

UNIVERSITY OF CAPE COAST

STUDY HABITS OF UNIVERSITY OF CAPE COAST DISTANCE  
LEARNERS AT CAPE COAST STUDY CENTRE: IMPLICATIONS FOR  
COUNSELLING

LYDIA AFRAMEA DANKYI

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COUNSELLING

BY

LYDIA AFRAMEA DANKYI

Thesis submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in Guidance and Counselling

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## 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: Lydia Aframea Dankyi

### 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.*

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Name: Prof. Frederick Ocansey

## **ABSTRACT**

This study looked at the study habits of University of Cape Coast Distance Education learners in the Cape Coast Study Centre in the Central Region of Ghana. Descriptive survey design was used to conduct the study. Stratified and simple random sampling procedures were used to select 338 Business and Education distance learners. A self-designed questionnaire, which consisted of 40 items, was used to collect data from the respondents. Data collected was analysed by the use of descriptive (frequencies, mean and standard deviation) and inferential statistics (independent t-test). The results of the study revealed that Distance Education students exhibit study habits such as reading while lying in bed, not able to study for three hours in a day, do not look for additional materials from the internet as well as reading over their notes before the next face to face meeting. The results of the study also showed that there was no statistical significant difference between study habits of Business and Education students as well as male and female students. However, there was a significant difference in the study habits of male and female students in terms of time management and concentration. It was found in the study that distance education students need guidance and counselling on time management, prioritizing their daily activities, as well as how to develop effective reading skills. It is therefore recommended that distance education students be provided with guidance and counselling on effective study habits as a support service.

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## **DEDICATION**

To my dear husband and children.

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## **CHAPTER ONE**

### **INTRODUCTION**

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

Teaching and learning are very important processes in education. The process can only become successful when teachers fully know their subject matter and effectively communicate it to students and while students have a clear view of their abilities, have good study habits and are able to use effective study skills.

Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and taking on habits and ideas which make study more pleasant and fruitful. For a vast number of students, examination times can be quite stressful and frightening. Students want to get the best grades, but what many often do not realize is that good grades come easily if the focus is on the passion to learn the subject and not upon grades (Nyarko-Sampson, 2004). Why do some individuals learn more quickly and thoroughly than others? Some of the main reasons for inefficiency in learning could be one's carelessness and ineffective study habits. According to New Standard Dictionary of Education (2001), study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing of facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it.

According to Crow and Crow (1992), the effective study habits include plan, place, a definite time table and taking brief or well organized notes. To study successfully, a student must decide what information is important and then form opinions concerning it. All of these must be done to the best of his or her ability in the short possible span of time. Because, knowledge is very important to every person, it is wise to learn how to study in the most effective way. Experts, (Bajwa, Gujjar, Shaheen & Rawzan, 2011), have agreed that great success in the field of knowledge is attributed to good and consistent study habits. Like any other activity, skills and dedication are the key points for learning. Azikiwe (1998) stated that study habits are the adopted way and manner, when a student plans his or her private reading, after classroom learning, so as to attain mastery of the subject.

Azikiwe (1998) asserted that good study skills are good assets to learners; because, these assets assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure. Sorenson (1991), while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be in a hurry in reading through, instead sustained concentration is necessary. Concentrating on learning requires several useful techniques and tips for helping students to get the best understanding of their course material in order to achieve full competence in the subject and high grades in examination. These methods include critical thinking, metacognition, reading text skills, time management, controlling reading difficulties, index system of study, enhancing memory efficacy, concept mapping and thinking aloud.

Conceptually, Oloyede and Olatoye (2005) described study habit as a systematic conscious task of acquiring specific knowledge geared towards a set of standards. Study habits are behaviours directed at effective learning. These behaviours are usually manifested in the learners' response to class work, assignments, reading, note taking, concentration, and time management, consultation with teachers and other learners and tactics used in examination (Umoinyang, 1999).

Distance Education is a form of education where the student and the instructor are not in the same place (Raghavan, 2009). Instructions may occur through formats such as online instruction, correspondence courses, or television or multimedia packaged formats. Keegan (1995) said that distance education results from the technology separation of teacher and learner. As adult learners in the Distance Education programmes, students are mostly challenged by sudden increase in responsibilities, physiological, emotional, psychological and social issues. Distance Education learners therefore require the provision of students support services in the form of guidance and counselling. Distance Education learners mostly work in isolation without the support that comes from course tutors or other students on the course. There is, therefore the need to give students individual encouragement, help and guidance to reduce the sense of isolation with which they carry out their studies. Provision of guidance and counselling services will give general guidance and direction to students on effective self-study techniques, time management and other supports as they progress through their studies and see to the overall academic progress and other pertinent issues that affect students' learning.

The primary role of the Distance Education student is to learn. Under the best circumstances, this challenge requires motivation, planning, and the ability to analyze and apply the information at distance education setting. The process of learning for Distance Education students is more complex than students on the regular programme (Ahiatrogah, Deku & Dramanu, 2008). Schuemer (as cited in Ahiatrogah, Deku & Dramanu, 2008) observed that many distance education students are older, have jobs and families which influence their studies. They are equally faced with lack of motivational factors of learning such as contact or competition with other students. It also takes them a longer time to establish rapport with their course tutors because they do not interact with them often. During face-to-face contact, many distance learners feel very uncomfortable with their learning situation.

Distance Education learners, especially the beginners, may have some difficulty determining what the demands of a university study actually are because they do not have the support of an immediate peer group, the instructor, or familiarity with the technology being used for delivery of Distance Education materials. Morgan (1991) noted that those who are not confident about their learning abilities tend to concentrate on memorizing facts in order to complete assignments and write examinations. As a result, they end up with weak grades as a result of poor understanding of materials.

### **Statement of the Problem**

It is the wish of every student to accomplish his or her goals in education. While in school, the goal of students may be to pass a certain number of courses to obtain a degree. For any student to achieve this goal calls for the development of good study habits that will lead him or her to academic

success. To develop good study habits is a complex phenomenon. But the basic truth is that effective study skills must be practiced in order to improve academic performance. Proper investment of time in students' life is much important in education. The organizers of the Distance Education programme of the University of Cape Coast have clearly spelt out the number of hours students need to spend on each session of their course book. For instance, a three-credit course book of thirty six (36) sessions has been structured to reflect the weekly three-hour lecture for the course in the University. Thus, each session is equivalent to a one-hour lecture on campus. According to the organizers, a distance learner is therefore expected to spend a minimum of three hours and a maximum of five hours on each session in the course book or module.

However, distance education students scarcely have much time for self-study because of pressure from their work places, interference from family members, financial constraints as well as other social issues that take chunk of their time. Students of distance education also resort to ineffective study skills which not only lead to poor performance in examination, but also they are unable to develop understanding of the concepts, issues and ideas which also leads to high rate of student drop out. In preparation for examinations, students tend to read their text as if they were novels, apparently ignorant or negligent of the needed skills to study effectively (Nyarko-Sampson, 2004). Some distance learners, for example, study at the comfort of their homes with music and television on, yet according to Turnbull (as cited in Nyarko-Sampson, 2004) music is known to have detrimental effect on recall.



Study habits can be either positive or negative. It is positive when it helps in promoting effective learning and negative when it inhibits learning. Study habit, is a good predictor of learning outcomes in schools (Essuman, 2003; Nyarko-Sampson, 2004; Edusei, 2007; Ahiatrogah, Deku & Dramanu, 2008; Nonis & Hudson, 2010) and therefore needs to be researched into.

Studies conducted in other countries among distance education students on study habits concluded that students of distance education programmes lack good study habits as well as effective study skills (Bunch-Keemer, 2002, Oloyede & Olatoye, 2005). This study was designed to look at the study habits of distance education learners of University of Cape Coast and how guidance and counselling services can aid their adaptation in psychological, emotional and physical as well as social roles. This is because adult students need effective learning environment, strategies and good study habits to achieve their distinct goals and expectation in education especially persistence in learning.

### **Purpose of the Study**

The main purpose of this study was to examine study habits of University of Cape Coast Distance Education learners at the Cape Coast Study Centre in the Central Region of Ghana and its implications for counselling. Specifically, the study was designed to:

1. Find out the study habits exhibited by Distance Learners at the Cape Coast Study Centre;
2. Establish whether or not Education students differ from Business students in their study habits.

3. Determine whether gender differences have any influence on the study habits of students; and
4. Identify the various guidance and counselling needs of students in relation to their study habits.

### **Research Questions**

The specific objectives were used to formulate research questions to guide and give directions to the study. These are:

1. What are the study habits exhibited by distance education students of University Cape Coast at Cape Coast Study Centre?
2. What are the differences in the study habits exhibited by education and business students pursuing distance education at University of Cape Coast at Cape Coast Study Centre?
3. What are the differences between male and female learners with regard to their study habits?
4. What are the guidance and counselling needs of University of Cape Coast distance education students at Cape Coast Study Centre in relation to their study habits?

### **Significance of the Study**

This study is significant in that it would help to identify the various weaknesses in the study habits of the Distance Education students and how they can be assisted through counselling. The outcome of this study will assist the students to create new, more flexible arrangement that will aid persistence, through prioritization of daily activities, especially studying of modules, time spent on work, hobbies, family or friends and make decision on how to manage the time well. The results of this study will help students to

understand clearly the aims, goals and ideas of learning situation and be able to develop study habit skills such as what, when and how to study.

Information from this study will also be useful to organizers of the distance education programme at the Centre for Continuing Education, University of Cape Coast. This study will bring into the notice of the organizers of the programme, the various student support services that are required in the study centre, counselling needs of students in relation to their study habits, choice of courses and time management. It will also help course tutors to understand some underlying reasons for students' poor study habit skills so as to inculcate good study habits into the students.

Counselling of students on their poor study habits that were identified in this study might help them to improve their learning and hence better performance in examination. Thus, the provision of counselling needs of the students would make the Distance Education programme worthwhile for students to pursue. The results and findings of this study will add to literature, which will serve as a source of reference materials for other researchers who may want to embark on similar studies.

### **Delimitation of the Study**

The scope of this study was delimited to study habits of distance education learners of University of Cape Coast, Cape Coast Study Centre. Students pursuing both education and business under graduate programmes constituted valid sources of data needed in the study and it is assumed that respondents gave valid and unbiased responses to the questionnaire items

## **Limitations of the Study**

According to Amedahe and Asamoah-Gyimah (2012), limitations are conditions beyond the control of the researcher that places restrictions on the conclusions of the study and its application. It was not possible to involve all the students in the study centre where the study was carried out.

The use of close-ended questions in the instruments did not allow respondents room for their own open ended responses in most cases. Therefore, respondents' own views and ideas which would have enriched the study were not captured in the study.

## **Definition of Terms**

Terms used in this study which need definition are:

**Study habits** It refers to students' usual and automatic approach to academic learning.

**Study habits skills** It means the academic methods, strategies needed by individuals to profit from what time they spend on their learning materials and books.

**Adult student** Students who are 25years and above (usually with full time jobs, have family of their own and have to pay for school fees themselves without the help from parents).

**Face-to-face sessions** This constitutes an arrangement by which students studying via distance, meet their teachers and colleagues who are separated by location, to discuss issues relating to their courses, write quizzes or semester examination.

## **Organisation of the Rest of the Study**

Chapter Two reviews literature related to study habits and focuses on theories of study habits, factors which influence study habits among learners, topology of study habits, elements of the study habits, learning styles, technique of effective study habit formation, motivation to study, counselling needs of students related to study habits skills, adult students and their challenges and conceptual framework for the study. The literature review was from books, magazines, journals and other sources such as internet materials.

Chapter Three is about methodology used to conduct the study. It focuses on research design, population, sample and sampling procedures, research instrument used to collect data, data collecting procedures and data analysis.

Chapter Four is concerned with results and discussion. It deals with results and their interpretation. The results and findings were discussed citing portion of literature in Chapter Two to support the discussion.

Chapter Five presents summary, conclusions and recommendations of the study. The chapter also dealt with the findings of the study and suggested areas for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews relevant literature to the study. The literature reviewed was in three parts, namely theories of study habits, empirical studies related to study habits and conceptual framework for study habits. The literature review was from books, magazines, journals and internet materials.

#### **Theoretical Framework**

This section of the literature review looks at theories related to study habit.

#### **Information Processing Theory of Learning**

This theory describes the various compartments of the human brain namely the sensory register, the short term memory and the long term memory. It also describes how data is collected and processed in the various compartments of the human brain.

According to Schneider and Bjorklund (1998), the sensory register is the originating storage compartment of the brain. This compartment receives information through the five senses (sight, hearing, touch, smell and taste) and stores this information for not more than a couple of seconds. If nothing happens to the information held in the sensory register, it is rapidly lost. Because the sensory register holds everything briefly, the individual has a chance to make sense of it and to organize it through pattern recognition. This according to Schneider and Bjorklund is very necessary since there is much information available in the sensory register than can probably enter the next

structure (the short term memory). Thus instead of perceiving everything, we pay attention to certain features of the total content in the sensory register and look for patterns.

This implies that students must pay attention to information if they are to retain it and also take time to bring all the information seen into consciousness. Lecturers should also stress on salient points after a long lecture to help students retain needed information in the sensory register and further move it to the next structure (the short term memory).

The next compartment according to Baddeley (1986) is the working memory or more commonly termed short-term memory, a temporary storage place having the limited capacity of approximately seven items. According to Miller (as cited in Campbell, 2007) the short-term memory is a storage system that can hold a limited amount of information for a few seconds. The short-term memory is believed to have a capacity of five to seven "bits" of information. That is we can think about only five to seven distinct things at a time. However any particular "bit" may itself contain a great deal of information. Baddeley said the short-term memory is part of the memory where information currently being thought about is stored. The thought we are conscious of having at any given moment are being held in our short-term memory. When we stop thinking about something it disappears from our short-term memory. One way to store information in our short-term memory is to think about it or say it over and over. According to information processing theorists, rehearsals are very important in maintaining information. They argued that without rehearsal items will not probably stay in the short-term memory for more than 30 seconds. Because the short-term memory has a

limited capacity, information can be lost from it by being forced out by other information. However, if information is attended to it moves to the long-term memory where information is stored permanently. This implies that distance learners need to read over their notes after every face-to-face meeting. Lecturers are also advised not to teach too much information too rapidly since this is likely to be ineffective unless students are given time to rehearse each new piece of information.

The third storage compartment is the long-term memory. This is that part of our memory system where we keep information for long period of time. Long-term memory is thought to be a very large capacity. Tulving (1985) suggested the existence of three types of long-term memory; episodic memory (personal events); semantic memory (language and environments); and procedural memory (steps in performing a skill). Again connectionist models (Ellis & Humphreys, 1999; McClelland & Rumelhart, 1986) of memory and cognitive processing also suggest multiple storage locations throughout the brain. In these models, the brain comprised of a complex network of interconnected information units. Memories and information do not exist in isolated compartments but are connected by increasingly complex networks.

In fact many theorists believed that we may never forget information in the long-term memory; rather we may just lose the ability to find the information within our memory. Just as information can be stored in the long-term memory for a long time, so, too, the capacity for long-term seems to be very large. Information processing theorists posited that we do not live long enough to fill up our long-term memory. Theoretically we should be able to



remember as much as we want when information has entered the long-term memory, however, this is practically not so.

Information Processing Theory informs study habit skills in terms of information storage and recall. Information storage begins at the point of gathering data through all our senses, when we receive stimuli from the environment through our natural pathways, before our brain processes the stimuli and stores the information in a meaningful way. When we use the study habit skills of, applying past knowledge to new situations, we need to be able to retrieve information from our brains' memory compartments to use this information in a different context (e.g. recalling our multiplication tables when planning the dimensions of a house extension). In this way information is recalled and processed into meaningful knowledge. In turn, then, this meaningful knowledge can assist learners to think and communicate with clarity and precision.

