# Study Habits and Academic Performance of Junior High School Pupils in Akuapem South District of Ghana: Implications for Educational Practice

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**Abstract: Concerns raised about poor academic performance of pupils in the Akuapem south district, initiated the need to investigate the relationship between five study habit indicators and academic performance of junior high school pupils in the district. A total of 302 JHS pupils in the Akuapem south district were sampled to participate in the study. A study habit inventory developed by Essuman was adapted and used for data collection. An average of pupils three terms academic results was used to measure academic performance. The data collected was analysed using means, standard deviation, Pearson Product Moment correlation coefficient and Regression. The findings of the study revealed that all the five indicators of study habits: time management ($b = 1.575$, $t = 9.175$, $p <. 001$), reading and concentration ($b =1.369$, $t = 8.419$, $p <.001$), note-taking ($b = 1.247$, $t = 7.702$, $p <.001$), assignment and homework ($b =1.503$, $t = 8.671$, $p <.001$) and preparing for examination ($b = 1.299$, $t = 8.225$, $p <. 001$) were positive correlates of academic performance of respondents. The study concluded that good study habits are essential ingredients for better academic performance. The study recommends that teachers and guidance and counselling coordinators at the various basic schools should help pupils with basic skills on how to study. Further, periodic workshops should be organised for teachers on how to assist pupils to acquire good study habits.**

**Keywords: Academic Performance, Counselling, Implications, Pupils, Study Habits**

## 1. Introduction

Study habits are generally critical to success in schools and considered vital for obtaining good grades. A good study habit can increase the confidence and self-esteem of students. According to Loveless (2017), the key to becoming an effective student is learning how to study. Study habits, help students to study effectively and make studying easier to understand. Studies have shown that while some students are able to waft through school with slight effort, most students achieve their success through effective study habits (Arhin, 2018; Siahi, Mayo & Maiyo, 2015). Thus, the success or failure of a student depends upon his own study habits. According to Yazdani and Godbole (2014), study habits include behaviour and skills that increase motivation, convert the study into an effective process with high returns which eventually enhances academic performance.

Similarly, Kaur and Kaur (as cited in Arhin, 2018) assert that study habits are prescribed pattern of study practices which lead to the achievement of a learner's goal. Looyeh, Fazelpour, Chehrzad and Leili (2017) also believe that study habits are patterns of study used by students to understand academic subjects in an appropriate environment to accomplish the academic task. Rana and Kausar (2011) added that good study habits help the student in critical reflection of skills outcomes such as selecting, analysing and synthesizing. Study habits are therefore, the usual behaviour or habitual practices of a person to study or learn effectively.

Effective study habits according to Loveless (2017) include: doing homework and assignments regularly, note taking and reading of notes, concentration, preparing ahead of examination, consultation and the use of the library. Johnson (2018) opines that good study habits include doing homework and assignments, developing effective memorization techniques, developing critical reading skills, improving test-taking strategies, finding a good study spot, joining a study group, writing and reviewing notes, and setting goals. Accordingly, Patel (as cited in Rana and Kausar, 2011), found study habits to include: home environment and planning of work, reading and note taking habits, planning of subjects, effective management of time, habits of concentration and preparation for examination. In an investigation into problems connected with study habits, Yazdani and Godbole (2014) reported that students fail in their studies largely because they lack a purpose; they do not read in small units, fail to take proper notes, unable to summarise or recall, or manage the time at their disposal for studies.

