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FACULTY OF EDUCATION

EFFICACY OF STUDY HABITS COUNSELLING ON ACADEMIC PERFORMANCE OF STUDENTS IN THE SAGNARIGU MUNICIPALITY IN THE NORTHERN REGION

PROSPER HUUNIPUO

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[THESIS PRESENTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN GUIDANCE AND COUNSELLING]

NOVEMBER, 2025

DECLARATION

Candidate's Declaration

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

Candidate:

Signature: ..... Date: 16 TH JULY, 2025

Name: PROSPER HUUNIPHO

Supervisor

I hereby declare that the preparation and presentation of the thesis was supervised following the guidelines on supervision of thesis laid down by the University for Development Studies.

Principal Supervisor

Signature: ..... Date: 18.07.25

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ABSTRACT

The purpose of the study was to assess the efficacy of study habits counselling on the academic performance of students in the Sagnarigu Municipality, Northern Region of Ghana. The study utilized a quasi-experimental design with pretest-posttest, control, and experimental groups. The study population consisted of 2,990 second-year students from Tamale Islamic Senior High and Kalpohini Senior High School. The study employed multistage sampling technique that involved purposive and simple random sampling method to select participants for the study. 320 respondents being the accessible population in the three programmes were administered the questionnaire and 100 met the inclusion criteria. Ultimately, a final sample of 40 participants were selected through simple random sampling. Data was collected using the Study Habit Inventory. The hypotheses were tested at the 0.05 level of significance. Data was analyzed inferentially, correlation analysis, one-way ANCOVA and independent t-tests. This findings indicates that the treatment group improved significantly in their study habits compared with the control group. It was also discovered that there was a strong positive correlation between various study habits of students and their academic performance. This means students with good study habits excel in their academic performance while students with poor study habits have lower academic performance. In contrast, the results indicated that gender did not have a significant influence on students study habits. The ANOVA results reveals that students who received study habits counselling performed significantly better academically than those in the control group while socio-economic factors did not account for academic performance. The study concluded that study habits counselling is essential for enhancing academic performance and recommended its inclusion in the school curriculum from an early stage.

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DEDICATION

I dedicate this thesis to the Lord Jesus Christ who is the rock on which I stand and my daughter Mwin-nuo Shania.

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CHAPTER ONE

1.0. Introduction

The purpose of the study was to examine the efficacy of study habit counselling on academic performance of senior high school students in Sagnarigu Municipality in the Northern region of Ghana. The chapter discusses the background information, statement of the problem, its purpose and significance of the study, specific objectives, research hypotheses, delimitations, limitations, definitions of terms, and the organization of the study.

1.1.Background to the Study

In today's globalized world, education is recognized as a crucial engine of socioeconomic progress. The ability of a country to realize the full potential of its human capital is dependent on the success of its educational systems (Kakawo & Gishiwa, 2020). Education determines the future of nations and individuals around the world (Barcenas & Bibon, 2022). In the light of this, academic performance is crucial in shaping the lives of students worldwide (Titilayo & Killian, 2023). Academic performance not only impacts students' opportunities but also contributes to a nation's overall growth and prosperity. It acts as a crucial measure of the effectiveness of education systems in equipping future generations to tackle the changing demands of the world (Kwakye, Arhin, & Brown, 2020).

Academic performance describes the level at which a student meets academic expectations, commonly evaluated through assessments like grades, exams, and active class involvement. It reflects how well learners comprehend, utilize, and express their

knowledge across different subject areas. High academic performance are often linked to positive study habits, personal drive, and a conducive educational setting. Conversely, low academic performance can stem from issues such as learning challenges, lack of motivation, or insufficient support. Gaining insight into academic performance helps educators and counsellors identify learners' needs and apply strategies like study habits counselling to improve academic performance. Academic performance is linked to challenges like studying difficulties, low grades, and ineffective study habits, which can be addressed through study habits counselling (Kakawo & Gishiwa, 2020). Acknowledging the impact of study habits on academic success, several renowned universities, including York University in Canada and the University of Berkeley in California, offer study habits counselling to incoming learners (Saani et al., 2022).

