9	14.4	9	15.2	27	44.8	60
	2	6	10.8	9	15.5	7	12.0	11	17.6	26	44	60

Scale 0=not at all true, 1=not true, 2=somewhat true, 3=true, 4=very true, n=60, source; Field data, 2008.

Final year nursing - Year 3

Final year midwifery – Year 2

Table 10 shows that more diploma (NTC) students 45(74.8%) as compared to midwifery (cert) 27(44.4%) are careful, and therefore do not make too many careless mistakes in examination. There is substantial difference between midwifery students who make too many careless mistakes in examinations 23(38.2%), and those who are careful and therefore do not make such careless mistakes 26(44%). Thirty six (60%) of NTC students read test questions right, while 14(24%) of midwifery students also read test questions rightly. More NTC students 31(51.6%) are able to revise their notes properly before taking a test or examination. Twenty six (43.6%) of midwifery students are unable to revise their notes properly before a test or an examination. About the same percentage is able to revise their notes properly before taking a test or an examination. More NTC students 31(51.2%) than midwifery students 21(35.6%) are able to properly plan out their points before answering questions in examination. However, 31(51.2%) midwifery are unable to do so.

Regarding preparation towards examination, an encouraging number of midwifery students 32(53.2%) prepare far ahead of the day of examination and about 36(60%) of NTC students do same. A high percentage of NTC students 44(74%) do answer past questions while going in for examinations while a significant percentage of midwifery students do not do so. More NTC students 45(75.2%) than midwifery students 31(51.2%) study late into the night, the night before examination. There is not much difference between midwifery and NTC students as far as getting time to read over examination papers before handing them in is concerned. The analysis show that about the same percentage of

midwifery students 37 (61.6% and 60% respectively) do not get time to read over their examination papers before handing them in.

From the discussion above, NTC students are better organized and have good attitude towards examinations than their midwifery counterparts. This situation may be explained by the fact that NTC final year class is an examination class and the students are preparing to write the state licensure examination. As such, the NTC students have sufficient study skills necessary for and the mind set towards writing examination. On the contrary, midwifery students might not have gathered the necessary study skills and have the mind set towards writing examinations. Therefore their (midwifery students) attitude towards examination might not be the same as diploma students. A significant finding is the fact that about an equal percentage of NTC students and midwifery students 32(60% and 61.6% respectively) does not make time to read over their examination papers before handing them in. This means that they are unable to correct any mistakes they may make before handing in their papers and therefore, may end up losing marks in the examination. For NTC students especially, this may affect their grades in the final examinations, as pointed out by Sax and Reade (1980), the attitude of such students towards examinations can be described as being mechanical, having a dead- end. This is because such students study for immediate intents (examination) and once the intent is over, such readings are forgotten and the students once again are left blank.

Research Hypotheses

This section presents the results of the analysis of the two research hypotheses used in the study.

Testing of research hypothesis

Two hypotheses were formulated to guide the study. For each of the hypotheses, the null (H_0) and the alternate (H_1) are stated. These hypotheses are at 0.05 alpha level of significance.

Research Hypotheses 1

H_0 ; There is no significant difference between the study habits of the final midwifery and nursing students.

H_1 ; There is significant difference between the study habits of the final midwifery and nursing students.

The data in Table 11 are used to test the above hypotheses

Table 11

Independent sample t- test between final year (midwifery) and final year NTC students study habits

Final Year	N	X	SD	df.	T-ratio	Sig.
NTC	30	2.17	.48	0.07	0.865	0.49
Midwifery	30	2.10	.36			

P < 0.05 n=60

Source; Field data, 2006

The Decision rule

Reject Ho1, but accept Hi1 if calculated $[t] > 2.306$

Accept Ho1, but reject Hi1 if calculated $[t] < 2.306$

From Table 11, it can be observed that the calculated $[t]$ in the case of the two groups was less than 2.306. Consequently, the Ho1 for the two groups of students study habits is supported. The conclusion drawn is that there was no significant difference between the study habits of final year midwifery and final year NTC students.

Research hypothesis 2

Ho2: There is no significant difference between the study habits of male and female students of the nursing schools.

Hi2: There is significant difference between the study habits of male and female students of the nursing schools.