Five of the indicators of study habits (time management, reading and concentration, note-taking, homework/assignment, and practice for examination) were used to operationalise study habits in this study. The five indicators of study habits were necessary for the study because they all play a significant role in enhancing students' academic performance. First, when a student is conscious of time, it is obvious he/she will plan before doing things and set priorities in many of his/her daily tasks (Kausher, 2013; Razali, Rusiman, Gan, & Arbin, 2018). Second, regular reading also increases one's ability to think, improves one's verbal and writing skills, and broadens ones' horizon (Pobi, 2016). Third, according to Ward and Tatsukawa (as cited in Haghverdi, Biria and Karimi, 2010), note-taking has two functions: first, the notes written serve as a tool for revising and second, the process of note-taking helps in the learning of the material. Fourth, homework and assignment have been found to promote students' self-regulatory learning and enhance motivation and metacognition skills in students (Ramdass & Zimmerman, 2011). Lastly, students need to practice for examination because if they fail to do so, test anxiety and other deficits related to examination are likely to interfere with their test performance (Trifoni & Shahini, 2011) and since test or examination performances are the yardsticks used in measuring academic performance, it will affect their academic performances.

Academic performance is also one of the main yardstick used evaluate the quality of education in any institution. It generally refers to how well a student is accomplishing his or her academic tasks and studies. However, quite a few factors determine the level and quality of accomplishment. Sometimes, a student may spend a lot of time in studying, but he/she may not be successful in attaining desired effects or good results. This may be due to the poor development of study skills or other factors. Songsirisak and Jitpranee (2019) believe that individual differences in academic performance are linked to difference in intelligence and personality, but Siahi and Maiyo (2015) stressed that students who succeed in school have a study technique that had worked out for them.

Arul (2013) affirms that a trivial change in study habits can make a big difference in one's academic performance. Thus, the effort that a student puts into his/her studies, has influence on his/her academic performance.

Pillai (2012) opines that academic difficulties have less to do with the subject matter and more to do with the ability of the student to study and absorb information effectively. Reyes (2011) found out that those who have good study habits excel others of equal intelligence in academic achievement. Reyes further explained that study habits remain positively and significantly related to academic achievement. Siahi and Maiyo (2015); Kurmar (2015); and Anwar (2013) studies on study habits and academic performance of student came out with results indicating that poor study habits negatively affect academic performance of students.

Data from Akuapem south district education office showed that the Basic Education Certificate Examination (BECE) results of pupils in the district had been relatively poor. Schools with a 100 percent pass, have pupils obtaining aggregate 36 and above. Table 1 presents statistics of BECE results of JHS pupils in the Akuapem South District for the 2013 to 2017 cohorts.

Table 1: Analyses of BECE Results of Pupils in the District from 2013 to 2017

| Year | Number of candidates presented | Number of candidates who obtained aggregates | | | | |
|------|------|------|------|------|------|------|
| | | 06 | 07-10 | 11-25 | 26-36 | 37-54 |
| 2013 | 788 | 0 | 9 | 145 | 355 | 279 |
| 2014 | 830 | 3 | 7 | 152 | 378 | 290 |
| 2015 | 869 | 0 | 9 | 173 | 402 | 285 |
| 2016 | 920 | 5 | 3 | 139 | 425 | 348 |
| 2017 | 948 | 0 | 2 | 126 | 404 | 416 |

Source: Akuapem South District Education (2018).

The statistics in Table 1 clearly shows that for the five years duration, academic performance of pupils in the BECE has not seen any remarkable improvement. This trend of performance has been consistent, although there have been several interventions to curb the menace. A review of previous research conducted in the district revealed inadequate physical and material resources (Adane, 2013), lack of motivation on the part of teachers and pupils (Gyeke, 2016), lack of library facilities and child labour as causes of poor academic performance in the district (Addai, 2014). Based on their findings, several recommendations were made to improve academic performance in the district, yet the problem persists. The problems faced by pupils in their academics, perhaps may not be what had been recommended by the researchers, but may be due to other factors such as poor study habits. Ashish (2013) opines that the most common challenge to the success of students in all areas of academics is lack of effective study habits. Since Ghana is one of the countries which places emphasis on academic work, if pupils are not helped to acquire good study habits, it would not only lead to low academic performance but also lead to frustration and inability to gain admission into senior high schools. Given the importance of education, the persistence recording of weak passes in the BECE is alarming and warrant investigation, hence the need for this study.