Again, Information Processing Theory is useful here in terms of a learners' ability to process information, retrieve information and use knowledge meaningfully. However, this same theory ignores contextual and personal factors such as the role of emotions in learning and the attitudinal influence of the learning environment.

### **Constructivism**

Constructivism is based on the principles of active participation in learning (Howe & Berve, 2000); self-regulated learning; social interaction for effective learning; and personal meaning-making (Bruner, 1990). Constructivist learning environments tend to be collaborative, learner-centred and inquiry-focused. Constructivist states that learning is an active,

contextualised process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (*tabula rasa*) but brings past experiences and cultural factors to a situation. Study Habit meld comfortably with the contemporary notion of constructivist learning.

The principles of constructivism parallel with study habits in terms of metacognition, thinking interdependently, questioning and posing problems and gathering data through all senses. Firstly, as learners construct their own meanings of their world, they employ metacognitive strategies such as reflection, planning and evaluation, as well as data-gathering processes through their five senses. Secondly, social interaction provides opportunities for learners to clarify their thought processes and learn from others in reciprocal situations. Finally, a questioning attitude serves the learner in terms of meaning-making and solving problems.

However, the common misunderstanding regarding constructivism is that instructors should never tell students anything directly but, instead, should always allow them to construct knowledge for themselves. This is actually confusing a theory of pedagogy (teaching) with a theory of knowing. Constructivism assumes that knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge. Distance Learners are therefore required to make meaning out of their face-face notes and as well make meaning from what they read from their modules.

## **Social Learning Theory**

Bandura's Social Learning Theory (1977) posited that people learn from one another, via observation, imitation and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivations. People learn through observing others' behaviour, attitudes, and the outcomes of those behaviours. Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. (Bandura). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. Social Learning Theory suggested that a learners' behaviour is influenced by the interactive processes between cognitive and personal influences, external influences and influences of the behaviour itself. Campbell (2007) identified three key aspects of this interactive process, namely observation, language and self-talk. According to Campbell, learners use observation, language and self-talk to make sense of the world and assist in their choice of behaviours.

Bandura (1997) believed in "reciprocal determinism", that is, the word and a person's behaviour cause each other, while behaviourism essentially states that one's environment causes one's behaviour. However, Bandura found this too simplistic, and so in addition he suggested that behaviour causes environment as well. Later, Bandura considered personality as an interaction between three components: the environment, behaviour and one's

psychological process (one's ability to entertain images in minds and languages).

Again, the Social Learning Theory continued to state that people are more likely to engage in certain behaviours when they believe they are capable of executing those behaviours successfully. This means that they will have high self-efficacy. In layman's terms self-efficacy could be looked as self-confidence towards learning.

Banduras' Social Learning Theory parallel study habits in terms of study habits skills such as: Metacognition which include the concepts of self-efficacy and self-regulation of behaviours, while gathering data through all senses comprises observational skills and learning from others. Thinking and communicating with clarity and precision incorporates language as the key communicative tool and the means of clarifying the learners' ideas and thoughts.

Similarly, from the theoretical view points, learners have to possess some study habit skills, such as self-regulation, gathering data through all senses, processing information, retrieving information for later use, questioning and metacognition in order to form a good study habits.

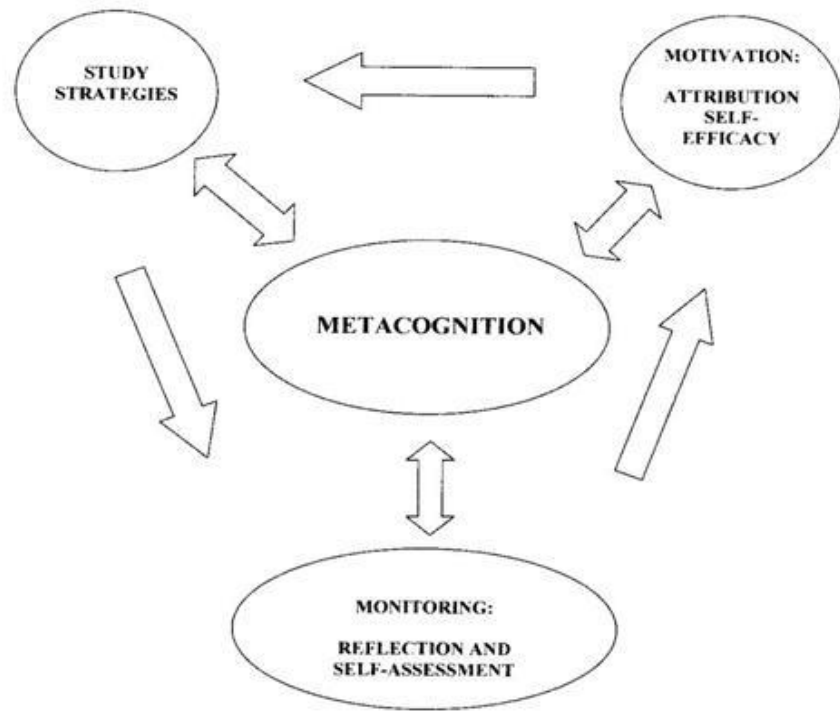
### **Conceptual Framework**

The conceptual framework used for this study is Metacognition which involved study strategies, monitoring and motivation developed by Peirce (2003).

Taylor (1999) defined metacognition as an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make

correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably. The conceptual framework developed by Peirce (2003) on metacognition which relates to study habits involves study strategies, monitoring and motivation. The framework is shown in figure 2.

The more students are aware of their thinking processes as they learn, the more they can control such matters as goals, dispositions and attention. Self-awareness promotes self-regulation. If students are aware of how committed (or uncommitted) they are to reaching goals, of how strong (or weak) is their disposition to persist, and of how focused (or wandering) is their attention to a thinking or writing task, they can regulate their commitment, dispositions and attention (Marzano *et al*, 1988). For example, if students were aware of lack of commitment to writing a long research assignment, noticed that they were procrastinating, and were aware that they were distracted by more appealing ways to spend their time, they could then take action to get started on the assignment. But until they are aware of their procrastination and take control by making a plan for doing the assignment, they will blissfully continue to neglect the assignment.



**Figure 2.** Peirce (2003) conceptual framework of metacognition.

Metacognition deals with three types of knowledge; declarative, procedural and conditional knowledge. Declarative knowledge is the factual information that one knows; it can be declared, spoken or written. An example is knowing the formula for calculating problems in mathematics. Procedural knowledge is knowledge of how to do something, of how to perform the steps in a process, for example, knowing the mass of an object and its rate of speed and how to do the calculation. Conditional knowledge is knowledge about when to use a procedure, skill, or strategy and when not to use it; why a procedure works and under what conditions; and why one procedure is better than another. For example, students need to recognize that an examination word problem requires the calculation of momentum as part of its solution.

This notion of the three kinds of knowledge applies to learning strategies as well as course contents. Study strategies are diverse and do not

work the same way in every context. Students need to know they have choices about which strategies to employ in different contexts. Students need to monitor their application of study strategies.

The use of learning strategies is linked to motivation. When students fail, they tend to assign the cause to something stable and unchangeable, low innate ability, rather than to something they have the ability to change, employing different and more effective learning strategies. Study habits of students according to Peirce (2003) revolves around their Metacognition which deals with their study strategies which stem from their monitoring, reflection and self-assessment of the methods they employ in their learning. The monitoring also depends on the type of motivation, attribution and self-efficacy that students possess.

In all, students need to be aware of their learning strategies, when to apply them and also monitor the effectiveness of the strategies being used. This is all a good study habit is about. Having study strategies, the motivation to use them and also reflection upon their effectiveness, adult students can achieve their goals of learning efficiently and effectively.

### **Empirical Framework of Study Habits**

Psychologists as well as laymen have attempted some definitions of the word "study". To some of them, study means hard work and is usually associated with school work. To others, study is applicable to other situations in life other than academic work.

Mace (2002) pointed out that study is a systematic acquisition of knowledge and an understanding of facts and principles that call for retention and application. Kelly (1998) stated that study is the application of one's

mental capacity to the acquisition, understanding and organization of knowledge; it often involves some form of formal learning. Crow and Crow (as cited in Okorodudu, 2000) explained that study is a programme of subject matter mastery. It involves hard work. However, study involves the individual's thinking, feeling, personality, social interaction, physical activities and health rather than mere learning of facts on the thought system for the purpose of recall when asked.

For those who belong to the school of thought that study is not only applicable to academic work, Olatubosun (as cited in Oladele, 2000) explained that a teacher is studying when he examines the results of an experiment, a lawyer when he or she prepares his or her case, a salesman or woman when he or she learns about his or her products and a citizen when he or she tries to understand the issues in an upcoming election. Studies require time spent in a deliberate attempt to learn. It should be differentiated from simple leisure to reading. Thomas and Robinson (1990) emphasized that the learner needs to use a systematic discipline and purposive approach to study. Effective study consists of a conscious sequential series of inter-related steps and processes.

Okorodudu (2000) asserted that, study involves the total of all behavioural patterns (addition, verbal, psychomotor, emotional) determined purpose and enforced practices that the individual adapts in order to learn and achieve competence.

The Learners' Dictionary has defined study as a mental effort to obtain knowledge. This means that studying is an art of learning which helps the individual not only to acquire knowledge but also the skills and the habits to study. According to Pintrich and Degroot (1990), "studying" requires not only



the application of methods for mastering bodies of knowledge, but also volition: the dispositions to exert effort, persist, seek out, and often transform information.

Ogbodo (2010) defined habit as a pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effort. Habits according to Farrant (2004) are established patterns of behaviour. According to him habits do not require conscious efforts. They are acquired behaviours which occur spontaneously, that is without thinking. 'Study habit' is the amount and kinds of studying routines which the student is used during a regular period of study which occurred in a conducive environment.

Effective study habit refers to a situation in which a learner studies regularly to achieve maximum success in his/her school work. Crede and Kuncel (2008) defined study habits as study routines, including, but not restricted to, frequency of studying sessions, review of materials, self-testing, rehearsal of learned materials, and studying in a conducive environment. Lastly, students' attitudes toward the act of studying (Crede & Kuncel, 2008) are referred as 'study attitudes'.

Studying is essential, so there is nothing quite so pleasing in the world of education as to the ones coming along with much knowledge about the subject matter than those who are walking into an examination with the blustery confidence. At the same time, despite the fact that, there are many temptations when one sits down for study still they can concentrate studying because they have a goal to achieve. The most important study habit is recognizing that one is responsible for the successes and also failures. Taking

on this responsibility entails the understanding that the priorities, decisions, habits, and resources all establish the success one has, or does not have with studying (Donaghy, 2009).

Study habit, therefore, refers to learning which leads to the achievement of a learners' goal, through a prescribed pattern of study behaviour. Study habit is a technique or a strategy used every time a person is studying. Some students would have the same study habits or may have a different one which depends on whether a specific study habit is effective for them. Students may use different kinds of techniques. In general there is the expectation that students with good study habit perform well academically whilst students with poor study habit perform inadequately (Edusei, 2007; Essuman, 2003; Nyarko-Sampson, 2004 & Ahiatrogah, Deku & Dramanu, 2008).

### **A Typology of Study Habits**

Ogbodo (2010) stated that, there are some known study/reading habits which have either positive or negative orientation. They are grouped into:

- (i) Hobbial
- (ii) Recreational
- (iii) Concentration

These ones produce positive effects while

- (iv) Deviatinal has a negative effect

#### **(i) Hobbial**

A hobby is an activity one does because he derives some joy and satisfaction in doing it. After formal education attainment, some people like

reading as their hobby. Its purpose is to widen the readers' horizon in things like, educational, religious, political, economic, current affairs, fiction and non-fiction. The practice of reading as a hobby makes one to be versatile in knowledge in many areas and the person can discuss knowledgeably with others. This type of reading is a positive one to learning not only in developing mental reasoning but also in helping the person to satisfy his interests and aspirations.

### **(ii) Recreational**

Fundamentally, reading for recreation or relaxation is very common among the education elite. People who have gainful employment spend the whole day in the offices trying to solve problems related to the jobs they do. When they come back from work, they normally desire a change by reading books, newspapers and other written materials which are different and of interest to them. Students should be encouraged to read magazines instead of reading text books all the time. Students, who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue. This type of studying produces positive results as it keeps the students' interests, helps them to acquire more knowledge and makes for a disciplined life in the school. In most cases, its effect in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits. Contrary, most Distance Learners think recreational reading will mean time wasting since they already have limited time after job. However, Distance Learners should consider recreational reading since according to Ogbodo (2010) it helps to, relax, cool their brain and avoid mental fatigue.

### **(iii) Concentration**

The concentration reading according to Ogbodo (2010) is the most important one that provides the desired outcomes. It is the bedrock and the result oriented reading which makes for achievement. Researches by eminent scholars of language arts have come up with several formulae for effecting positive results in a learning situation. These include the S4R, (Unoh 1994), Robinsons' (1991), SQ3R and Rosemary "L" method (Ogbodo, 2002), recommended for use in school by counsellors. The techniques are:

#### **(a) SQ3R technique (Robinson, 1991)**

S-Stands for survey: This means having a birds' eye view of the contents, chapters, going through the headline and sub-headings to the end in order to have a general impression of the written material.

Q-Stands for Question: This involves asking questions about what to read or turning the various headings: sub and main into questions. He stated that asking these questions get one actively involved in the study about what to be done.

R1-(i.e. first R) Means Read: Read the chapter or passage carefully to pick out answers to the questions which were formulated. In this context, concentration is the watch word, as one has to avoid all forms of distractions. In the course of the reading, one has to look for answers to the questions.

R2-(i.e. the second R), Means Recite: The reader is required to recite to himself or to a friend or to write down all the salient points he shifted from the passage. The ability to do this is a good proof of understanding of the passage. Students should be encouraged to repeat the, facts several times.

R3-(i.e. Third or last R) Means Review or Revise:

At the end of the four steps above, the reader should go over the passage for better and more permanent understanding of the passage read. The reader should attempt to answer the questions he formulated in step two above. This could be achieved by going through the notes on the margin, underline sentences and phrases. Re-reading the passage carefully to answer the questions for the sake of a better understanding of the passage means actually studying. Revision may be resumed periodically so as to keep the details fresh and familiar in the memory, and to be used when required like in an examination.

**(b) The Rosemary (L) (Ogbodo, 2002)**

This is another useful reading/study method and is most suitable to study large materials, the study of difficult materials and for preparation for tough examinations like the Senior Secondary Certificate Examination (SSCE), Junior Secondary School Certificate Examination (JSSCE), General Certificate of Education (GCE), O/A, level, Degree examinations. This method is used in higher institutions of learning. The method calls for distributed learning and distributed practice. Try to take each chapter, section or sub-unit one after another at a time. Explanations of ROSEMARY (L)

R:- Repetition: you read the material over and over again, re-read many times as you can to make it completely familiar and get used to the words inside the material or topic(s) treated.

O=Over-Learning:-Here, the repetitive reading and re-reading again and again will produce over-learning of the material to the extent that if you have to forget any part, that part will be minimal.

S= Summarization: - For effective study habit, let your summary be short and straight to the point.

E= Enumeration: - this is a follow up to the last step; enumerate the major points in a linear manner, the most important points coming first. You can write them down so that you will not forget.

M=Mnemonics: Devise mnemonics for important ideas, principles, concepts, and formulae. This is to help your immediate recall and reutilization of such ideas and formulae.

A = Application: - Apply the material learnt to your personal life and daily activities.

R = Revision:- Revise all that you have done up to this stage. Give yourself thorough revision, bringing everything learnt to memory.

Y= Yes:- I know it now! I can apply it to any situation of my life to impact my world.