Data in Table 12 below are used to test the hypotheses

Table 12

Independent sample t- test between male and female students study habits

Sex	N	X	SD	Mean df.	t-ratio	Sig
Male	29	2.11	.47	0.04	0.313	0.75
Female	29	2.15	.37			
P < 0.05		n=60				

The Decision Rule

The decision rules for rejecting or failing to reject a hypothesis are, Reject H_0 , but fail to reject H_1 , if p is greater than .05. It implies that there is significant difference. Fail to reject H_0 , but reject H_1 , if P is less than or equal to 0 .05. This implies that there is no significant difference.

Table 12 shows that, the calculated (t) of the two groups was less than 2.306; consequently, the H_{02} for the two groups of students study habit is supported. The conclusion is that, there was no significant difference between the study habits of male students and female students.

Hypotheses 1

H_{01} : There is no significant difference between midwives and NTC students' study habits.

Table 13

Independent sample t-test between final year (Midwives) and final year (NTC) students study habits

Final Year	X	SD	df.	T	Sig
NTC	2.17	0.48	0.07	0.865	0.49
Midwifery	2.10	0.36			

P < 0.05 n=60

The Decision Rule

The decision rule for rejecting or failing to reject a hypothesis are: Fail to reject H_0 , but reject H_1 , if P is less than or equal difference.

Reject H_0 , but fail to reject H_1 , if P is greater than 0.6 it implies that there is almost no significant difference.

Accept H_0 , but reject H_1 , if calculated $(t) < 2.306$

Reject H_0 , but accept H_1 , if calculated $(t) > 2.306$

In Table 13, the P-value of study habits was more than 0.05, so the null hypothesis (H_0) was rejected. This means that there was no significant difference between the study habits of midwives and diploma students in the Bolgatanga municipality. From the table, it can also be seen that the mean score for the Diploma students was 2.17 with SD at 0.48, while the mean score for the midwives was 2.10 with SD at 0.36. This showed that the female students from the midwifery training school, had almost the same study skills as their male counterparts of the diploma programme, because there is no significant difference in the SD and Mean figures of the two programmes.

Hypotheses 2

H_0 ; There is no significant difference between the study habits of males and female students of nursing schools in the Bolgatanga Municipality.

Table 14

Independent sample t- test between male and female students study habits

Sex	X	SD	df.	T	Sig
Male	2.11	0.47	0.04	0.313	0.75
Female	2.15	0.37			

$P < 0.05$ $n=60$

Above Table 14 was used in testing hypothesis 2.

The P-value of the study habits was less than 0.05. The researcher therefore, failed to reject the null hypothesis. From the table too, it was noticed that the mean score for the male respondents was 2.11 with SD at 0.47, while the female respondents had a mean score of 2.15 with the SD at .37. The indication is that there was no significant difference in study habits between the male students and the female students of both institutions, as variation between the SD and Mean of both groups does not show any significant difference.

The table also shows that the female students as well as the male students have study habits that are significantly the same.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusion, recommendations as well as areas for future research.

The main purpose of the study was to, find the causes of poor study habits among final year students in nursing schools in the Bolgatanga municipality. In an attempt to resolve the problem at stake, four research questions and two hypotheses were used to address the study.

The research questions include:

1. What is the attitude of final year students towards assignments?
2. What factors influence final year students' ability to concentrate on their studies?
3. What procedures do nursing students adopt while studying?
4. What factors prevent nursing school students from consulting others when faced with difficulties?

The hypothesis include:

- i. There is no significant difference between study habits of the midwifery and NTC final year students.

- ii. There is no significance difference between study habits of final year male and female students of the nursing schools.

The main design used for the study was the descriptive survey and the instrument used for the study was the questionnaire. The statistical tools used for the study include the simple percentage descriptions, frequencies, means and t-test.

The study revealed that:

- There is no statistically significant differences existing between the study habits of final year males and females.
- Another finding revealed that no significant differences existed between the study habits of final year students in midwifery Training schools and the nursing Training colleges (N. T. C.).
- The study also revealed that both male and female students generally have satisfactory attitude towards assignment.
- It revealed again that, both the midwifery Training schools and the nursing Training college final year students generally have difficulty in concentrating fully on their studies.
- The college students (N.T.C) as compared to the training school (midwifery) students have well structured procedures for studying.
- It also revealed that, more female students than male students have preference to finding answers from books to receiving them from friends.
- Another findings is that male students generally do more in terms of consultations than their female counterparts.