The purpose of this study was to examine the relationship between five study habits indicators' and academic performance of JHS pupils in the Akuapem south district of Ghana. The findings of the study

will help pupils to know what study habits are and the need to make a conscious effort to acquire effective study habits to improve upon their academic performance. Further, the study findings will be useful to teachers in the district. It will enable them to identify study habits that need to be developed by pupils and help pupils to acquire these skills to improve upon their academic performances. Furthermore, the findings of the study will help school counsellors in the district to design effective study habit workshops for teachers on how to assist pupils to study effectively. Lastly, the findings will provide an insight for parents on what study habits are and the need to stress on their wards/children to exert some level of efforts towards learning to improve upon their academic performance.

Thorndike's theory of reinforcement (as cited in Ammah, 2017) underpins the theoretical framework of the study. Thorndike's theory propounded in 1913 claims that, learning is the result of associations formed between stimuli and responses (S-R). Thorndike (1913) devised a classic experiment in which he used a puzzle box and a hungry cat to empirically test the law of learning. In the experiment, the cat was to learn how to escape the puzzle box by pressing a lever inside the box. After much trial and error behaviour, the cat learned how to associate pressing the lever (stimulus) with opening the door (response). Thorndike witnessed a learning method which he referred to as 'trial and error' learning. Thorndike later formulated three basic principles of learning and five minor principles from his experiment (Ammah, 2017).

In relation to this study, one of the basic principles of Thorndike's theory of reinforcement (the law of exercise) was considered. This law states that, in learning, the more frequently a stimulus and response are associated with each other, the more likely the response follows the stimulus. This law implies that one learns by doing and one cannot learn skills by watching.

Thorndike's theory was used by Akagah (2011) and Ayihi (2013) in their studies. Akagah found out that practice makes a man perfect and she explained that practice helps in increasing efficiency and the durability of learning. Ayihi on the other hand found that the law of exercise can be likened to the law of use and disuse and is effective in the teaching and learning process. This theory was chosen because it applies to the learning process and provides additional insight into why pupils need to acquire good study habits.

The conceptual framework of this study supports the assertion that students' academic performance is largely influenced by their study habits. The study agrees that study habits indicators (time management, reading and memorization, note-taking, homework/assignments, and preparing for examinations) do influence pupils' academic performance. It gives a clear explanation that successful students achieve their success by developing and applying good study habits while students who do not develop good study habits find it difficult to excel academically. This can be referred to as students' effort or the effort students make towards their studies. The diagram for the conceptual framework is shown in Figure 1.
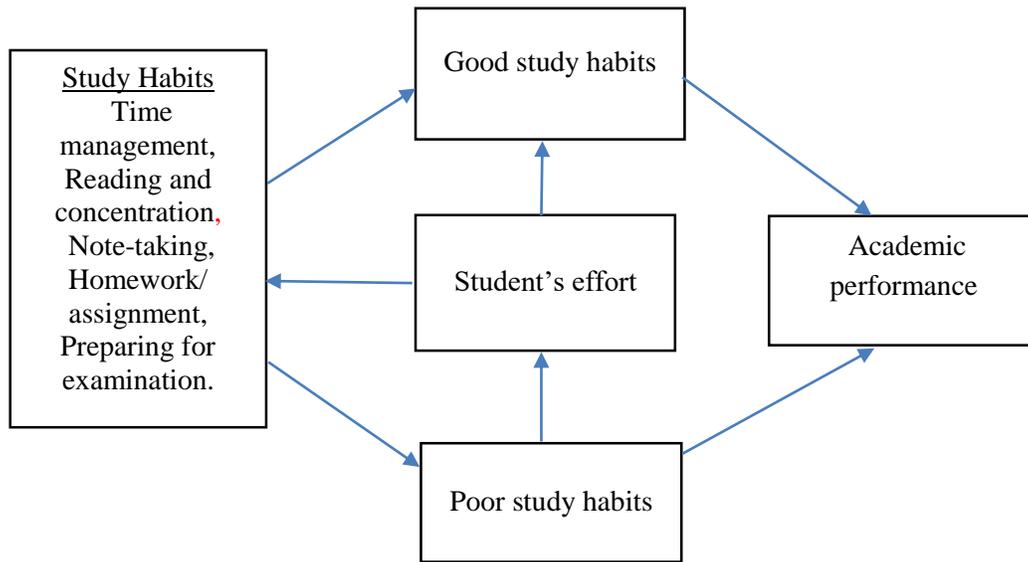
Figure 1: Conceptual framework depicting the relationship between study habits and academic performance. Authors' construct