You can now use the (L)

L Means linkage: This means you link the materials read to practical daily living to enable you internalise the facts.

(IV) Deviatonal: This type of reading according to Ogbodo (2010), the reader deviates from the actual reading and pretends to be reading. If this habit is not curbed in students, it may lead to loss of interest in the acquisition of knowledge. Studying or reading textual materials by this method takes the form of Brown study or Browsing. Result of this type of reading is a negative one because the person deviates from the norms and rules of actually studying.

**(a) Brown study**

In this context, the mind of the reader wanders away when he or she opens a book. He looks at the print without actually grasping anything. Looking refers to the physical use of the facial structure in a particular direction, in the case of the book as target for the looking. On the other hand, seeing connotes the extra application of the eye as one looks. Focus is necessary if the use of the eye will be meaningful. The ocular nerves are employed in order to use what one looks at, for the brain to pick the message for future use if necessary. Brown study depicts deceit of oneself. Students should be advised to change to recreational reading immediately the mind begins to wander away while one is reading.

**(b) Browsing**

This practice refers to reading of a material without any definite plan or interest. This is also known as glancing through (Ogbodo, 2010). This type of reading is common among people who saunter into a bookshop or a public library and pick up printed materials to see if there is anything of interest. For example, one can browse through newspapers and magazines to pick up some worthy news by a quick glance through headlines or sub headline. In such a case it may produce a positive result as one becomes interested and decides to buy or borrow such printed materials.

These study habits by students are defence mechanisms to satisfy parents and teachers. Deviatonal studying in all its forms result in learning malpractices, failure in examinations, learning frustrations, loss of self-concept, school drop-out. The literature on topology of study habit implies that students should consider the purpose for which they are studying before

adapting a strategy. For example recreational reading is different from concentration reading.

However, Distance Learners are likely to adapt the Brown study strategy not as a defence mechanism to satisfy parents and teachers. As Ogbodo (2010) puts it, because many of them are adult students with full-time jobs, full-time family responsibilities or part-time jobs. The demands of their job, coursework, family responsibilities and other commitment may have their minds wander away when they opened their books to study. Teachers and school counsellors should watch out for this type of negative studying habit among students. Adult students returning from work need to relax their brain before concentration reading can be done.

### **Factors that Influence Study Habits**

Nonis and Hudson (2010) reported that several studies conducted have found that demographic variables, such as gender and age (Beaumont- Walters & Soyibo, 2001; Haist, Elam, Blue, & Fosson, 2000; Wong, 2000); psychological variables, such as academic self-efficacy (Bouffard-Bouchard, Parent, & Larivee, 1991); motivation (Barling & Charbonneau, 2002); optimism (Schulman, 1999); and behavioural variables, such as time management skills (Paden & Stell, 1997), relate to student performance. Other factors identified by Osa-Edoh and Alutu (2012) were environment of study, time planning, effective and fast reading and note-taking.

Nonis and Hudson (2010) found that study skills or habits would have a significant direct relationship with the academic performance of college students. Study habits or strategies such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and



reading the study material before a lecture would have a significant direct relationship with the academic performance of college students. Although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than those students with poor study habits. There is some empirical evidence that shows that study habits impact academic performance. Borg, Riding and Falson (1999) and Okpala, Okpala and Ellis (2000) reported that good study strategies positively influenced performance in economics courses.

Nonis and Hudson (2010) stated that variability in motivation across students may dampen the association between ability and performance. Similar to how motivation interacts with ability to influence academic performance, behaviours such as study efforts can interact with ability to influence performance.

Rooney (2003) noted that children whose parents have higher income have better access to quality schools, and these same parents shape the tastes and expectations of their children. They are also able to better nurture the intellect of their children by assisting and directing their studies. Nyarko-Sampson (2004) agrees with this assertion.

From the above discussions, it can be argued that factors such as gender and age, time management, environment of study, fast reading and note taking, socio-economic factors and school type can influence one's study habits. It has also been found that academic performance relates positively with study habits.

## **Gender and Study Habits**

Woodfolk (2000) agreed that there is a relation between gender and academic performance. His research revealed that there has been quite a difference on teachers' treatment of males and females. According to Woodfolk, one of the best documented findings of the past 10 years was that teachers interact more with boys than with girls. This finding shows that there is discrimination on students regarding their gender. Males are believed to get more attention from teachers than females. Similarly, males tend to get more feedbacks from their teachers and get more instruction than females.

Again, in a research by the American Association of University Women (AAUW) in 1992 to consider gender equity in improving education and career opportunities for females, the evidence showed that girls were not receiving the same quality or even quality of education as boys (Bleuer & Walz, 2002). However, recent studies showed that the AAUW report was wrong, as it was like "calling a wedding a funeral." (Sommers, 2000) and Kleinfield (1998) argued that the findings reported by the AAUW were contrary to the research's findings. According to them, from grade school through college, females currently receive higher grades and obtain higher-class ranks. They also received more honours in every field except science and sports.

On the contrary, Banda (2000) posited that most women in Malawi were over burdened with domestic( household) chores, insufficient sleep to attend to their babies and husbands as well as cooking. The tension and stress increased especially during examinations. Similarly, the problems of women pursuing distance education in Malawi are not quite different from those

reported in Ghana especially those pursuing Distance Education programme of the University of Cape Coast.

In a study conducted by Nyarko-Sampson (2004) on whether gender differences had any influence on the study habits of male and female students, he found that no statistically significant differences existed between the study habits of males and females. Both sexes had the same study habits. However, his research revealed that more female students than male students have preference to finding answers from books to receiving them from friends. Also, more female students as compared to male students do not have study groups and male students generally do more regarding consultations.

### **Environment of Study**

According to Crow and Crow (1992), effective study habits include planning, place of study, a definite time table and taking brief or well organized notes. To them, 'Study habit' is the amount and kinds of studying routines which the student is used to during a regular period of study which occurred in a conducive environment. Consideration is given to the environment of study as it appears to have adverse effects on the whole concept of study. The place one studies has an important effect on his/her efficiency because the location and all of its characteristics are stimuli (Osa-Edoh & Alutu, 2012). The stimulus of the study situation should produce the response of studying and no other response. It has been suggested that an important approach is to have a place set aside specifically for study. It should be well ventilated, noise free and well lighted room or open place with a desk and a chair. Ruch (2005) wrote on the need to consider the type of chair and desk used for study. These should be such that it allows the individual to

maintain an erect and comfortable sitting posture. The study desk should be spacious enough for the books and materials but should contain only what one needs at a time to ensure concentration.

Hepher (as cited in Osa-Edoh & Alutu, 2012) revealed that the effect of temperature and humidity on the body temperature of the individual can cause a reduction in the body function and mechanism. The emphasis here is on the need for abundance of fresh air in the study environment to avoid unnecessary fatigue. Hills and Ballow (2000) pointed out that glaring light could cause eye strain and headaches. Therefore covered light bulbs and light coloured blotters should be used if possible to reduce light intensity. In effect, light should not shine directly on the table or reading desk. Taking to consideration, a rural setting where students have to study under locally made lamps and hurricane lanterns, these should be adjusted well enough to reduce light intensity or place at a considerable distance away from the reading desk.

It has been observed that some people cannot study without music. Hills and Ballow (2000) agreed that music is good if it does not constitute noise in itself or when used to neutralize other external noise. From the forgoing discussions, it can be stated that an environment of study should be devoid of noise, well lighted to avoid headache and should have good furniture such as desk and chair. The effect of music on studies is however ambiguous. Hills and Ballow (2000) agreed that music is good if it does not constitute noise in itself however noise can be interpreted in different ways. An environment for study should also be well ventilated as temperature and humidity on the body temperature of the individual can cause reduction in the body function and mechanism.

## **Time Planning**

Whatever time a student spends on a study, what time of the day he sets aside for work, only by organizing and planning his/her time that the student can avoid distraction from regular studies. Determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction (Robinson, 2000). Also with regards to time planning, Hills and Ballow (2000) suggested the use of work diary. A work diary allows the student to look at everything he has to do and to apportion time to every subject. Organizing time in this way helps to minimize worry and indecision that may arise in case of any extra work that has to be slotted in. The diary should be planned on the basis of needs and purposes; allocating adequate time to each task so that no particular task consume more time than necessary.

## **Effective and Fast Reading**

Osa-Edoh and Alutu (2012) posited that, today, student has much to read because of the great demand inherent in the core curriculum. This is more obvious in situations in which the students are expected to study different subjects or more in some cases. The ability to read fast will be an advantage. According to them quick reader takes in and retains more than slow readers because the quick reader catches the drift and flow on the passage better whereas the slow readers delay over each word.

Solomon (1999) stated that most poor readers are too slow ones who were often concerned with unimportant details while the good and fast readers often adopt a wider view of the entire paragraph. Solomon continued by saying that there are a number of bad habits which poor readers adopt; most of

which involve using extra body movement in the reading process and inefficient reading; the muscles of the eyes should make the external movement. Extra body movement such as pointing with the fingers or moving the lips, do not help reading and often only help in slowing it down.

There are some cases in which slow reading can however be adopted depending on the subject matter and the purpose of reading. Maddox (2002) formulated four different types of reading which include mastery reading, exploratory and revision reading, critical reading and pleasure reading. He stressed that these types of reading have different rates for the individual. Despite the subject matter and the purpose of reading as Maddox puts it, Distance Learners are expected to be a bit faster in their readings to enable them meet the demands of their course outline. For example students are expected to read three units of their modules which is eighteen session for a three credit hour course at the University of Cape Coast Distance Education Programme for their first quiz. Multiplying this by the number of courses offered in a semester demands that students should be fast readers as Osa-Edoh and Alutu (2012) posited.

### **Concentration**

Concentration is one of the most important skills that one needs to develop in order to become an effective learner (Awabil et al, 2008). The ability to direct ones attention on the task at hand is necessary for concentration. There are a number of factors that affect concentration, some of which are the environment, light, temperature, emotions, other people and the reader's body. The environment includes where you are and what surrounds you. Many small details can make the environment either a good one for

studying or a poor one. For example, sound can affect your concentration a great deal. Although many students insist that they can accomplish a lot while TV, radio or CD is playing, scientific studies suggest otherwise (Awabil et al, 2008). The degree of light one needs to study is a matter of individual's taste. However, the brighter the light in the study room, the better one's concentration when studying. The study room should neither be too cold or too hot. It is therefore important to study at a place where the temperature supports one's effort to learn. The desire to learn depends on many emotional factors. Emotions have strong effect on one's thinking. Sometimes emotions support one's effort to learn while at other times it inhibits one's ability to learn. However, if you feel bored or disinterested in a course or subject you find it difficult to concentrate while studying (Awabil et al, 2008)

Conversation can also distract one's attention which can inhibit concentration. Students should therefore be careful when studying with friends. Again, desk should not be full of unwanted materials as this can also inhibit concentration. The desk should have only what one needs at the time of study (Awabil et al, 2008).

Furthermore, distractions inhibit our ability to concentrate while studying. There are two major distractions: distractions inside us (internal causes of poor concentration) and distractions outside us (external causes of poor concentration). Internal causes of poor concentration include: personal worries, tension and anxiety, stress and day dreaming. External causes of poor concentration include: noise, glaring light, desk temperature and posture (Awabil et al, 2008)

Oladele (2000) suggested that to avoid distractions, students could choose place of study which can stimulate them to study. The essence of this is that once they are in such environment associated only with study, distraction such as anxiety and indecision, day dreaming, mental and physical fatigue that impair the ability to concentrate will be avoided. Personal problems that keep on flashing in one's mind if not properly tackled and discarded can act as greatest hindrance to concentration.

The implication here is that to ensure better concentration students should avoid conversation while learning, resolve personal worries, separate day dreaming from studying, choose a quiet place to study and keeping on one's desk only materials that are needed for a particular study (Awabil, 2008).

### **Comprehension**

Reading without comprehension is of no use. Robinson (2000) stated that reading with one's head instead of one's eyes is what effective study habit involves. The students must learn to read with an active attitude of seeking what is important in the material and subordinating what is merely explanatory. He suggested that the techniques of pre comprehension help in speeding up comprehension. Many students do not seek to understand the basic concepts that seem simple and relevant but later in their studies they realized that without learning the basics adequately, comprehension of more difficult materials is difficult. Students complain that they do not understand what they have read. Robinson suggested that reader searches for the meaning in the mind of the writer to know what to emphasize in his reading.



## **Remembering**

The ability to remember what has been read is a vital skill. The term remember means retaining past experiences. It is thought that in remembering, a memory trace is laid down on the mind and being a sensory impression, by repetition, the traces are made deeper and therefore are more lasting (Hallas, 2002). Remembering must involve either recall or recognition. The former necessitates the reproduction of material that is not actually present before time.

According to Oladele (2000) there are four kinds of remembering and they include recognition, recall, reproduction and performance. He held the view that our failure to recall emanates from non-practice. He also maintained that performance, a fourth kind of remembering, is also the performance of habits so well learned that they are highly automatic. But for Hallas (2002) memory, the second and the third being the need to think about and use the material associated with long- term memory respectively.

However, most students make the mistake of reading and re-reading without actually training to think over what they have read. A very effective technique in remembering is to study the passage or diagram as the case may be for a given period of time. Try to reproduce it immediately and then later at increasing intervals of time, for example, every day for a week and then every week for a month. This method according to Oladele (2000) is known as repeated reproduction and has been found to be very useful.

## **Note-taking**

This is one of the activities that is believed to aid learning and remembering and consequently academic success. Note-taking when properly

done, involves not only reading and writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. It may not be as easy as it seem to be the observer. It involves the thought and hearing ability of the individual. Note-taking may have detrimental effect for students who are slow in listening efficiency.

However, while most students anticipate that they will have to take notes at university, not many students take the time to discover how to take effective notes. In fact, some students even try to avoid taking notes by using tape recorders or by sharing notes with other students. Initially, these strategies may seem like a good idea, but in an academic context note taking is as important as assignment writing in that you are taking in information and then writing it back out again as a learning process (Rowntree, 1976).

According to Academic Skills Centre, Dartmouth College (2001), students should not record the lesson on a cassette tape or any other tape. The lecture on tape precludes flexibility. This statement can be better understood when seen in the light of a person who has taken his or her notes in regular writing. Immediately after taking the notes this person can study them in five minutes before the next class as he or she walks toward the next building, as he or she drinks his or her coffee, or whatever. Furthermore, this student, in looking over his/her notes, may decide that the notes contain only four worthwhile ideas which he or she can highlight, relegating the rest of the lecture to obscurity. Whereas the lecture on tape has to be listened to in its entirety including the worthwhile points as well as the "garbage," handwritten notes may be studied selectively. A student who takes the easy way out -

recording the lecture on tape as he or she sits back doing nothing-will box him or herself into inflexibility.

According to Rowntree, (1976) taking notes will help you to extend your attention span. When reading or listening, your mind may tend to wander off. You might be inclined to think about work, money, or relationships. It is worth noting that, it is quite easy for other aspects of your life to pop into your head while you are listening to a lecture or while you are reading. Taking notes helps keep you focused on your subject area and to the task at hand (Kesselman-Turkel & Peterson, 1982).

Kesselman-Turkel and Peterson (1982) continued by saying that, taking notes will help you to remember what you have heard or read. They posited that we learn more effectively when we use multiple senses and multiple activities. When note-taking, we are using listening and writing skills and we are also using our brain and muscles. Also, by writing down notes, you are paraphrasing the lecture or reading material into your own words and into a format that you are more likely to understand when you review the notes. And as an adult learner you are more likely to remember what you have heard or read if you take an active part in your learning. Rather than being a passive listener or reader, note taking makes you an active learner. The notes you produce are your own work and are a visible reminder of the effort you have put into the course. This in itself can be a motivational factor for your study.