Academic success generally refers to the level of knowledge acquired in an academic discipline (Titilayo & Killian, 2023). Several studies have explored the connection between learners' exam performance and study habits, yielding mixed results (Lone, 2021; Pathak, 2021). Research has shown that students' study habits can range from poor to excellent. Although effective study habits are essential for academic performance, a significant number of students still struggle in this regard. For instance, Jafari et al. (2019) found that 32% of students across 21 medical universities in Kermanshah, Iran, exhibited serious weaknesses in their study habits. This suggests a common and concerning problem that may hinder academic performance, especially in rigorous academic settings. The results point to the importance of implementing focused strategies, such as study habits counselling, to help students improve their learning techniques. Such interventions are vital

for enhancing students' academic outcomes and overall educational experience (Akpan, Salome, Harcourt & State, 2015).

In Africa, challenges such as inadequate accessibility to education, overcrowded classrooms, and financial disparities among students contribute to academic performance (Okebukola & Jegede, 2018). Research in Nigeria, Kenya, and South Africa indicates that implementing strategies to improve study habits can significantly enhance students' academic performance. Studies conducted in Nigeria, Kenya, and South Africa suggest that adopting strategies aimed at improving study habits can greatly boost students' academic performance. For instance in Nigeria, Akomolafe and Adesua (2021) observed that practicing study habits had a positive effect on the academic performance of secondary school students in Ondo State. In a similar vein, Mutweleli (2024) found a strong link between well-developed study habits and academic performance among Kenyan high school students preparing for national exams. In South Africa, Motshekga and Moloi (2023) identified poor study skills as a major factor behind low performance in mathematics, with study skills interventions resulting in significant academic gains. In Nigeria, various factors, including health, motivation, and conducive environments, play a role in shaping students' study habits (Bhagat & Wadhawan, 2021). Poor academic outcomes are associated with factors such as limited intellectual capacity, lack of motivation, unclear goals, low self-esteem, socio-economic status, economic difficulties, and ineffective study habits. Students with lower intellectual abilities may struggle with challenging subjects, lack motivation, and face academic obstacles, while socio-economic disparities can limit access to resources and educational materials (Bhagat & Wadhawan, 2021).

Students' academic performance is a key indicator of educational success, reflecting how well they understand and apply what is taught in school. One major factor influencing academic performance is the quality of students' study habits. Many learners, especially in public secondary schools, face challenges such as poor time management and ineffective learning strategies, which hinder their academic progress. Study habits counselling has emerged as a potential solution to address these issues and improve performance. Titilayo and Killian (2023) reported that this form of counselling had a positive impact on both students' confidence and academic outcomes in Ibadan-North public schools. Likewise, Omare (2020) identified a strong link between good study habits and improved academic performance among students in Kenyan public schools. The performance gap between public and private school students further emphasizes the importance of support systems; Aika (2022) observed that students in private schools, who typically enjoy smaller class sizes and more educational resources, performed significantly better in national exams and displayed stronger study habits compared to their public school peers. These insights point to the need for effective interventions in public schools.

In Ghana, it has been observed that students at school often struggle with their study habits. While students are willing to study, they frequently lack effective study habits. Many senior high schools have reported that poor study habits are the primary factors contributing to poor test and examination results (Bhagat & Wadhawan, 2021). Academic performance is a significant concern in Ghana's education system, particularly at the basic and secondary levels, where disparities between students in public and private schools are widening. Effective study habits, including consistent revision, time management, and

organized learning routines, are crucial for student success. Schools play a key role in fostering these habits through guidance and counselling. Research shows that students who receive counselling and personalized learning strategies tend to perform better academically. The performance gap between public and private school students is not only due to resource and supervision differences but also to variations in study habits and academic support at home and in school (Kwakye, 2020). This underscores the importance of targeted interventions, such as study habits counselling, especially in public schools where support may be lacking.

Atim et al. (2022) emphasized that having a clear purpose for studying is crucial, noting that students' study habits play a significant role in achieving their academic goals. Gido et al., (2022) defined study habits as the consistent and purposeful practices that learners engage in outside of class to improve the way they learn and their reading skills. These habits are essential for mastering subjects and topics and are key to academic success and effective learning. Effective study habits involve a range of activities and strategies that help students absorb, retain, and apply knowledge effectively (Winifred, Abuchi, & Ozuruonye, 2022). These habits include time management, note-taking, understanding reading materials, concentration, completing homework and assignments, examination preparation techniques, organization, and creating a conducive learning environment. Learners with poor study habits often struggle to attain higher academic performance. Developing effective study habits is crucial for academic performance, as demonstrated by (Afful-Broni & Hogrey as cited in Kwakye, 2020). It is therefore crucial for teachers and learners to collaborate to enhance study habits such as note-taking, focus, exam preparation, seeking help, reading, library usage, and time management. Winifred et al.