## 2. Literature Review

A great deal of research has provided evidence that good study habits improve academic performance of students (Cerna, Reyes, & Pavliushch, 2015; Jafari, Aghaei & Khatony, 2019; Siahi and Maiyo, 2015). A study by Cerna et al, used a self-reported study habits questions to identify the academic performance of international students in a University in Shanghai. It was a qualitative study. Study habit indicators employed in the study were; reading materials, class content and feedback on assignments, note-taking, study times and preparing for examinations. Among the aspects, the findings revealed that high performing students practice punctuality and regularity to classes, submit homework and assignment on time, take notes and read the notes, and allocation of time for their studies.

Further, Yazdani and Godbole (2014) investigated the role of study habits and motivation in improving students' academic performance with 400 students from Hyderabad. The study adopted the study inventory by Palsane for data collection. Study habit indicators used include; budget time allocation for studying, physical condition for studying, reading ability, note –taking and preparing for examinations. Data was analysed using mean, standard deviation, Pearson product moment correlation coefficient and regression. The findings revealed that achievement motivation and study habits significantly correlate to academic performance.

Furthermore, Siahi and Maiyo (2015) investigated the relationship between study habits and academic achievement of Spicer higher school students in India. A survey research design was employed for the study. Study habits inventory developed by Palsane was used in the collection of data. Study habit indicators used include; budget time allocation for studying, physical condition for studying, reading ability, note –taking and preparing for examinations. Students' examination records was used to measure

academic performance. Data was analysed using Pearson product moment correlation coefficient. The findings of the study revealed a positive relationship between study habits and academic achievement.

Finally, Jafari et al. (2019) carried out a cross-sectional study using 380 medical science students from Kermanshah University in Iran to investigate the relationship between study habits and academic achievement of medical sciences students. A study habit inventory developed by Palsane and Sharma was used to collect data. Data was analysed using descriptive and inferential statistics. The findings revealed that there was a direct relationship between study habits and students' academic performance.

Although the studies reviewed were conducted at different context with different groups of students, the findings revealed that, study habits significantly impact academic performance of students. Based on the literature reviewed, the study hypothsised that, there is a statistically significant relationship between study habits and academic performance of pupils. Further, the studies reviewed showed that, all the samples were drawn from universities and secondary schools. This study used samples from the junior high school to fill the gap. Again, most of studies adopted the Palsane study habit inventory, but this study adopted a local study inventory developed by Essuman in 2006. Besides, there was relatively nothing on implications for educational practice to effectively engage counsellors and teachers on how to assist pupils to acquire study habit skills, this study filled that gap.

## 3. Methods

The correlational research design was employed for the study. The correlational study design was appropriate for the study because according to Creswell (2014), correlational research design is useful when the research is interested in investigating the degree of relationship between or among variables. Since this study sought to investigate the relationship between study habits and academic performance of pupils, it is therefore ideal to use the design.