Again, Kesselman-Turkel and Peterson (1982) stated that, note taking helps you to organize the ideas you are learning. Good notes should arrange topics into easy-to-review chunks of information that are clear and well

referenced. This is important if you are using your notes to review for an examination or as a starting point in an assignment.

It may be tempting not to take notes and to just sit back and listen to an interesting lecture or to become engrossed in an interesting reading. The disadvantage of these strategies is that at the end of the lecture or reading you may only have a vague recollection of the important and sometimes assessable issues. The lecture will be over with no chance to revisit the material, or the reading may have to be re-read, which is time consuming and sometimes tedious. The taking of effective notes during the lecture or while you are reading is an important academic activity that helps you to concentrate, stimulates your ability to recall, and helps you to be organized (Kesselman-Turkel & Peterson 1982).

In view of the above, Derville (1998) suggested certain aids for effective note-taking in the form of short abbreviations; for example, "b/w" to mean between, "C" to mean with and "b/4" which means before. These abbreviations would be helpful to the slow writer. Care need to be taken to see that only relevant ideas are included in a note, whether it is in a lecture or from a text book. The following procedure has also been suggested by Derville (1998):

- (a) Read through the text carefully;
- (b) Read through it again picking out the key points that the section covers and writing them down as headings on separate pieces of rough paper.
- (c) Make notes on pieces of papers under each key point.

On the contrary, according to Academic Skills Center, Dartmouth College (2001), though shorthand is a valuable tool for a secretary, it is almost

worthless for a student doing academic work. Why? Notes in shorthand cannot be studied in that form. They must first be transcribed. The act of transcribing notes takes an inordinate amount of time and energy but does not significantly contribute to their mastery. It is far better to have taken the notes originally in regular writing and then spend the time after that in direct study and recitation of the notes.

In addition, notes taking would be useless if they are not reviewed consistently and regularly particularly just before examination. Okorodudu (2000) emphasized that unless a student has an exceptional memory, it is difficult to master and recall accurately all the main points and relevant details in a study material by merely reading it. In view of this, students should learn to take notes irrespective of their reading styles and also read over the notes consistently and regularly.

### **Learning Styles**

How students absorb and process information depends on their learning styles. Some learning styles described by Neil Fleming (as cited in Mlambo, 2011) are as follows:

- (a) Visual learners: Students who prefer information to be presented on the whiteboard, flip charts, walls, graphics, pictures, colour. Probably creative may use different colours and diagrams in their notebooks.
- (b) Aural (or oral)/auditory learners: They prefer to sit back and listen. Do not make a lot of notes. May find it useful to record lectures for later playbacks and reference.
- (c) Read/write learners: They prefer to read the information for themselves and take a lot of notes. These learners benefit from given

access to additional relevant information through hand outs and guided readings.

(d) Kinesthetic (or tactile) learners: These learners cannot sit still for long time and like to fiddle with things. They prefer to be actively involved in their learning and thus would benefit from active learning strategies in class.

However, a number of learners are indeed, multimodal, with more than one preferred style of learning. In addition, using different learning styles for different components of the same subject, a further probe into academic success, is for the student to understand his or her learning style and how best to learn.

### **Motivation and Study Habits**

Law, Sandnes, Jian and Huang (2009) described motivation in learning as the desire to use knowledge and skills in associated learning activities. Gallo and Ronaldo (2011) pointed out that motivation is a basic requirement of learning and that it requires effort. Law *et al.* (2009) supported this by stating that the aim of every learning oriented activity is to explore the factors that enable and motivate individuals to learn. According to Law *et al.*, motivation is an enabler for learning and academic success. According to Kosir (2010), the issue of motivation for learning in school progressed from the behavioural approach that focused on reward and punishment, to the personality approach that concentrated on the students' needs and their effort on learning, to a more cognitive approach focusing on the students' goals in the classroom (Mordecai & Yishai, 2006). However, this overlooked the idea of normative motivation. Deci and Ryan (2000) considered motivation to be

based on natural tendencies, which they termed as internalized motivation which is based on the internalization of social expectations. In describing internalized motivation, Deci and Ryan emphasized the individual's sense of autonomy and choice, and thus the satisfaction accompanying acts that grow out of this feeling, rather than the normative component which was the primary basis of Freud's use of the word internalization (McKenna, 2000). This accords with the goal approaches to motivation (Ololube, 2006) that consider the conceptions and goals adopted by individuals as important sources of motivation; as well as the views. Infinedo (2003) sees the individual's aspiration to give meaning to the world as a basic factor in human motivation.

Extrinsic motivation is often related to external benefits. This includes time. Thus if a student can accomplish the same task in less time, he or she according Gallo & Ronaldo, (2011) will be intrinsically motivated. This is a very powerful source in our lives and can often produce fast results. As put by Gallo and Ronaldo, Intrinsic motivation is generally considered more desirable, yet it is difficult to encourage intrinsic satisfactions without the use of extrinsic motivators, as the two seem related to each other and to the learning process in undefined ways.

The postulation of intrinsic motivation begins with a proactive organism; it presupposes that humans are naturally active and that there are natural tendencies toward development that require nutriments to function effectively. In particular, intrinsic motivation concerns active engagement with tasks that people find interesting and that, in turn, promote growth. In discussing the psychological meaning of intrinsic motivation and its

undermining by extrinsic rewards, Deci (2000) suggested that intrinsically motivated behaviours represent the prototype of self-determined activities: they are activities that people do naturally and spontaneously when they feel free to follow their inner interests. Such activities have what Ubom (2001), extending a concept introduced by Robbins (1998), referred to as an internal perceived locus of causality (I-PLOC). Studies by Deci (2000) and (Ladebo, 2005) suggested that when extrinsic rewards are introduced for doing an intrinsically interesting activity, people tend to feel controlled by the rewards, prompting a shift in the perceived locus of causality for the behaviour from internal to external. People feel less like origins of their behaviour and thus display less intrinsic motivation.

Vygotsky (2003) pointed out that students need to be active learners and take responsibility for their own learning. Instructors need to understand that extrinsic motivation is recognized by students and that evaluation in the form of grades may be negative to lifelong learning (Gallo & Ronaldo, 2011). Gallo and Ronaldo found that students are more apt to be motivated when they understand the relevance of what they are learning. It also, has been found that intrinsic motivation can be enhanced through positive response to queries. This is because learners feel more capable when their responses are met with approval (Brophy, 2003).

In addition, motivation is commonly recognised as an important psychological factor in student success (Simpson, 2008) and instructors need to maintain students' motivation to achieve successful learning (Williams, 1995; Zimmerman, 1995; Corno & Kanfer, 1993; Slavin, 2000).



However, it is essential for distance students to be motivated to carry out their own learning strategies. To understand students' activities in using learning strategy, the influence of motivation need to be taken into consideration. Distance learners are motivated to learn based on the fear of losing their jobs, current position as well as meeting the demands of the fast technological changes in the world. They however lack the motivation from peers. Instructors are therefore to motivate learners to develop their own learning strategies to achieve their goals.

### **Techniques for Effective Study Habit Formation**

According to Lajoie and Azevedo (2006) some techniques for effective study habit formation are as follows:

#### **Private Time-Table**

1. Each student should have a private time table. The daily study could be preferably divided into three periods per day. Subjects should be arranged in terms of relative importance.

The best study time according to Ogbodo (2010) covers:

Morning	Afternoon	Evening/Night
4 – 6.00 Am	3.30-4.30 Pm	8.00 -10.30 Pm

2. If one's ability to study and concentrate effectively lasts for one hour or less, the time has to be plotted within these time rages.

3. One day must be left open as a free day from studying.

4. Rest periods must be included at their appropriate spaces. The most suitable time is usually between 2 pm. and 4 pm.

5. Time for social activities and evening time for watching the television has to be indicated as a controller and regulator of each student's behaviour towards achieving the set goal (Ogbodo, 2010). The time table has to be reviewed and adjusted at the end of each term.

Students should have personal timetable, and be able to identify peak performance and draw timetable to cover that. Peak performance is the time you are able to read and concentrate best. Once the time table is drawn it should be followed rigidly and be reviewed intermittently.

### **Time Management**

Orr (1992) reiterated that studying is a skill. Being successful in school requires a high level of study skills. Students must first learn these skills, practice them and develop effective study habits in order to be successful. According to Orr good study habits include many different skills: time management, self-discipline, concentration, memorization, organization, and effort. Time is an essential factor, you cannot study properly without considering it; hence time management is most certainly a study technique in itself.

Given the hectic schedules of Distance students, which need balance between academics and demands of their jobs, time management is really important. The schedule you develop should guide you in how to allocate the available time among academic works, extracurricular activities and social life activities.

Freeman and Morss (1993) said for study to be effective it should be regular, intense and should cover long periods. They further said, there should be at least three hours designated for studying to meet the goals of performing

well in class. A student should also choose a place conducive for a better learning. It is where students can relax and concentrate on understanding the hand-outs and articles essential for the topic.

To support Freeman and Morss on the bases of the number of hours to study, the organizers of the Distance Education programme of the University of Cape Coast have clearly spelt out the number of hours students need to spend on each session of their course book. For instance, a three-credit course book of thirty six (36) sessions has been structured to reflect the weekly three-hour lecture for the course in the University. Thus, each session is equivalent to a one-hour lecture on campus. According to the organizers, a distance learner is therefore expected to spend a minimum of three hours and a maximum of five hours on each session in the course book/module. This means that a distance learner at the University of Cape Coast is expected to study at least three hours to equate one hour lecture on campus. That is why it is advisable to manage a schedule to prevent overloading school works. Many students spent much of the time allotted for sleeping to cram their assignments that are due for tomorrow. It is unhealthy not to sleep for enough hours because it causes tardiness and tiredness during lectures.

Landsberger (2007) also noted that having a regular time and place for studying, and making decisions about priorities concerning time and goals make a good study habit. Studying is a matter of prioritizing.

### **The Daily To Do List**

For most students, your course will entail too much work and your days will offer too little time. Your options to cope with this dilemma seem to be: make your days longer; lighten your study load; or, become more efficient.

The last option seems to be the preferred one. Increasing your efficiency is really a function of getting as much as possible done in the available time. Ask any really busy person how they manage their time and just about every one of these individuals will say they use some sort of list. The busier you get, the more important it is to write things down. The best way to handle a long and sometimes complex array of study tasks is to simply write them down and then decide where you will start. Here is one way you might try to organise your days (Orr, 1992).

Buy an exercise book or some other diary type notebook which is rugged enough to sustain the wear and tear of student life. Use a new page for each day and write four column headings at the top of the page: Task, Priority, Time and Done. Under the task column, list every job which currently needs attention. This will include homework, assignments which are due tomorrow as well as longer term projects due in four to six weeks. You can also include personal chores, domestic duties, working hours or any other tasks which need to be done that day. When noting these tasks, be certain to be specific. For example, it is just too general to say 'Do a bit of history.' If you have just opened your history book and your best friend rings to invite you over to see a video, you might say to yourself, 'Yes, I've done a bit of history. It would be far better to specify, 'Read pages 126-138, history; do review question's 1-6 at the end of the chapter.' That is a much more specifically stated task for planning purposes.

The priority column is fairly straightforward. After listing all the tasks, read through them and assign a 1, 2 or 3, depending upon how important and urgent they are. The number one jobs, those that are both important and

urgent, need attention today and should be done first. The number two jobs are less urgent and may be carried over until tomorrow, if time is tight. The number three jobs are least urgent and least important and you may even find that they don't get done at all after being carried forward over several days. Be sure to focus on the number one category, as this is generally going to include mark-earning study jobs—preparation of essays and reports and revision for exams. Orr (1992) again said when in doubt about study tasks; get to those jobs which are going to earn you marks.

The time column is simply your estimate of how much time you think the various tasks might take. By estimating the respective times for various tasks, you can prevent the frustrating experience of planning a day's work and then finding that you really need a week to accomplish all of the tasks.

The done column is reserved for ticks which you record after completing the individual tasks. Be certain to include this column and to use it, as it represents a reward after working through your task. Giving yourself a tick upon task completion might seem juvenile but it works. After reading a textbook for several hours, you might feel exhausted and drained. Yes, you have worked very hard at your reading and you think you understood the work, but is there anything to show for all of this hard labour? Generally, no. However, if you have been ticking off reading goals by sections, then at least you will have some evidence of work completed. A series of ticks can hold a surprising amount of reward value. Who doesn't like to feel that surge of fulfilment on ticking off a job as completed?

Thus, the daily To Do list is a very efficient and functional way of organising your days. If you make positive and productive use of today by

organising your tasks and your time, then you will have generated considerable momentum for tomorrow. After several days of efficient and productive work, you will feel great just paging through your study diary and seeing all of those ticks in the done columns.

### **The Semester Plan**

Having started by organising your days, you will realise how important it is to look ahead several weeks to plan for the larger projects. The best approach to take is to construct a semester plan.

Cut a Manila folder in half along the seam and holding it horizontally, rule one page in the following manner. You will be drawing columns and rows to construct a grid, so that your assignments and exams can be inserted into a box opposite the subject and under the correct week of the semester. Draw a column for your subjects down the left border. Across the top, draw a sufficient number of columns for the total number of weeks in the semester, plus several for the examination period as well. Draw in the row lines across the page so that each subject you are presently studying is represented down the left hand border of the chart. The sample chart in figure 1 below shows how the system works.



your semester plan. To make best use of the semester plan, either carry it with you in a notebook or post it on the wall directly in front of your study place. Whenever you look up from your books, the overall agenda for the semester will be clearly apparent. That image of work to be done should act as a strong motivator as well as a systematic organiser.

When writing your daily To Do list, consider the tasks which are due for submission over the next four to six weeks and include the relevant weekly sub-goals in your list. The last entry for most of your subjects on the semester plan will be your exam. Final exam preparation is often neglected or vigorously repressed by most students during the early weeks of the semester. Few want to start revising for their exams following Week One, but that is the best time to start. Remember, exams will count for a very large percentage of your final marks in most subjects. Therefore, get started early on your revision and learn as you go. Draw lead-up arrows from Week One of the semester all the way through the weeks and terminating at the exam for each subject. Those dotted arrows will remind you that ongoing revision is important, indeed necessary, if high marks are to be achieved (Orr, 1992).

The implication here is that students should not wait for last minute to examination before they hurry through their notes. If this is done it does not only lead to poor performance in examination but, also poor digestion of the materials studied.

### **Preventing Time Robberies**

Time will be one of your most scarce, but important resources as a student. The days and weeks will fly by and before you know it, you will be sitting on the doorstep of the examination room, and one hopes of feeling



confident. As time is almost as important as money, (some management experts say, 'Time is money. '), it is vital for you to prevent time robberies. The robberies, by the way, are generally self-induced. Here are some pointers about how to protect your time (Orr, 1992).

### **Television and Radio**

Students often say that they simply cannot survive long study sessions unless they have the occasional 'hit' of TV. Alternatively, some have the radio blaring loudly to move them rhythmically along in their work. Some helpful hints about these electronic marvels:

- (a) Plan your TV viewing, if it is necessary at all. Set the oven timer for thirty minutes and when the signal goes off, get back to your books.
- (b) Consider standing up when you watch TV. It's much easier to move away from the set when the programme is over.
- (c) Tell a family member or flat mate what you intend to watch and at what time you plan to return to your studies.
- (d) If you live alone or with other TV addicts who really cannot afford television time, then seriously consider moving the set to the least comfortable place in the house (Orr, 1992).

### **Time-Robbing Visitors**

When people come to visit, even if it's just crouching by your desk in the library where you're trying to study, they can rob you of valuable study time. Studies have shown that in the business sector, colleagues who drop by to visit a workmate will stay for an average of seventeen minutes. Several visits a day can certainly drain the productivity potential of the organisation.