Conclusion

The following conclusions were drawn from the findings of the study conducted.

. The main conclusion of the study is that, students in nursing schools in the Bolgatanga Municipality have not developed adequate study habits. It could be concluded also and that, girls and boys from the Nursing institutions have the same level of study habits. None of them has study habits different from the other.

Recommendation

Based on the findings of this study and the conclusions drawn, the following recommendations are made:

- 1) Students in Nursing schools, especially N.T.C students need to be taught study skills by their guidance and counseling experts to improve on their study habits.
- 2) Both male and female students should be given equal attention and opportunities, by their teachers as well as parents, in school and at home such as time allowed for home studies, assigning household chores, running errands etc, to enable them cultivate the necessary study skills and subsequently good study habits.
- 3) Students should schedule suitable study and home work sessions for themselves each day. That is say 8.00 pm each day may be scheduled as time for home work or study on his/her own.
- 4) Home work/assignments must be done by students as soon as possible after the lessons/classes .This would enhance effective learning and also increase memory retention.

- 5) A quiet and comfortable study environment should be provided by school authorities in the nursing schools. Television and loud music should not be entertained in such areas including hostels of students, during studies time.
- 6) Students must take down their own notes, during lectures, and should be encouraged by their teachers to write down notes. To increase and strengthen memory, students should review their notes as soon as possible after class.
- 7) Formation of study groups: comprising 3 to 6 students with similar goals and objectives should be adopted in the nursing schools and among the students, since an effective study group is an important tool for academic success.

Areas for Further Research

In view of the delimited scope of this study as well as the limitations encountered, it is recommended that, future research focuses on the following areas:

- a) Extension of the study to other districts of the Upper East region or other regions of Ghana.
- b) The relationship between students' study habits and their academic achievement.
- c) Factors that affect students' inability to perform well academically in the nursing schools.

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3. Effective use of library by the student include				
a) visit the library regularly				
b) read all books in the library				
c) read books related to course study				
4. Noisy environment disrupts the students' ability to;				
a) perform well				
b) concentrate				
c) attend lectures				
5. Viewing television or listening to music,				
a) helps the student to learn better				
b) disrupts the student's attention				
c) keeps the student awake				
6. I enjoy studying with;				
a) colleagues.				
b) in the company of others				
c) group members				
d) alone				
7. I also start studying after I have				
a) rested enough				
b) taken enough food				
c) planned what to do				
SCALE 2: Attitudes towards studies				
8. I can only study effectively when i				
a) feel sleepy				
b) stay awake				
c) feel exhausted				
9. I always study because				
a) I am compelled to study				
b) I have interest in reading				
c) have much time to study				
10. Anytime am studying I enjoy				

a) the noise birds make				
b) the topics I read				
c) conversation I have with others				
11. When I am in the library I enjoy reading				
a) novels				
b) textbooks				
c) newspapers				
d) magazines				
SCALE 3; Concentration				
12. One of the important things I do when I read is to				
a) read very fast				
b) set goals				
c) allot enough time for myself				
d) read more novels				
13. I enjoy reading text books				
a) while listening to music				
b) in a very quiet environment				
c) while watching television				
d) while discussing topics with friends				
14. When I am studying I usually focus on				
a) novels I have read				
b) topics I am reading				
c) subjects I have interest in				
d) time spent				
15. Whenever I take a book to read, i				
a) day dream				
b) doze off				
c) worry about personal problems				
d) focus on topics I am reading				

SECTION B

Please tick the number that best describes your view about the statement.

	NEVER	SOME-TIMES	AVERAGE	USUALLY	ALWAYS
	0	1	2	3	4
SCALES: Consultation & study habits					
21. Do you prefer finding answers from books to receiving them from friends?					
22. Do you study with friends?					
23. Do you ask friends to explain difficult points to you?					
24. Do you enjoy asking friends to teach you?					
25. Do you keep away magazines, novels, and newspapers?					
26. Do you plan what to study before beginning to study?					
27. Do you answer questions at the end of a chapter or a section of a book you read?					
28. Do you try memorizing the contents?					
29. Does studies make you bored?					
30. Do you have much time for your studies?					