The target population of this study includes all pupils in public junior high schools (JHS) in Akuapem South District of Eastern Region of Ghana. Statistics from the Akuapem South District Education office indicated that there are 30 public junior high schools in the district with a population of 2,646 which comprised 1,395 boys and 1,251 girls. However, a sampling frame of 1330 JHS two pupils in the district were employed for the study. The JHS two pupils were chosen because they have three term scores to be used to compute the academic performance. The sample size was determined based on Krejcie and Morgan (1970) sample size determination table. Thus 302 students were sampled out of 1330 under 95 percent confidence level with a margin of error of 5.0 percent. The multistage sampling technique was used for the sampling. First, two circuits out of the four circuits in the district were selected using the simple random sampling technique. Then ten schools were selected from the 16 schools in the two circuits of the district using the simple random sampling technique. The stratified sampling technique was used to sample male and female participants from each of the schools. Finally, the simple random sampling technique was used to select pupils from each of the stratum to form part of the study. To collect valid data from respondents, five indicators study habits adapted on the Essuman (2006) study habit inventory were adapted. The original inventory was designed for senior high school and university students. It has ten sub-scales with eight items under each scale. In order not to overburden the respondents, who are JHS pupils, five out of the 10 sub-scales were adapted for the study. Thus, the adapted version of the inventory has 40 items instead of the origin 80 items.

The adapted questionnaire was put under sections A and B. Section A, dealt with the demographic respondent of participants. This was not used for the analyses but to aid in the discussion of the results. Section B, dealt with participant's study habits under the five sub-scales. Each sub-scale, dealt with an indicator used to measure study habits: time management, reading and concentration, note-taking, homework and assignments, and preparing for examination. All items under the five sub-scales were place under a three-point Likert type scale of 'true', 'somewhat true', and 'not true'.

The reliability of the questionnaire was verified through Cronbach Alpha coefficients for the five sub-scales on Likert type scale adapted for the study. The Cronbach alphas for individual scales were found to be .72 for Time Management, .78 for Homework, .69 for Preparing for examination, .73 for Reading and concentration, and .70 for note-taking. The overall Cronbach Alpha coefficient was .73. According to Streiner as cited in (Arhin, 2018) a coefficient of .70 and above is acceptable to determine the reliability of a research instrument. Pupils three terms examinations average scores obtained in English, Mathematics, Science, and Social studies were used to measure their academic performance. These were appropriate because they are core subjects studied by every pupil in the district.

A research assistant was trained to help with the questionnaire administration. The research assistant and the researcher helped in distributing copies of the questionnaire to participants at the ten schools. Respondents were made to complete the questionnaires after their consent had been sought. Pupils were made aware that, they have the right to stop responding to the items on the questionnaire at any time without being reprimanded. Instructions on the questionnaire were also made clear to participants. All copies of the questionnaire were administered and collected on the same day at each of the schools.

## 4. Results

To answer the research hypothesis, the study habits of the respondents were explored before testing for the relationship between the indicators and academic performance. The result explored is presented in frequencies and presented in Table 2.

Table 2: Study Habits of JHS pupils

| Study Habit Indicators | Ratings | Scores | Frequency | Percentage |
|---|---|---|---|---|
| Time management | Satisfactory | 8-28 | 205 | 67.8 |
| | Poor | >28-40 | 87 | 32.2 |
| Assignment/homework | Satisfactory | 8-28 | 246 | 81.5 |
| | Poor | >28-40 | 56 | 18.5 |
| Preparing for examination | Satisfactory | 8-28 | 217 | 71.9 |
| | Poor | >28-40 | 85 | 28.1 |
| Reading and concentration | Satisfactory | 8-28 | 204 | 67.6 |
| | Poor | >28-40 | 98 | 32.4 |
| Note-taking | Satisfactory | 8-28 | 210 | 69.5 |
| | Poor | >28-40 | 92 | 30.5 |

Results in Table 2 show that respondents have highest satisfactory score (81.5%) in assignment/homework. All the other indicators scored above (50%) which was the threshold of the study.

Subsequently, the relationship between study habit indicators and academic performance was subjected to a multiple regression analysis and the results are shown in Tables 3 to 5.

Table 3: Correlation Matrix

| No. | Dimensions | 1 | 2 | 3 | 4 | 5 | 6 |
|-----|------------|---|---|---|---|---|---|
| 1 | Assignment | 1 | | | | | |
| 2 | Time management | .594** | 1 | | | | |
| 3 | Note-taking | .539** | .587** | 1 | | | |
| 4 | Reading and concentration | .524** | .568** | .555** | 1 | | |
| 5 | Preparing for exams | .522** | .577** | .567** | .649** | 1 | |
| 6 | Academic Performance | .432** | .468** | .410** | .423** | .422** | 1 |

** Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 3, significant relationships were found among all the independent variables and dependent variable.