How do you protect your study time from these visitors? Try the following suggestions:

- (a) Post a Do Not Disturb sign on your door, if you have a door to your study area. Better still, lock the door.
- (b) If a visitor invades your study area, stand up immediately. Do *not* offer the visitor a chair. Walk the visitor away from your desk and agree on a mutually convenient meeting time, if a meeting is necessary.
- (c) Keep any chairs near your study area stacked high with computer print-outs and heavy reference books. Visitors will have no option but to stand, and standing conversations take far less time than those conducted while sitting.
- (d) Be assertive. Just tell any visitor that you're busy. Arrange a mutually suitable time to meet if you want to discuss something (Orr, 1992).

In summary, managing your time is a skill which can be developed with practice. The student who conquers the clock is at a considerable advantage. Students who continue to suffer defeats are academically at risk.

### **Adult Students and their Challenges in Studying**

According to Nzeneri (as cited in Igbafe, 2009), presently, man is seriously being challenged by constant changes in technology and rapid increases in new knowledge. This change has effect on adult students in many ways, among them are the following;

**Technological Change:** Technological change is a complex and huge enterprise and can result in both computer labour substitution and skilled

based technological change, depending on the nature of the work and the organizations of the workplace. Technological change in the knowledge based economy has its risk, which can be painful and debilitating.

**Ageing Conditions:** Ageing conditions occur as we grow. We undergo a number of physiological changes which affect not only the how we look, but how we function and respond to daily living. The consequences of these changes can include decreased stamina with shortness of breath and fatigue, which in turn may impair one's ability to perform activities of daily living. Such emotional disturbances and conditions challenge their mental health, sometimes resulting in loss of interest or pleasure in usual activities. All these and much more put pressure on adult students making learning difficult and boring Heuer and Reisberg (as cited in Igbafe, 2009).

**Changing Family Structure:** The changing structure in modern family is not a helping issue. Communal family arrangement, increasing divorce rate, single parent families, changing family roles and an increasing use of child care facilities are cited as evidence in support of these predictions (Hiemstra, 2001). These changes will continue to affect the adult students, because the family of yesterday was a tightly knit living unit often comprised of parents and children as well as other relatives. All members of such extended families contributed to the family's survival requirements. Roles were fairly well fixed, tasks were carried out according to age and status, and learning was based on traditional practices. The urban family, however, does not necessarily fit these sub-traditional functions where mothers are employed outside the home. The pressures of urbanization and change have put many strains on family living. Divorce, remarriage and the child with several parents' figures in one lifetime

have considerable impact on family life which greatly affects the psychology and emotions of adult students.

**Financing Education:** Funding the education is another major challenge adult student's encounter; the difficulty may be due to multiple roles most of them play. With the present economic recession, high rate of job layoffs, family responsibilities, and financing have become a big need to adult students as school fees and other dues, writing papers for seminars increases, the demand for internet services for assignments and research. Conditions at home, special child care needs, work demands, transportation, family's health and unsupportive family members, mount pressure on adult student, which in turn affect their concentration (Igbafe, 2009).

**Low Self-Esteem:** Adult students who have experienced or experiencing abuse which may include attempts to dehumanise or intimidate them, use of verbal and non- verbal act that reduces their sense of self-worth or integrity have low self-esteem, great frustration, stress resulting to inability to achieve goals and wishes. This makes some adult students to build fear and anger that affects their personality structure. In some adult students, these feelings of threat are expressed by failure to participate, dropping out, re-sitting examinations and refusing to take part in discussion. Such negative peak experience characterized with confusion and unhappiness may also "intensify pre-existing conflict, emotional pain, inner confusion and chaos. Time and work commitments are some of the challenges adult students tend to face more so than students fresh out of high school. Many adult students have full-time jobs, full-time family responsibilities or part-time jobs. Adults returning to school must juggle the demands of their job, coursework, family

responsibilities and study time and be able to set and stick to somewhat rigid schedules. You must be self-disciplined to be able to balance a full-time job with school work (Zywno & Wadlen, 2002). Adult students need effective learning environment, and lack of it affects the distinct goals and expectation in education especially persistence in learning.

### **Adult students and their Needs for Counselling**

Globally there is a great change in education practice, coupled with the pressure arising from the need to meet up with the challenges. The interest of education in learners is to cover the differences that exist between the world of work and gap in education. This has given rise to adult education.

As adult education develops and educational experiences of students change, the need to provide adult students with counselling services increases. The changes have brought about more complex learning situations which pose greater threat for students facing the physio-psychological, social, and economic changes taking place at the different stages of life (Oduaran, 2000). This requires counselling services. Counselling is a help-oriented relationship that exists between a trained (professional) counsellor and a client. Most of the time, the relationship is from person to person and sometimes, it involves more than one person. The task of counselling is to give the client an opportunity to explore, discover and clarify ways of living more satisfactory and resourceful lives (Adebayo, 2007). According to Adebayo, counselling occupies a prominent place in the process of leaning and if individual needs are not met through counselling, learning may probably become un-interesting and the concerned student may become disturbed. According to Matemilola (1991), knowing the counselling needs of students can always provide a valid

basis for providing the essential guidance service through which students can learn new coping mechanisms or seek help for those problems they cannot handle. Matemilola listed the counselling needs of students to include: overcoming anxieties of finances, developing more positive self-concept, ability to develop effective study habits, ability to combine studies with chores and caring for baby. Counselling is very essential for adult students who need to find themselves by weighing the pros and cons of each need to aid necessary adaptation to their new found role but it is highly neglected.

A counsellor is therefore in service to assist students to cope with the new psychosocial effects arising from the forces of change, and prepares their mind for the new financial and social problems associated with changes; the preparation of the mind also equips the adult students to develop abilities, interests, aptitudes, self-esteem, and self-fulfilment in making appropriate decision (Oduaran, 2000).

However, Knowles (1990) stated that educators need to focus on the needs, interest and desires of adult students. In fulfilling these attributes, educators first, have to understand who these adult learners are, how they learn, why they learn, and why they enter the learning process. Kerka (2002) maintained that meeting the needs is not a viable guiding principle, at the heart of practice. He stated andragogical methods which purports to provide a relaxed, trusting, mutually, respectful, informed, warm, collaborative, and supporting learning environment are more conclusive to learning at all ages (Wei, Sulaiman, Wardah & Kassim, 2011).

Counselling services to adult students may therefore be performing the following functions.

1. To assist the adult students to create new, more flexible arrangement that will aid persistence, through prioritization of daily activities, especially assignments, time spent on work, hobbies, family or friends and makes decision how to manage the time well.
2. To help adult students to adopt behaviours that is positive through the development of attitudes that build up self-confidence.
3. To assist adult students to see clearly the aims, goals and ideas of learning situation and be able to know, what has to be done, when to do it and how to do it. It follows up with the client to monitor the progress or attainability of the goals set.
4. To assist adult students in making career and occupational decision with methods of measuring knowledge and skills like inventories, questionnaire, and tests to verify or refute any claim.
5. To assist in the promotion of advocacy as a tool for raising the profile of adult students and lifelong learning.
6. To keep records and prepare reports related to the needs of adult students, which will later form baseline data for further studies

It is clearly obvious that adult students come into the programme with numerous challenges and needs, these need without counselling services hinders the development of full potentials and ability to adapt to newer roles (Igbafe, 2009).

This means that the adult student needs the services of a counsellor to be able to overcome their challenges and also adapt good and favourable learning styles and to develop a good study habits as well. However, counsellors are not available at the weekends when University of Cape Coast distance learners

go for their face-face meetings at their study centres. On the contrary counsellors are available at University of Cape Coast's Centre for Continuing Education on weekdays where students are not available.

### **Developing Effective Study Habits Through Guidance and Counselling**

Distance education has its particular features and some specific issues for instance, feelings of isolation and lack of motivation caused by the separation of teaching and learning (Keegan, 1996). To achieve successful distance learning, learners need to take their own responsibility for learning (Garrison, 1997). Use of learning strategies (study habits) and maintaining self-motivation are the main elements contributing to distance learners' self-learning (Anderson, 2007). 'Learning strategies can be defined as thoughts and behaviours intended to influence the learner's ability to select, acquire, organize, and integrate new knowledge' (Guo, 2011; Filcher & Miller, 2000). Knowing how to properly use strategies can contribute to remaining productive in the lifelong learning environment (Weisburg & Ullmer, 1995).

Learning strategies are categorized into cognitive, metacognitive and resource management strategies (Guo, 2011). Researchers suggested that metacognitive strategy (White, 1995) and resource strategy (Filcher & Miller, 2000) may provide the most promising tools to enhance adult students' success in distance education.

Metacognitive strategies are assessed by one large scale that includes planning, monitoring, and regulating strategies. The tactics which are included in planning include setting goals, skimming the material, generating questions; used in monitoring include self-testing, attention focus, employing test-taking;



and used in regulating include adjusting reading rate, re-reading, reviewing, utilizing testing-taking (Ogbodo, 2002).

The resource management strategies concern the quality and quantity of the task involvement and include resource management, study environment, effort of time management, and support of others (Guo, 2011). According to Pintrich, Smith, Garcia and McKeachie (1993), 'Resource management strategies include a) managing time and study environment; b) effort management, c) peer learning, and d) help-seeking.'

According to Ogbodo (2010), studying presents problems to students in various forms. Some students have the eagerness to study but may not know the strategies to study effectively. Students from this group can benefit if an effective study programme is organized in the school. A planned programme of study is a good strategy to motivate students to explore, ask questions and solve problems that confront them.

Among the objectives of education is the clause "the need to help the individual to develop his/her full potentials". This cannot be achieved without a proper planning to make students develop positive attitudes towards learning, one of the reasons for having a good study programme in the school environment. Providing a study programme is an important strategy for school management. In actual fact it helps students to make intelligent choice and adjustment. As we all know, students are prone to make many mistakes if they are not controlled or directed. A good plan for studies is necessary and students should learn to use their time profitably for the benefit of the school and themselves. A well planned study programme gives students the freedom to pursue their interests in school subjects and such freedom leads to the

development of their personalities. During this study period, individuality is developed and recognized.

### **Summary of the Review of Related Literature**

From the literature reviewed so far, study habits can be termed as the way individuals go about their private studies. It was also noted that study habits affect academic performance. It can be argued that study habits of distance learners rest on resilience. Resilience describes one's ability to succeed despite adverse circumstances. Some suggested resilience building strategies include persisting, working in teams, self-understanding and reframing viewpoints. It was also noted that students need to be aware of their learning styles.

Most distance learners are adult students. Records from Ahiatrogah, Deku and Dramani (2008) indicated that in a population of 6097 distance learners 53.1% were above 30 – 50 years, 8.3% above 50 years and 38.5% below 30 years who share the challenges that face all students plus concerns about their families and careers.

Counsellors and teachers need to help students to develop very good study habits. The formation of effective study habits in schools is an outcome of good counselling programmes. The most striking thing about the review was that it established that very little work or research has been done on the chosen topic with particular reference to the Ghanaian context and specifically in the Central Region of the country.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the research design, population, sample and sampling procedures and research instrument for data collection, data collection procedures and data analysis plan.

#### **Research Design**

Descriptive survey was used as a research design to conduct the study. Descriptive survey was appropriate because it made it possible to scan the views of distance education students on their study habits and their guidance and counselling needs. Creswell (2002) perceived descriptive survey to be authoritative and comparatively easy to explain and understand. According to Gay (1992) 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. Respondents are only required to respond to existing practices. These practices include how they allot time to the various subjects they study, go about assignments, how they concentrate during study time, consultation and how students take notes. Polit and Hanger (as cited in Edusei, 2007) also said that descriptive survey is aimed at predominantly describing, observing and documenting aspect of a situation as it naturally occurs rather than explaining them. Surveys permit the researcher to study more variables at one time than is typically possible in laboratory or field experiments, whilst data can be collected about real world environment. It is an efficient and accurate means of determining information

about a given population. The results from surveys are provided relatively quickly, and ensure higher reliability than some other techniques. Depending on the sample size and methodology chosen, surveys are relatively inexpensive. They allow for standardization and uniformity both in the questions asked, and in the method of approaching subjects, making it easier to compare and contrast answers by respondents' groups. It is in this context that the descriptive design is considered appropriate because this study was designed to describe, analyse, observe and, document to determine the current status of that population with respect to their Study habits at the Cape Coast Study Centre.

However, since respondents know that they are being studied, the information provided may not be valid in so far as the respondents may wish to impress or please. This gives rise to responses' error, or bias.

Another problem with the survey design is the response rate. Depending on the method chosen, the length of the questionnaire, the type and or motivation of the respondents, the type of questions and or subject matter, the time of the day or place, and whether respondents were informed to expect the survey or offered an incentive can all influence the response rate.

To correct some of the problems associated with the design in this study; prior notice was given to the coordinators concerned. They in turn informed the classes and students that took part in the research. The days for the administration of the questionnaire were discussed and agreed upon at meetings between the researcher, coordinators and course tutors .To reduce response error or bias to the minimum, the essence of the study was thoroughly explained to the respondents. They were allowed to ask questions

on what they did not understand, and also call the attention of the researcher to any difficulty they encountered in the course of responding to items or statements on the questionnaire.

To increase response rate, the questionnaire was designed in four thematic areas with 40 carefully worded statements. This made it easier for the respondents to understand. The respondents answered the questionnaire in their respective courses during the normal face to face meetings and this removed any anxiety or nervousness, which could affect their responses.

### **Population**

The population for the study was students pursuing distance education programmes at the Centre for Continuing Education at Cape Coast Study Centre, with the exception of first year students of both Business and Education programmes. From records obtained at the Centre for Continuing Education the population consisted of 2,800 students.

### **Sample and Sampling Procedure**

The sampled population was made up of 338 students who were sampled from Diploma and Post-Diploma of Education Programmes and both Diploma and Post- Diploma in Business Programmes. This decision was informed by Krejcie and Morgan (1970).

The choice of Cape Coast Study Centre made it possible for the researcher to have access to the respondents to collect data for the study. The choice of respondents from each programme was by stratified sampling procedure. The students pursuing various courses at the various levels were stratified into various courses strata and a proportional sampling technique was used to select the required number of male and female students. The

simple random sampling technique specifically the table of random numbers method was used. In using the table of random numbers, attendance registers were collected from the course tutors. I developed a sampling frame which consisted of the names of students of both Education and Business Programmes excluding first year students with numbers assigned to the students' names. Appropriate tables of random numbers were selected and numbers were picked from the tables randomly and registered. The names in the sampling frame corresponding to the numbers constituted the sample. The sampled size distribution of the population is presented in Table 1.

**Table 1: Proportional Representation of the Sample Size Distribution of the Population**

Name of the Programme	Total Number of Students	F	M	Sample Size	F	M
<b>Education</b>						
2 YR PDE	136	50	86	16	6	10
3YR PDE	77	34	43	9	3	6
3 YR PDPEF	110	31	79	13	5	8
3 YR PDSM	57	13	44	7	3	4
3 YR DBE	1110	502	607	134	49	85
3 YR DPEF	245	46	199	30	11	19
<b>Business</b>						
2 YR BCOM	82	18	64	10	4	6
2 YR PMS	98	63	35	12	4	8
3 YR BCOM	138	29	109	17	6	11
3 YR PMS	36	29	7	4	3	1
3 YR DCO	285	77	208	34	14	20
3 YR DMS	403	207	196	49	18	31
4 YR PMS	23	10	13	3	1	2
<b>Total</b>	<b>2800</b>	<b>1109</b>	<b>1691</b>	<b>338</b>	<b>125</b>	<b>213</b>

Source: University of Cape Coast, Centre for Continuing Education, 2011/2012

As shown in Table 1, students pursuing both Education and Business programmes were used. However, students in the first year of both programmes were not included in the sampled populations because they might not have acquired enough experiences with the programme. The total number of students used for the study was 338 made up of 125 (37%) females and 213 (63%) males being proportional representation of the total population.