(2022) emphasized the importance of studying smart rather than studying hard. Effective study habits include attending classes regularly, managing time efficiently, reviewing notes thoroughly, focusing on relevant subjects, actively participating in discussions, asking questions, avoiding last-minute cramming, and ensuring adequate rest before exams (Atim et al., 2022). According to Kwakye et al. (2020), a student's academic success is closely tied to their study techniques, with those employing positive study practices achieving better results than those using ineffective methods. Learners who cultivate better study practices tend to outperform those with negative study behaviours. Insufficient knowledge about study habits can hinder efficient and consistent learning, leading to subpar academic performance.

The Sagnarigu Municipality has unique educational problems that affect student academic performance. The area is marked by high poverty levels, limited educational resources, exam irregularities, and cultural influences on education. In the 2023 WASSCE, 2,707 out of 5,878 candidates scored A1-C6, accounting for 46.05%, while 3,171 candidates scored D7-F9, representing 53.95% (Sagnarigu Municipal Education Office, 2023). This suggests that ineffective study habits have contributed to students' underperformance, with 60% of students reportedly lacking effective study strategies (GES. Annual Report, 2023). Asare (2019) found that counselling interventions significantly improve learners' studying practices and academic outcomes by 60% grade increase. Awabil (2016) defines study habit counselling as a method to teach students effective study techniques and promote the development of positive study habits. Teaching learner proper study habits can lead to academic success (Awabil, 2016). Study habit counselling and instruction can enhance students' effectiveness, self-direction, and self-

regulated learning, while explicit instruction can boost their study efficiency (Ali & Sidiqui, 2018).

Social Cognitive Theory stresses the importance of students actively engaging in their learning process, rather than passively absorbing information, to achieve academic success. Students are encouraged to interact with and interpret the material, taking responsibility for their educational achievements. Developing effective study habits is essential for senior high school students, including tasks such as scheduling, prioritizing, summarizing information, maintaining focus, exam preparation, and organizing data to prevent academic failure and foster positive habits (Pathak, 2021). Structured study habits counselling programmes can help students improve their academic performance by providing them with essential skills and resources (Saani et al., 2022). Counselling methods such as individual counselling, group sessions, and peer-led initiatives are utilized to improve students' study habits by offering personalized strategies and creating collaborative learning environments (Lone, 2021).

1.2 Statement of the Problem

Poor study habits are a significant concern among senior high school students today. The decline in students' study habits is attributed to various distractions, including the internet, television, social media and parental attitudes (Singh & Gohain, 2022). This recurring problem, stemming from the neglect of proper study habits, has affected numerous students across various educational institutions in the Sagnarigu Municipality, leading to severe consequences such as widespread failures, examination malpractices, frustration, school dropouts, and truancy (Winifred et al., 2022).

In the Sagnarigu Municipal, a personal observation as a school counsellor reveals that many students struggle with in effective study habits, which has a noticeable impact on their academic performance. Students frequently spend time on leisure activities like watching movies, using social media, playing games and socializing with friends after school hours instead of studying privately for better understanding. Efforts by school authorities to address the problem of poor study habits have not yielded productive results. Teachers and parents have made numerous attempts to encourage students to study, but these efforts have not been very effective in tackling the issue (Winifred et al., 2022). This persistent challenge of poor study habits explained the growing incidence of examination malpractice in the Sagnarigu Municipality. Between 2022 and 2023, reported cases of examination malpractices increased significantly. In 2022, 57 candidates' had their results cancelled for possessing foreign materials while in 2023, the number rose to 96 candidates. Out of this figure, the entire results of 79 candidates were cancelled for possessing mobile phones in exam halls and 17 candidate’s results were cancelled in either one or two subjects for possessing already prepared materials in the exams hall (WAEC, Committee Report,

2023). Malpractices can occur at any stage before, during, or after exams carried out either by the candidates or the officials responsible for overseeing the examination process (Kyei, 2014). This poses a serious threat to the accuracy and equity of assessments, raising major concerns for teachers, counsellors, officials, and parents. The rising trend of examination malpractice in the Sagnarigu Municipality are linked to poor study habits among students, as students who are unprepared often resort to dishonest means to pass exams. This suggests that poor study routines and a lack of academic discipline could be underlying factors driving students to engage in such malpractices (Winifred et al., 2022).