Table 4: Model Summary

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|--|----------------|----|-----------| --|------|
| 1 | Regression | 7760.510 | 1 | 7760.510 | 84.172* | .000$^b$ |
| | Residual | 27659.308 | 300 | 92.198 | | |
| | Total | 35419.818 | 301 | | | |
| 1 | Model Summary | R | $R^2$ | Adj. $R^2$ | Std. Error | $D$-test |
| 1 | Statistics | .768$^a$ | .219 | .216 | 9.602 | 1.763 |

Predictor: Time management, assignment/homework, note-taking, reading and concentration and preparing for exams.

Criterion: Academic performance.

The model was found to be significant, F (1, 301) = 84.172, p <.001. About (76.8%) of the variances in academic performance was accounted for by the indicators of study habits. Details of the model summary are presented in Table 5.

Table 5: Parameter Estimates

| | Unstandardized Coefficients | | Standardized Coefficients | | |
|--|--|--|--|--|--|
| | B | Std. Error | Beta | T | Sig. |
| (Constant) | 26.946 | 2.690 | | 10.016 | .000 |
| Time management | 1.575 | .172 | .468 | 9.175 | .000* |
| Assignment/homework | 1.503 | .173 | .448 | 8.671 | .000 |
| Preparing for exams | 1.299 | .158 | .429 | 8.225 | .000 |
| Reading & concentration | 1.369 | .163 | .437 | 8.419 | .000* |
| Note-taking | 1.247 | .162 | .406 | 7.702 | .000* |

Predictor: Time management, assignment/homework, note-taking, reading and concentration and preparing for exams.

Criterion: Academic performance

The results from Table 5 show that all the indicators used to measure study habits were found to be positively and significantly related to academic performance. Time management $r = .468$, $p < .001$. Pupils' time management had a positive and significant relationship with the academic performance of pupils, $b=1.1.575$, $t = 9.175$, $p < .001$. The findings also revealed a significant relationship between reading and concentration practices and academic performance, $r=.423$, $p<.001$. The study showed that pupils' reading, and memorization had a positive and significant relationship with the academic performance of pupils, $b=1.369$, $t=8.419$, $p<.001$. The findings of the study further revealed that note-taking was positively significantly related to academic performance, $r=.422$, $p<.001$. It shows that note-taking had a significant positive relationship with academic performance, $b=1.247$, $t=7.702$, $p<.001$. The findings also revealed a significant relationship between assignment/homework and academic performance, $r=.432$, $p <.001$. Pupils' engagement in assignment and homework also had a positive and significant relationship with the academic performance of pupils, $b=1.503$, $t = 8.671$, $p <.001$.

Finally, findings revealed that preparing for examinations was related to academic performance, $r=.422$, $p<.001$. Preparing effectively for exams taking thus had a significant positive influence on the academic performance of pupils, $b=1.299$, $t=8.225$, $p <.001$. Based on the findings, the results favour the alternative hypothesis and we conclude that, study habits are statistically significant to academic performance of pupils.

## 5. Discussion

The findings of the study revealed that all the indicators used to measure pupils study habits proved to be significant with academic performance. It is also in line with the findings of Cerna, Reyes, and Pavliushch (2015), Jafari et al., (2019), Siahi and Maiyo (2015), and Yazdani and Godbole (2014) whose studies found a significant relationship between study habits and academic performance.