### **Background Characteristics of Students**

This section, dealt mainly with the distribution of the sample by sex, age, programme of study, level and year group in the distance education programme. Cross tabulation was used to analyse students' background characteristics. Table 2 presents gender distribution of the respondents.

**Table 2: Distribution of the Sample by Sex and Programme of Study**

Sex of Students	Programme of Study				Total	
	Business		Education		No.	%
	No.	%	No.	%		
Male	132	63.2	81	62.8	213	63.0
Female	77	36.8	48	37.2	125	37.0
<b>Total</b>	<b>209</b>	<b>100</b>	<b>129</b>	<b>100</b>	<b>338</b>	<b>100</b>
	<b>61.8%</b>		<b>38.2%</b>			

Source: Field Data, 2012.

As presented in Table 2, majority (61.8%) of the students' programme of study was Business while 38.2 percent was Education students. However, majority (63.0%) of the students were males for both Business (63.2%) and Education (62.8%) programmes. This clearly indicated that the male

population of students in the University of Cape Coast distance education programme at the Cape Coast Study Centre outnumbered that of female students, especially with those who study Business programmes.

The study investigated the age distribution of the students by programmes. The age distribution of the respondents by programme is shown in Table 3.

**Table 3: Distribution of the Sample by Age and Programme of Study**

Age of Students	Programme of Study				Total	
	Business		Education		No.	%
	No.	%	No.	%		
20 – 29 years	10	4.8	13	10.1	23	6.7
30 – 39 years	109	52.2	44	34.1	153	45.3
40 – 49 years	89	42.6	65	50.4	154	45.6
50 – 59 years	1	0.4	7	5.4	8	2.4
<b>Total</b>	<b>209</b>	<b>100</b>	<b>129</b>	<b>100</b>	<b>338</b>	<b>100</b>

Source: Field Data, 2012.

Table 3 shows that most of the students were between the ages of 40 – 49 years (45.6%) and 30 – 39 years (45.3%). Only 2.4 percent and 6.7 percent of the students were between the ages of 50 – 59 years and 20 – 29 years respectively. With regard to students whose programme of study was Business, majority (52.2%) of the students were between the ages of 30 – 39 years while majority (50.4%) of the students whose programme of study was Education were between the ages of 40 – 49 years. This indicated that students of the UCC distance education programme at the Cape Coast Study Centre were older people. This finding agreed with the study conducted by



Ahiatrogah, Deku and Dramanu, (2005). They found in their study conducted among distance learners at the University of Cape Coast that most distance education students are older and are between the ages of 25-50 years.

The study also looked at the year group and programme of study of the respondents. Table 4 shows year group and programme of study of the respondents.

**Table 4: Distribution of Students by their Year Group and Programme of Study**

Year Group of Students	Programme of Study				Total	
	Business		Education		No.	%
	No.	%	No.	%		
2 <sup>nd</sup> year	122	58.4	50	38.8	172	50.9
3 <sup>rd</sup> year	87	41.6	79	61.2	166	49.1
<b>Total</b>	<b>209</b>	<b>100</b>	<b>129</b>	<b>100</b>	<b>338</b>	<b>100</b>

Source: Field Data, 2012.

As shown in Table 4, 50.9 percent of the students were in their 2<sup>nd</sup> year while 49.1 percent were in their 3<sup>rd</sup> year. This indicated that generally the 2<sup>nd</sup> year students outnumbered 3<sup>rd</sup> year students. However, majority (61.2%) of the students whose programme of study was Education were in their 3<sup>rd</sup> year. The result indicated that there were more 2<sup>nd</sup> year Business students than 3<sup>rd</sup> year Education students.

### **Instrument**

Questionnaire was the instrument used to collect data for the study. Gay (1992) stated that descriptive survey studies are usually conducted by administering questionnaire. The use of the questionnaire was appropriate

because it made it possible for study habits of students pursuing distance education to be scanned.

The structure of the questionnaire was made up of only close-ended items. The use of the close-ended format offered the respondents fixed alternative responses. The close-ended items are also easier and faster to be completed since it did not require any extensive writing. The questionnaire was administered during students' face-to-face meeting, where they did not have time to write elaborate responses. The close-ended format was therefore suitable for them. The questionnaire was constructed based on the five - points likert-type scales.

The contents of the questionnaire were developed along the line of the research questions formulated for the study. The contents were made up of demographic characteristics of the students, study habits of male and female students pursuing Business and Education programmes, and guidance and counselling needs of students. Factors that determined or affect study habits of the students were considered when formulating the items. The five thematic areas considered were learning environment, note taking, concentration, time management and guidance and counselling needs. Five questions were set under each thematic area considered with exception of guidance and counselling needs which had 15 questions. The guidance and counselling needs assessed during the study were related to metacognition, self-concept, strategy formation and control strategies. Items were constructed based on five-point likert type scales with the corresponding meaning very true (5), true (4), not sure (3), not true (2) and not at all true (1). In all, the research instrument comprised of 40 questions.

The likert-scale is a method of measuring people's attitudes by combining their scores on a variety of items into a single index. Scaling is achieved by ensuring that high-scoring and low-scoring individual differ in their responses on each of the items selected for inclusion in the index, and the distance is assumed to be the same between categories (Kerlinger, 1993). Kerlinger posited that the likert scale is the most widely used method of scaling in the social science today. This is because such items are much easier to construct and tend to be more reliable.

### **Validity and Reliability of the Instrument**

The questionnaire was given to supervisors, some lecturers and colleagues for their comments and suggestions after the design. This was done for the purpose of refinement and ensuring content validity. After those comments and criticisms, some refinements were made by removing some of the statements, maintaining many and even adding some statements. According to Creswell (2009), when one modifies an instrument or combines instruments in a study, the original validity and reliability may be distorted and it becomes important to re-establish validity and reliability. Cooper and Schindler (2006) also posit that pre-test are small tests of single elements of the research instruments which are predominantly used to check eventual mechanical problems of these instruments.

The validity and reliability of the instrument was thus pre-tested at the Obiri Yeboah Study Centre at Assin Foso. The instrument was administered to 20 students who have similar characteristics. The data was analysed with the help of Statistical Package for Solutions and Services (SPSS 16.0 version), the internal consistency of the likert-type scales for Cronbach's alpha co-efficient

was calculated. The Cronbach alpha value obtained was 0.78 which showed that the items on the instrument were reliable and can be used for the study. Research has shown that scales with Cronbach's alpha co-efficient of 0.70 or more are considered to be reliable (Pallant, 2001).

### **Data Collection Procedure**

Before embarking on the data collection exercise, an introductory letter was obtained from the Head of the Department of Educational Foundations, University of Cape Coast and used to seek permission from the Director, Centre for Continuing Education, University of Cape Coast in order to gain access to sources of data for the study. Data were collected mainly from primary source using the questionnaire. An introductory letter and permission letter from the Director providing an explanation of the intent and authenticity of the research was delivered to the students through the study centre co-ordinator to ask permission for the conduct of the study. A follow up visit was made to the students at the study centre to interact with them and to establish rapport for the conduct of the study. A date was then fixed for the distribution and completion of the questionnaire.

### **Ethical Considerations**

There were ethical considerations in this study which referred to protecting the rights of the respondents and the institution in which the research was conducted, as well as maintaining scientific integrity (Burns & Grove, 2005). Protecting the rights of the respondents was ensured by obtaining informed consent of the students, maintain confidentiality and anonymity, privacy, as well as respect of dignity of the respondents. For protecting the rights of the institution, a written permission to conduct the

study was sent to the authorities of the institution to obtain permission before the study was conducted there.

Concerning scientific integrity of the study an honest conduct, reporting and publication of the study was done. Data fabrication or falsification was avoided. Plagiarism was avoided by appropriate citation of other people's ideas, research processes and procedures, results as well as conclusions.

### **Data Analysis**

Data analysis refers to techniques used to reduce, organize and give meaning to the data (Burns & Grove, 2005). In this study, data clearing and assessment were carried out to find out if the data collected were of good quality. All items on the questionnaire were checked to see if all items were ticked and completed. To arrive at the intended analyses, the retrieved copies of the questionnaire were coded and converted into the actual variables of interest. The number of copies of the questionnaire retrieved was 338. After that, the data were inputted in the Statistical Package for Solutions and Services (SPSS) Predictive Analytical Software Version 16.0 template. After these were done with, the data were cleaned and transformed into tables and extracted for the presentation and discussion in the subsequent chapter of this study. The tables were used for illustrations in order to clarify meaning and enhance understanding. Both descriptive and inferential statistics were used to analyse the research questions. Cross tabulation was first used to analyse the background information of respondents. Frequency and percentage were also used to analyse research questions one and four while the independent sample t-test was used to analyse research question two and three.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

The rationale for this study was to examine the study habits among University of Cape Coast Distance Education learners in the Cape Coast Study Centre in the Central Region. Specifically, the study sought to find out whether distance education students have adequate study habit skills and to establish whether or not students from Business programmes have poor study habits while those from Education have good study habits and vice versa. The study was also designed to determine whether gender differences have any influence in the study habits of students. The study further examined the various guidance and counselling needs of students in relation to their study habits. Both descriptive and inferential statistics were used to analyse the research questions.

This chapter presents the findings emanating from the data collected from the self-administered questionnaire. The chapter was organised into two main parts. The first part dealt with the background characteristics of respondents and was related to respondents' sex, age, programme of study, level and year group. The second part was devoted to find answers to the research questions formulated to guide and give direction to the study. It must be noted that at the end of data collection, 209 business students and 129 education students in the distance education programme at the University of Cape Coast (UCC) in the Cape Coast Study Centre in the Central Region were used to conduct the study. There was 100 percent response rate.

## **Analysis of the Main Results of the Study**

This section shows the main results of the study and was presented in line with the research questions. Statistical tools such as frequency and percentage distribution as well as independent sample t-test were used to present the results in a tabular form.

### **Research Question One**

#### **What are the Study Habits Exhibited by Students Pursuing Distance Education at Cape Coast Study Centre?**

Research Question One sought to find out the study habits exhibited by students pursuing distance education at Cape Coast Study Centre. Frequency and percentage were used to analyse the data with the help of Predictive Analytic Software Version 16 (Statistical Package for Solutions and Services, SPSS) which is used for coding data and analysing verbatim responses from close and open-ended questionnaire and produces tables and charts directly to enable data interpretation to be carried out. Issues examined include the learning environment, note taking and time management. Other issue considered was the concentration of students. The issues were measured on a discrete five-point scale ranging from one to five where one represents the least agreement to the issues while five represents the highest agreement to the issues. The five-point scale was transformed into three-point scale since discrete figures were used in coding the responses. The first scale (true) was made up of very true and true while the second (not true) was also made up of not at all true and not true. The percentages for the individual issues were computed with the help of Test Analytics for Surveys (TAfS), a tool of

Statistical Package for Solutions and Services (SPSS) Version 16. The combined percentage distributions of the responses are presented in Table 5.

**Table 5: Study Habits Exhibited by Students Pursuing Distance Education at Cape Coast Study Centre**

Statements	True		Not Sure		Not True	
	No.	%	No.	%	No.	%
My study room is more spacious with good ventilation.	213	63.1	19	5.6	106	31.3
I do not feel comfortable reading in bed.	152	45.0	15	4.4	171	50.6
I have a chair and a desk in my study room.	268	79.3	7	2.1	63	18.6
I always turn off my TV set when studying.	79	23.4	99	29.3	160	47.3
I do not enjoy studying with music.	124	36.7	142	42.0	72	21.3
I take down important notes during face to face discussion.	285	84.3	30	8.9	23	6.8
I highlight important words or phrases in my book when studying.	291	86.1	15	4.4	32	9.5
I am able to study up to three hours or more in a day.	130	38.4	27	8.0	181	53.6
I do have a personal study time table.	217	64.2	57	16.9	64	18.9
I devote enough time for all my courses.	154	45.6	85	25.1	99	29.3



**Table 5 continued**

I use my own words when taking down note	252	74.5	8	2.4	78	23.1
I do not spend much time on social activities at the expense of my studies.	156	46.2	43	12.7	139	41.1
I do not study few hours before examination.	54	15.9	32	9.5	252	74.6
I study with my friends but with less verbal conversation.	53	15.7	53	15.7	232	68.6
I do not bother myself with personal problems when studying.	82	24.2	59	17.5	197	58.3
I never doze off when studying.	120	35.5	42	12.4	176	52.1
I am never attracted to the TV set and other family activities when studying.	100	29.6	29	8.6	209	61.8
I clear all other materials from my study table before studies.	187	55.3	25	7.4	126	37.3

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Source: Field Data, 2012.

(N = 338)

Table 5 shows that majority (63.1%) of the respondents' study rooms were more spacious with good ventilation. This finding of the study agrees with the assertion of Hills and Ballow (2000). Hills and Ballow posited that there is the need for abundance of fresh air in the study environment to avoid

unnecessary fatigue. They further pointed out that glaring light could cause eye strain and headaches. Therefore covered light bulbs and light coloured blotters be used if possible to reduce light intensity.

Similarly, 50.6 percent of the respondents stated that they do feel comfortable reading in bed. This contradicts what Osa-Edoh and Alutu (2012) proposed as a good environment for study. They argued that where one studies has an important effect on one's efficiency because the location and its characteristics are stimuli which affect one's studies. The stimulus of the study environment should produce the response of studying and no other response. Reading in bed will only induce the student to sleep. It has been suggested that an important approach is to set aside a special place for study. It should be well ventilated, noise free and well lighted room or open place with a desk and a chair (Ruch, 2005). Again, 79.3 percent of the respondents indicated that they have a chair and a desk in their study room. This outcome of the study is in line with the view of Ruch (2005). According to Ruch, every student must have a chair and a desk for study and that the type of chair and desk used for study by student should be such that it allows the individual to maintain an erect and comfortable sitting posture. The study desk should be spacious enough for the books and materials but should contain only what one needs at a time.

However, 47.3 percent of the respondents were of the view that they do not turn off their TV set when studying. Also, 42.0 percent of the respondents were not sure whether they enjoy studying with music whilst 36.7 percent of the respondents admitted that they do not enjoy studying with music. These findings of the study are inconsistent with that of Turnbull (as cited in Nyarko

-Sampson, 2004) .He reported that music is known to have detrimental effect on recall.

With regard to note taking, Table 5 shows that majority (84.3%) of the respondents take down important notes during face-to-face discussion. This finding supports the work of Derville (1998) and Kesselman-Turkel and Peterson, 1982. Derville posited that students should learn to take notes irrespective of their reading styles and also read over the notes consistently and regularly. Kesselman-Turkel and Peterson were also of the view that taking notes helps keep you focused on your subject area and to the task at hand.

Similarly, 86.1 percent of the respondents admitted that they highlight important words or phrases in their book when studying whilst 74.5 percent were of the view that they use their own words when taking down notes. These results are in line with the views of Okorodudu (2000). Okorodudu emphasised that unless a student has an exceptional memory, it is difficult to master and recall accurately all the main points and relevant details in a study material by merely reading it.

Majority (84.0%) of the respondents were of the view that they do not surf the net to get additional information regarding the lesson. This indicated that students do not fish for additional information other than what is in their modules. This finding is in disagreement with Nyarko-Sampson's (2004) view. He is of the view that the relevance of motivation as a technique in instruction is not only to sustain the students' interest in the lesson but also to provide the impetus for further learning and finding additional materials of the subject even after the lesson. Nyarko-Sampson reiterated further that students

are expected not only to rely solely on what the teacher presents in class; the student, he said, is also expected to study additional materials on their own to augment and concretise what they gain in class. This is very true especially in this modern era where information is readily available on the internet for students to surf. Students are expected to make it a habit to surf the net for additional information to complement what is in their modules. This will in turn broaden and widen students' knowledge and understanding of issues.

Again, 78.1 percent of the respondents admitted that they do not read over their notes after every face-to-face meeting. This finding does not agree with the views of Okorodudu (2000). According to Okorodudu, students should read over the notes consistently and regularly. Students take down notes but do not read over them, these notes are useless if they are not reviewed consistently and regularly particularly just before examination. This also confirms the fact that distance education students at University of Cape Coast Study Centre do not make time to read over their notes.

As contained in Table 5, 53.6 percent of the respondents were of the view that they are unable to study up to three hours or more in a day. This contradicts what Freeman and Morss (1993) posited. According to Freeman and Morss, for study to be effective, it should be regular, intense and should cover long periods. With reference to this finding, the organizers of the Distance Education programme of the University of Cape Coast have clearly spelt out the number of hours students need to spend on each session of their course books. For instance, a three-credit course book of 36 sessions has been structured to reflect the weekly three-hour lecture for the course in the main University courses. Thus, each session is equivalent to a one-hour lecture on

campus. According to the organizers, a distance learner is therefore expected to spend a minimum of three hours and a maximum of five hours on each session in the course book or module. However, 64.2 percent of the respondents admitted that they do have a personal study time table. This result is congruent to the views of Robinson (2000). According to Robinson, determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction. Robinson further posited that students should try to design a personal study time table that will guide them in their private study. Lajoie and Azevedo (2006) also posited that students should have personal timetable, and be able to identify peak performance and draw timetable to cover that period. Peak performance is the time you are able to read and concentrate best. Once the time table is drawn it should be followed rigidly and be reviewed intermittently when the need arises.

As presented in Table 5, 45.6 percent of the respondents indicated that they devote enough time for all their courses. Similarly, 46.2 percent of the respondents said they do not spend much time on social activities at the expense of their studies. These findings further confirm the views of Robinson (2000) who said enough time has to be spent on a course work at school.

Majority (74.6%) of the respondents indicated that they do study few hours before examination. This finding is in line with the views of Nyarko Sampson (2004), who reported that in preparation for examinations, students tend to read their text as if they were novels, apparently ignorant or negligent of the needed skills to study effectively. The above outcome of the study also confirmed the view of Orr (1992), that final examination preparation is often

neglected or vigorously repressed by most students during the early weeks of the semester. Few students want to start revising for their examination the following week before the start of the examinations. Rather students are advised to prepare well because examinations count for a very large percentage of their final marks in most subjects. Therefore, get started early on your revision and learn as the semester progresses. The implication here is that students should not wait for last minute to examination before they hurry through their notes. If this is done it does not only lead to poor performance in examination but, also poor digestion of the material studied.

With regard to concentration as one of the themes under study habits, 68.6 percent of the respondents indicated that it is not true that they study with their friends but with less verbal conversation. This implies that students study with their friends with intermittent conversations which is contrary to the view of Awabil et al (2008). They were of the view that conversation can also distract one's attention which can inhibit concentration. Students should therefore be careful when studying with friends. However, 58.3 percent of the respondents were of the view that it is not true that they do not bother themselves with personal problems when studying. These findings are contrary to the views of Oladele (2000). Oladele suggested that to avoid external distraction, students could choose place of study which can stimulate them to study. The essence of this is that once they are in such environment associated only with study, distraction such as anxiety and indecision, day dreaming, mental and physical fatigue that impair the ability to concentrate will be avoided. Personal problems that keep on flashing to one's mind if not properly tackled and discarded can act as greatest hindrance to concentration.

Table 5 further indicated that majority (52.1%) of the respondents doze off when studying. This according to Oladele (2000) impairs one's ability to concentrate while learning. Similarly, 61.8 percent of the respondents said they were attracted to the TV set and other family activities when studying. Logically, this means that students do not have special place for studies. This contradicts the views of Osa-Edoh and Alutu (2012). They were of the view that consideration should be given to the environment which one studies, as it appears to have adverse effect on the whole concept of studying. Where one studies has an important effect on one's efficiency because the location and all its characteristics offer stimuli for studying. The stimulus of the study environment should produce the response of studying and no other response. It has been suggested that an important approach is to set aside specifically a place for studies. Such a place should be well ventilated; noise free and well lighted room or open place with a desk and a chair. Awabil et al, (2008) also posited that sound can affect your concentration a great deal. Although many students insist that they can accomplish a lot while TV, radio or CD is playing, scientific studies suggest otherwise

Also, 55.3 percent of the respondents admitted that they clear all other materials from their study table before they begin their studies. These findings are in line with good study habit outlined by most researchers. Awabil et al, (2008) said, the desk should not be full of unwanted materials as this can also inhibit concentration. The desk should have only what one needs at the time of study. Ruch (2005) also wrote on the need to consider the type of chair and desk used for study. These should be such that they allow the individual to maintain an erect and comfortable sitting posture. The study desk should be

spacious enough for the books and materials but should contain only what one needs at a time to ensure concentration.

### **Research Question Two**

#### **What are the Differences in the Study Habits Exhibited by Education and Business Students Pursuing Distance Education in the Cape Coast Study Centre?**

The second research question of the study was to find out if there is a statistically significant difference in the study habits exhibited by education and business students pursuing distance education in the University of Cape Coast. In order to achieve this objective, an independent sample t-test was conducted to compare the study habits exhibited by education and business students. The study habits exhibited by students were made up of 25 items that were measured using five-point discrete scale ranging from not at all true (1) to very true (5). These items were pulled together with the help of Test Analytics for Surveys (TAfS), a tool of Statistical Package for Solutions and Services (SPSS) Version 16, which is used for coding data and analysing verbatim responses to close and open-ended items on a questionnaire. The result is used to produce tables and charts directly to enable data interpretation to be carried out. The items were pulled into four themes of study habits that are; learning environment, note taking, time management and concentration. Learning environment, note taking, time management and concentration were all made up of five items each. The data analysis is presented in Table 6.



**Table 6: Differences in the Study Habits Exhibited by Education and Business Students Pursuing Distance Education at the Cape Coast Study Centre**

Themes of Study Habits	Programme of Study	N	Mean	SD	t-value	p-value
Learning environment	Business	209	3.384	.654	1.621	.106
	Education	129	3.268	.606		
Note taking	Business	209	3.266	.554	1.205	.229
	Education	129	3.188	.623		
Time management	Business	209	3.064	.618	1.635	.103
	Education	129	2.952	.604		
Concentration	Business	209	2.832	.743	1.947	.052
	Education	129	2.688	.605		

Source: Field Data, 2012.

Where N = sample size and SD = standard deviation

The results in Table 6 indicate that there were no statistically significant differences in the learning environment of business (Mean = 3.384, SD = .654) and education (Mean = 3.268, SD = .606) students pursuing distance education in the Cape Coast Study Centre [ $t = 1.621$ ,  $df = 336$ ,  $p = .106$ ]. Even though there was no statistical significant difference between education and business students learning environment, from the results business students seem to have better and more positive learning environment than education students. Similarly, there was no statistically significant differences in note taking of business (Mean = 3.266, SD = .554) and education (Mean = 3.188, SD = .623) students pursuing distance education in the Cape Coast Study Centre [ $t = 1.205$ ,  $df = 336$ ,  $p = .229$ ]. Even though there

was no statistical significant difference between education and business students' note taking, business students seem to have better and more positive note taking abilities than education students. This can be seen from the mean and standard deviation of the categories.

The results presented in Table 6, further depicted that there were no statistically significant differences between time management of business students (Mean = 3.064, SD = .618) and education students (Mean = 2.952, SD = .604) pursuing distance education [ $t = 1.635$ ,  $df = 336$ ,  $p = .103$ ]. Also, there was no statistically significant differences between concentration of business students (Mean = 2.833, SD = .743) and education students (Mean = 2.688, SD = .605) pursuing distance education [ $t = 1.947$ ,  $df = 336$ ,  $p = .052$ ]. Even though there were no statistical significant difference between education and business students' time management and concentration, business students seem to have better and more positive time management and concentration than education students.

These findings of the study are consistent with those of Nonis and Hudson (2010). Nonis and Hudson were of the view that study habits or strategies such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture do not vary significantly among students offering different programmes within a school. Although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than those students with poor study habits.

### Research Question Three

#### What are the Differences Between Male and Female Students' Study Habits?

Another substantive purpose of the study was to find out if there is a statistically significant difference between gender of students with respect to their study habits. The independent sample t-test was used to determine the significant difference between study habits and gender of students pursuing distance education at Cape Coast Study Centre. The results obtained from the data analysis are presented in Table 7.

**Table 7: Gender differences in the Study Habits Exhibited by Students Pursuing Distance Education in the Cape Coast Study Centre**

Themes of Study Habits	Sex of Students	N	Mean	SD	t-value	p-value	$\eta^2$
Learning environment	Male	213	3.389	.623	1.853	.065	
	Female	125	3.256	.656			
Note taking	Male	213	3.266	.568	1.224	.222	
	Female	125	3.186	.603			
Time management	Male	213	3.127	.520	3.895	.000	.04
	Female	125	2.842	.715			
Concentration	Male	213	2.852	.745	2.739	.007	.02
	Female	125	2.651	.586			

Source: Field Data, 2012.

\*\*p<0.01

Where N = sample size and SD = standard deviation and  $\eta^2$  = eta square.

As indicated in Table 7, the results showed that there was no statistically significant difference between study habits of male students (Mean = 3.389, SD = .623) and female students (Mean = 3.256, SD = .656) pursuing distance education at Cape Coast Study Centre with respect to their learning environment ( $t = 1.853$ ,  $df = 336$ ,  $p = .065$ ). Similarly, there was no statistically significant difference in note taking for male students (Mean = 3.266, SD = .568) and female students (Mean = 3.186, SD = .603) pursuing distance education, ( $t = 1.224$ ,  $df = 336$ ,  $p = .222$ ). Even though there were no statistical significant difference between male and female students with regard to their learning environment and note taking, male students seem to perceive learning environment and note taking to be more positive and relevant to them than female students.

These findings are consistent with a study conducted by Nyarko-Sampson (2004), who found that no statistically significant differences existed between the study habits of males and females. Both sexes had the same study habits. However, the apparent results of this research revealed that more female students than male students have preference to finding answers from books than to receiving them from friends. Also, more female students as compared to male students do not have study groups. Male students generally do regard consultations as beneficial to them than female students.

The results in Table 7 further showed that there was a statistically significant difference between time management of male students (Mean = 3.127, SD = .520) and female students (Mean = 2.842, SD = .715) pursuing distance education at Cape Coast study centre, ( $t = 3.895$ ,  $df = 336$ ,  $p = .000$ ). Based on Cohen's (1988) guidelines on the interpretation of the eta square, the

magnitude of the difference in the means is weak (eta square ( $\eta^2$ ) = .043). Male students have more positive and higher perception towards time management than female students. It can therefore be said that only 4.3 percent of the variation in time management of students is explained by gender.

Similarly, there was a statistically significant difference between concentration of male students (Mean = 2.852, SD = .745) and female students (Mean = 2.651, SD = .586) pursuing distance education at Cape Coast study centre, ( $t = 2.739$ ,  $df = 336$ ,  $p = .007$ ). Based on Cohen (1988) guidelines on the interpretation of the eta square, the magnitude of the difference in the means is very weak (eta square ( $\eta^2$ ) = .022). Male students have more positive and higher perception towards concentration than female students. It can therefore be said in this study that only 2.2 percent of the variations in concentration of students is explained by gender.

These findings are consistent with those of Banda (2000) who reported that in Malawi most women were overburdened with domestic household chores, insufficient sleep to attend to their babies and husbands as well as cooking. The tension and stress increased especially during examinations. This precarious situation makes female students to have poor study habits as compared to their male counterparts. The situation in Malawi is not different from Ghana. Ghanaian women have to go through the same burdens of domestic household chores and insufficient sleep to attend to their babies and husbands as well as cooking. This accounts for the differences in the study habits of females as compared to their male counterparts.

#### **Research Question Four**

### **What are the Guidance and Counselling Needs of University of Cape Coast Distance Education Students in Relation to their Study Habits at Cape Coast Study Centre?**

The last research question of the study focused on the guidance and counselling needs of the University of Cape Coast distance education students studying at Cape Coast Study Centre. Issues considered were time management, team work, study habits and procedures in studying. Other issues examined were concentration, building of self-esteem, drawing of personal time table and building of self-confidence. The issues were measured on a five-point scale ranging from one to five using discrete quantitative values.

The responses were grouped into three categories that are true, not sure and not true. True was made up of very true and true while not true was made up of not at all true and not true. The third category was not sure. The percentages for the individual issues were computed with the help of Test Analytics for Surveys (TAfS), a tool of Statistical Package for Solutions and Services (SPSS) Version 16. The percentage distributions of the responses are presented in Table 8.

**Table 8: Guidance and Counselling Needs of Students as a Support Service for their Learning at Cape Coast Study Centre**

Guidance and Counselling Needs	True		Not Sure		Not True	
	No.	%	No.	%	No.	%
I need guidance and counselling on time management.	305	90.2	8	2.4	25	7.4
I need guidance and counselling on how to prioritize my daily activities to enable me study effectively.	298	88.2	18	5.3	22	6.5
I need guidance and counselling on writing and answering of examination questions.	295	87.2	36	10.7	7	2.1
I need guidance and counselling on consultation to foster team work and improve my studies.	297	87.9	29	8.6	12	3.6
I need guidance and counselling on how to develop the skill of effective reading.	312	92.3	18	5.3	8	2.4
I need guidance and counselling on procedures in studying.	301	89.1	15	4.4	22	6.5
I need guidance and counselling to be able to concentrate fully on my studies.	297	87.9	22	6.5	19	5.6
I need guidance and counselling on how to draw a personal timetable and stick to it.	244	72.2	68	20.1	26	7.7

**Table 8 (continued)**

I need guidance and counselling on how to stay awake and alert during studies.	258	76.3	53	15.	27	8.0
					7	
I need guidance and counselling to build up my self-esteem to achieve academic excellence.	331	97.9	7	2.1	0	0.0
I need guidance and counselling on how to build my self-confidence	300	88.8	23	6.8	15	4.4
I need guidance and counselling on managing my finances so as to stay focus when studying.	250	74.0	65	19.	23	6.8
					2	
I need guidance and counselling on how to combine full time job with my academic work.	303	89.6	23	6.8	12	3.6
I need guidance and counselling on personal issues that affect my studies.	308	91.1	22	6.5	8	2.4

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Source: Field Data, 2012.

N = 338

Table 8 shows that majority, (90.2%), of the respondents need guidance and counselling on time management. This finding is consistent with the views of Orr (1992). Orr posited that studying is a skill and that being successful in school requires a high level of study skills. Students must first learn these skills, practice them and develop effective study habits in order to be successful. According to Orr, good study habits include many different



needs such as time management, self-discipline, concentration, memorization, organization and efforts put into the study.

Similarly, 88.2 percent of the respondents indicated that they need guidance and counselling on how to prioritize their daily activities to enable them study effectively. This outcome of the study agrees with that of Kerka (2002), that adult students need guidance and counselling to create new and more flexible arrangement that will aid persistence study through prioritization of daily activities, especially with assignments, time spent on work, hobbies, family or friends and also make decision as to how to manage time well.

Majority (87.2%) of the respondents admitted that they need guidance and counselling on writing and answering of examination questions. Also, 87.9 percent of the respondents were of the view that they need guidance and counselling on consultations to foster team work and improve their studies. With regard to effective reading, 92.3 percent of the respondents indicated that they need guidance and counselling on how to develop the skill of effective reading. These findings are in line with the view of Kerka (2002). According to Kerka, meeting the needs of students is a viable guiding principle which is at the heart of the practice of learning. Kerka stated that an andragogical method which is purported to provide a relaxed, trusting, mutually, respectful, informed, warm, collaborative and supporting learning environment is that which is more conducive to learning at all ages. Kerka further posited that students must be supported in order for them to foster team work, improve their studies and develop effective reading skills.