Further, the relationship between time management and academic performance proved significant. This means that pupils need to be taught how to plan before doing things and set priorities in many of their daily tasks. This can be linked to the assertion of Kausher (2013) and Razali et al. (2018). These findings also revealed a significant relationship between reading and concentration. This means that pupils need regular reading to increase their ability to think and improve on their verbal skills. This is in line with the findings of Pobi (2016). Note-taking had been investigated in all the studies (Cerna, Reyes, and Pavliushc, 2015; Jafari et al., 2019; Siahi and Maiyo, 2015; and Yazdani and Godbole, 2014) and had proven to be significant to academic performance. This shows that note-taking is a paramount indicator of study habits. The study findings also found homework and assignment to significantly impact academic performance. This means that pupils must acquire this skill to promote their self-regulatory learning and also enhance motivation and metacognition skills as speculated by Ramdass and Zimmerman (2011). Lastly, the findings show that preparing for examinations also significantly relates to pupil's academic performance. Pupils therefore need to practice for examination if they want to perform better in the exams. This is also

in line with Trifoni and Shahini (2011) statement that test anxiety and other deficits related to examinations are likely to interfere with students' academic performance if they do not practice well for examinations.

## 6. Implications for Educational Practice

Acquiring good study habits rest on one's attitude towards studying and sense of responsibility. Thus, to effectively engage pupils to study for better academic performance depends on many factors. However, this study has two implications: for school counsellors and teachers.

## 7. Implications for School Counsellors

In Ghana, the JHS pupils are characterised as early adolescent who are between the ages of 12-15 years. This group of pupils may have problems that concerns early adolescent ranging from family issues, drug related, opposite sex relationships among others. Since guidance and counselling is important in assisting pupils to make decisions about their educational path, school counsellors need to help pupils develop positive behaviour and good mind posture towards learning. Counsellors need to educate pupils on the need to acquire effective study habits to earn higher grades for their future career and also college opportunities available to them. School counsellors need to help teachers in how to select appropriate techniques of helping students during teaching and learning procedure. This can be done by organising periodic workshops for teachers on study habits and how they can incorporate the knowledge gained into their day-to-day classroom activities to assist pupils. Since pupils learn in a variety of ways, counsellors should also assist teachers to help pupils use different techniques of learning in a manner that suits them best.

## 8. Implications for Teachers

Teachers need to establish and maintain a classroom environment effective for teaching and learning. Teachers need to acquire the basic study habit skills and make conscious effort to impart the knowledge and skills acquired in pupils. Teachers need to teach pupils how to manage their time, inspect pupils' note-taking books, give homework and assignments, mark and provide feedback to pupils as well as teach pupils how to prepare for examinations. Teachers should periodically organise reading competitions in the classroom and encourage pupils to read. Teachers should also use incentives and tokens as motivational techniques to enhance pupils' participation in the teaching and learning process. Teachers can display how to effectively study on the school notice board with permission from the head of the school. Pupils who have challenges in their studies should be referred to a school counsellor or guidance coordinator for further assistance.

## 9. Recommendations

Recommendations have been made based on the findings of the study.

1. Teachers and counsellor need to help pupils to put in more efforts in their studies.
2. Teachers should promote a positive attitude for learning among pupils by teaching them the techniques needed for effective studying. These techniques should include helping pupils to form habits such as; how to manage their time, take-note during classes, read for concentration, do homework/assignment and how to prepare for examinations.

3.  Parents should be made to stress on the need for their wards/children to exert some level of efforts towards learning to improve upon their academic performance. This can be incorporated in Parent-Teacher Associations meetings or through organisation of open days where parents will be invited to have a talk with their children/ward teachers.

4.  Heads of junior high schools should also arrange for periodic guidance and counselling sessions for both teachers and pupils on how to improve on pupil's study habits.

## 10. Limitations of the Study

The limitations of this study are in two folds. First, this study remains limited to junior high schools in Akuapem south district.  Second, there may be other factors which may have contributed to pupils' poor academic performance such as life-hassles and the availability of school counsellors or guidance coordinators in the district which was not investigated in this study.

## 11. Suggestion for Further Studies

The researchers conducted the study in Akuapem south district of Ghana. It is suggested that a similar study be carried out in other districts of Ghana. Further, a mixed method design should be employed by other researchers who want to conduct a similar study. This should include methods such as interviews or focus group discussions to allow for a better understanding of the relationship between study habits and academic performance of junior high school pupils.

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