In addition, majority (89.1%) of the respondents indicated that they need guidance and counselling on procedures to study. Similarly, 87.9 percent

of the respondents were of the view that they need guidance and counselling to be able to concentrate fully on their studies. Again, 97.9 percent of the respondents stated that they need guidance and counselling on how to build up their self-esteem to achieve academic excellence. These findings are consistent with those of Oduaran (2000). According to Oduaran, counsellors are in service to assist students to cope up with their new psychosocial effects arising from the forces of change, and prepare their mind for the new financial and social problems associated with changes. The preparation of the mind also equips the adult students to develop abilities, interests, aptitudes, self-esteem, and self-fulfillment in making appropriate decisions as to how to study.

The result in Table 8 further indicated that 72.2 percent of the respondents need guidance and counselling on how to draw a personal timetable and stick to it. This result confirms that of Lajoie and Azevedo (2006). According to Lajoie and Azevedo, students should have personal timetable and be able to identify peak performance and draw timetable to cover that period. Peak performance is the time you are able to read and concentrate best. Once the time table is drawn it should be followed rigidly and be reviewed intermittently.

As shown in Table 8, majority (76.3%) of the respondents indicated that they need guidance and counselling on how to stay awake and alert during their study time. Similarly, 88.4 percent of the respondents need guidance and counselling on how to use mnemonics to help them recall what they have studied. These findings are in line with Ogbodo's (2002) recommendation, that students should be guided to devise mnemonics for important ideas, principles, concepts, formulae to help them in their studies. This is to help

students' immediate recall and reutilization of ideas, concepts and formulae learnt.

Again as presented in Table 8, 88.8 percent of the respondents said they need guidance and counselling on how to build their self-confidence. This finding is consistent with the view of Kerka (2002). According to Kerka, adult students must be helped to adopt behaviours that are positive to the development of attitudes that would help them to build up their self-confidence. Majority (74.0%) of the respondents also indicated that they need guidance and counselling on managing their finances so as to stay focus when studying.

Table 8 again depicted that 89.6 percent of the respondents said they need guidance and counselling on how to combine full time job with their academic work. This finding confirms the comments made by Ogbodo (2002). According to Ogbodo, distance learners are likely to adapt the 'Brown' study strategy, since many of them are adult students with full-time jobs, full-time family responsibilities or part-time jobs. The demands of their job, coursework, family responsibilities and other commitment that may make their minds to wander away when they open their books to study. Teachers and school counsellors should watch out for this type of negative study habits among students. Adult students returning from work need to relax their brain before concentration on their reading.

Similarly, 91.1 percent of the respondents indicated that they need guidance and counselling on personal issues that affect their studies. This is in line with the view of Adebayo (2007), who stated that counselling occupies a prominent place in the process of leaning and if individual needs are not met

through counselling, learning may probably become un-interesting and the concerned student may become disturbed. Oladele's (2000) view is supported by this finding. According to Oladele, personal problems and issues that keep on flashing to one's mind if not properly tackled and discarded can act as greatest hindrance to concentration on students' studies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter provides summary and major findings of the study; conclusions arrived at, recommendations arising from the findings as well as areas for further research.

#### **Summary**

##### **Overview of the Study**

This study examined study habits among University of Cape Coast Distance Education learners in the Cape Coast Study Centre in the Central Region of Ghana. The study specifically looked at study habits exhibited by the students, differences in the study habits exhibited by education and business students pursuing the distance education programme and differences between study habits of males and females who are pursuing the programme at the Cape Coast Study Centre. The study also examined the guidance and counselling needs of the students.

The study used descriptive survey as its design because of its relevance for the study. Stratified and simple random sampling procedures were used to select 338 students out of a population of 2, 800, which represent 12.1% of the total population. The 338 students were made up of 209 from 2<sup>nd</sup> and 3<sup>rd</sup> year of Diploma and Post-Diploma students pursuing Business courses and 129 of 2<sup>nd</sup> and 3<sup>rd</sup> year students pursuing Diploma and Post-Diploma Education courses at the study centre. A self-constructed questionnaire made up of 40 items which were divided into three sections was used to collect data from the

respondents. Data collected with the questionnaire were analyzed using Predictive Analytic Software and several descriptive statistics in a form of frequencies, percentages and means with their standard deviations were computed. Independent t-test was computed to compare the study habits of male and female students as well as those of Education and Business students for statistical significant differences. An alpha level of 0.05 was used for all tests of significance. The major findings as they are related to the specific objectives and research questions of the study are summarized below.

### **Key Findings**

The major findings of the study were presented in line with the research questions. The demographic characteristics of the respondents used for the study showed that more business students (209) were used for the study than Education students (129). In addition, more male students from both Business (63.2%) and Education (62.8%) programmes were used for the study than females who represent only 36.8% for Business and 37.2% for Education students respectively. This is an indicative that male students outnumbered those of the female students in the study centre. The age distribution of majority of the students (90.9%) pursuing both Business and Education programmes are in the range of 30 – 49 years. Students in this age brackets are those who are in the active working group and want to develop their professional skills.

## **Study Habits Exhibited by the Students**

The main study habits exhibited by the students found in this study were feeling comfortable when reading in bed even though their study rooms were more spacious with good ventilation, studying wit, 84.3% of the students take down notes during discussion and also highlight important words and phrases in their books when studying, 74.5% of the students use their own words when taking down notes. Majority of the students, (84.0%), do not surf the internet or read other books for additional information. Also, 78.1% of the students do not read over their notes after every face to face meeting whilst 53.6% of the students were found unable to study up to three in a day. On the other hand, 64.2% of the students were found to have personal study time table.

Only 46.2% of the students do not spend much time on social activities at the expense of their studies, meaning 53.8% the students spend most of their time on social issues at the expense of their studies. In addition, 74.6% of the students study few hours before examination. Concerning concentration, 68.6% of the students were found to have been studying with their friends but with minimum conversation whilst 58.3% of the students were found to have been bothering themselves with personal problems and dozing off when studying. These study habits were found to have impaired students' concentration. The various study habits exhibited by the students as found in this study is likely to lead to poor academic performance of the students as most of them were bad or poor study habits.

### **Differences between Study Habits of Education and Business Students**

The differences in the study habits of Education and Business students were examined under four thematic areas, namely learning environment, note-taking, time management and concentration. The results showed that there are no statistically significant differences between the study habits of Business and Education students in the four thematic areas studied. However, Business students tend to have higher and more positive learning environment (mean = 3.38) than Education students (mean = 3.27). In terms of note-taking, business students were better in note-taking (mean = 3.27) than Education students (mean = 3.19). In addition, business students were also found to have better time management (mean = 3.06) and concentration (mean = 2.83) than education students (time management mean = 2.95, concentration mean = 2.69).

### **Difference between Study Habits of Male and Female Students**

The results of the differences in study habits of male and female students pursuing distance education programme at Cape Coast Study Centre revealed that there is no statistically significant differences in the study habits of male and female students in terms of learning environment and note-taking but male students were found to have better learning environment (mean = 3.39) and note-taking (mean = 3.27) than female students whose mean scores were 3.26 and 3.19 respectively. However, it was found that there were highly statistically significant differences between the study habits of male and female students in terms of time management and concentration. Male students were found to have better time management and concentration than female students. This difference could be explained by the domestic household



chores and attention given by the female students to their children and husbands who disrupt their time engagement and concentration when studying.

### **Guidance and Counselling Needs of the Students**

The results of the study showed that the distance education students need guidance and counselling on time management, how to prioritize their daily activities, writing and answering examination questions, how to foster team work to improve their studies and how to develop skills of effective reading. The findings of the study also showed that students need guidance and counselling on procedures for studying, concentration, buildup of self-esteem, self-confidence and management of personal issues that affect their studies. Other areas found where students need guidance and counselling were how to draw personal time table and stick to it, how to stay awake and alert during studies, use of mnemonic to help during recall of what is studied, management of their finances in order to meet their social, economic and academic obligations and also how to combine full time job with their academic work.

### **Conclusions**

Forming study strategies that are effective in learning is a very important step in a student's educational development. In this regard, students develop various study skills to manage their time and other resources to complete an academic task successfully. Study habits are therefore the amount and kinds of studying routines which the student uses during a regular period of study which occurred in a conducive environment.

Distance Education students at Cape Coast Study Centre have been found to exhibit various study habits which are related to their learning environment, learning styles and skills, time management, concentration and note-taking. These study habits developed by the students are likely to have negative bearing on their effective learning. Students have also expressed their need for guidance and counselling on time and financial management, skills for effective reading and learning as well as concentration and combination of their full time work with their academic work.

Study habits and improved learning in school are bed-fellows and are not achieved by chance. Poor study habits will result in poor learning whereas good study habits will result in good time management, concentration and note-taking which will automatically lead to better academic performance in school. Formation of effective study habits in students is an outcome of good guidance and counselling programme given to the students. Students who are well guided and counselled are result oriented and thus perform well in tests and examinations. In an attempt to assist distance education students to improve on their performance, it is important that they are provided with guidance and counselling services on their study habits.

### **Recommendations**

From the findings and conclusions drawn, the following recommendations are necessary for the improvement of study habits of distance education students in general and specifically those at the Cape Coast Study Centre.

1. One of the findings of the study was that most of the study habits exhibited by the students were poor and could lead to poor academic performance. It is recommended that Distance Education students be provided with guidance and counselling services on the formation of good study habits during their orientation programme on the start of their enrolment into the distance education programme.
2. One of the findings from the study was that students spend most of their time on social issues at the expense of their studies. It is therefore recommended that guidance and counselling units should be established in every study centre to offer services to students especially in areas such as time management and prioritization of daily activities.
3. The study revealed that majority of the students do not surf the internet or read other books for additional information. It is therefore recommended that counsellors, regional resident tutors and course tutors encourage students to read wider to broaden their knowledge to gain better understanding of materials provided in their textbooks and other learning materials they are given to study.
4. One of the findings of the study was that, male students have better time management and concentration than female students. It is recommended that female students whose studies are negatively influenced by feminist and domestic household chores which affect their time management and concentration be encouraged by counsellors and course tutors to work hard as academic work is not only reserved for men.

### **Suggestions for Further Research**

This study was restricted to the Study Habits of University of Cape Coast Distance Learners at Cape Coast Study Centre. It is therefore, suggested that future research be conducted to find out:

1. Study Habit of University of Cape Coast Distance Learners.
2. Challenges of students pursuing distance education.
3. Learning support services that are available to the distance learner.
4. The impact of motivation and study strategies on students' learning outcomes
5. Age as a significant factor in learning and developing study habits among adult learners.

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## **APPENDICES**



## APPENDIX B

### Questionnaire for Students

This study has been designed to look at the study habits among distance education students.

#### **Instruction:**

Please, kindly fill in the necessary information and check the box that is applicable to you by ticking only one of the options for each of the items.

Responses given would be treated as confidential materials.

#### **Section A**

##### **Demographic Profile of Respondents**

1. Sex

a) Male [ ]

b) Female [ ]

2. Age:

a) 20 – 29 [ ]

b) 30 – 39 [ ]

c) 40 – 49 [ ]

d) 50 – 59 [ ]

3. Programme of study

a) Business [ ]

b) Education [ ]

4. Level

a) Diploma Business [ ]

b) Post – Diploma Business [ ]

c) Diploma Education [ ]

d) Post – Diploma Education [ ]

5. Year Group

a) 2<sup>nd</sup> year [ ]

b) 3<sup>rd</sup> year [ ]

### Section B

#### Study Habits Survey

The purpose of this questionnaire is to gather information about the study habits of the respondents. Kindly rate the following activities using the following mode of responses as applicable. Rest assured that confidentiality of this information will be safe guarded.

Answer the questions by ticking Very true, True, Not Sure, Not true and Not at all true as your response.

NO.	THEME 1: LEARNING ENVIRONMENT	VERY TRUE	TRUE	NOT SURE	NOT TRUE	NOT AT ALL TRUE
6	My study room is more spacious with good ventilation.					
7	I do not feel comfortable reading in bed.					
8	I have a chair and a desk in my study room.					
9	I always turn off my TV set when studying.					
10	I do not enjoy studying with music.					
	<b>THEME 2: NOTE TAKING</b>					
11	I take down important notes during discussion.					
12	I highlight important words or phrases in my book when studying.					
	I use my own words when					

13	taking down notes					
14	I surf the net to get additional information regarding the lesson					
15	I read over my notes after every face-to-face meeting.					
	<b>THEME 3: TIME MANAGEMENT</b>	<b>VERY TRUE</b>	<b>TRUE</b>	<b>NOT SURE</b>	<b>NOT TRUE</b>	<b>NOT AT ALL TRUE</b>
16	I am able to study up to three hours or more in a day.					
17	I do have a personal study time table.					
18	I devote enough time for all my courses.					
19	I do not spend much time on social activities at the expense of my studies.					
20	I do not study few hours before examination.					
	<b>THEME 4: CONCENTRATION</b>					
21	I study with my friends but with less verbal conversation.					
22	I do not bother myself with personal problems when studying.					
23	I never doze off when studying.					
24	I am never attracted to the TV set and other family activities when studying.					
25	I clear all other materials from my study table before studies.					



### Section C

Guidance and counselling needs. Items are meant to assess guidance and counselling needs of students. Answer the questions ticking Very true, True, Not sure, Not true and not all true as your response

	<b>GUIDANCE AND COUNSELLING NEEDS</b>	<b>VERY TRUE</b>	<b>TRUE</b>	<b>NOT SURE</b>	<b>NOT TRUE</b>	<b>NOT AT ALL TRUE</b>
26	I need guidance and counselling on time management.					
27	I need guidance and counselling on how to prioritize my daily activities to enable me study effectively.					
28	I need guidance and counselling on writing and answering of examination questions.					
29	I need guidance and counselling on consultation to foster team work and improve my studies.					
30	I need guidance and counselling on how to develop the skill of effective reading.					
31	I need guidance and counselling on procedures in studying.					
32	I need guidance and counselling to be able to concentrate fully on my studies.					
33	I need guidance and counselling to build up my self-esteem to achieve academic excellence.					
34	I need guidance and counselling on how to					

	draw a personal timetable and stick to it.					
35	I need guidance and counselling on how to stay awake and alert during studies.					
36	I need guidance and counselling on the use of mnemonics to help me recall what I study.					
37	I need guidance and counselling on how to build my self-confidence					
38	I need guidance and counselling on managing my finances so as to stay focus when studying.					
39	I need guidance and counselling on how to combine full time job with my academic work.					
40	I need guidance and counselling on personal issues that affect my studies.					
26	I need guidance and counselling on time management.					
27	I need guidance and counselling on how to prioritize my daily activities to enable me study effectively.					
28	I need guidance and counselling on writing and answering of examination questions.					
29	I need guidance and counselling on consultation to foster team work and improve my studies.					
30	I need guidance and counselling on how to develop the skill of effective reading.					

31	I need guidance and counselling on procedures in studying.					
32	I need guidance and counselling to be able to concentrate fully on my studies.					
26	I need guidance and counselling on time management.					
27	I need guidance and counselling on how to prioritize my daily activities to enable me study effectively.					
28	I need guidance and counselling on writing and answering of examination questions.					
29	I need guidance and counselling on consultation to foster team work and improve my studies.					
30	I need guidance and counselling on how to develop the skill of effective reading.					
31	I need guidance and counselling on procedures in studying.					
32	I need guidance and counselling to be able to concentrate fully on my studies.					