More specifically, the research problem, however, is that, despite a vast literature on study habits on academic performance of students in Ghana, most studies reviewed focused on factors influencing students' academic performance, the effect of study habits on academic performance, and the causes of poor study habits. For instance, Gido et al. (2022) examined how study habits directly affect students' academic success, while Credé and Kuncel (2018) found a strong correlation between study skills and performance outcomes. Similarly, Bhagat and Wadhawan (2021) explored how time management and study behavior influence academic performance, and Atim et al. (2022) highlighted how a lack of study purpose contributes to poor academic performance. Many of these studies like (Kwakye et. al, 2020), sighted are largely survey-oriented, describing the issue without using professional counselling interventions to improve students study habits and academic performance. Moreover, most of the cited research was carried outside the Northern Region, specifically in the Sagnarigu Municipality. Hence, this study aims to fill the research gap by investigating the effect of study habits counselling on academic performance in the Sagnarigu Municipality.

1.3.Purpose of the Study

The research aimed to explore the effect of study habits counselling on the academic performance of senior high school students in the Sagnarigu Municipality, Northern Region of Ghana.

1.4.Significance of the Study

The study would be useful in that, the findings would benefit all stakeholders of education, such as Ministry of Education (MoE), school counsellors, school heads, teachers, parents and the general community.

The study's findings would first provide guidance to the Ministry of Education in implementing study habit counselling programmes, adjusting curricula, and establishing teacher training initiatives.

Secondly, the study's results would enable counsellors to develop programmes to improve students' academic performance as such workshops on effective study techniques.

Thirdly, the study's findings would support collaboration among educational institutions management, educators, and guardians to enhance learners' learning by offering guidance on home support, implementing effective classroom strategies, and providing regular feedback.

Fourthly, the study aims to enhance students' academic performance by promoting effective study habits such as study planning and chunking, empowering the community to adopt beneficial habits, and fostering a culture of success.

Ultimately, improved study habits would lead to societal benefits, increased economic productivity, and enhanced educational standards, expanding opportunities for higher education.

Finally, the study would also serve as literature to other researchers who might want to delve further into the phenomenon; especially those might want to do an intervention study.

1.5. Specific Objectives

The specific objectives of the study were to;

1. Compare study habits of students who receive counselling with those who do not.
2. Investigate the relationship between study habits and academic performance.
3. Find out the influence of gender on the study habits of students in the Sagnarigu Municipality.
4. Measure the effect of study habit counselling programmes on students' academic performance, comparing the performance of students who have gone through counselling with those who have not.

1.6. Research Hypotheses

$H_0$1: There is no significant difference in study habits between students who receive counselling and those who do not.

H_A1: There is a significant difference in study habits between students who receive counselling and those who do not.

$H_0$2: There is no statistically significant difference between the seven scales on study habits and academic performance of students.

The sub-themes under this hypothesis are as follows:

$H_0$2.1: Homework/assignments do not have a statistically significant relationship with students' academic performance.

$H_0$2.2: Time management does not have a statistically significant relationship with students' academic performance.

$H_0$2.3: Note-taking/note-making does not have a statistically significant relationship with students' academic performance.

$H_0$2.4: Reading/consultation does not have a statistically significant relationship with students' academic performance.

$H_0$2.5: Library use does not have a statistically significant relationship with students' academic performance.

$H_0$2.6: Concentration does not have a statistically significant relationship with students' academic performance.

$H_0$2.7: Preparation for examinations does not have a statistically significant relationship with students' academic performance.

H_A2: There is a significant relationship between study habits and academic performance of students.

$H_0$3: There is no significant relationship between the study habit of male and female students in the experimental and control group.

H_A3: There is a significant difference between the study habit of male and female students in the experimental and control group.

$H_0$4: There is no significant difference in academic performance between students who have gone study habit counselling and those who have not.

H_A4: There is a significant difference in academic performance between students who have gone through study habit counselling and those who have not

1.7.Delimitation

While there are ten scales included in the study habits survey, only seven will be utilized in this study. These seven scales are Time Management, Homework/Assignment, Note-taking/Note-making, Reading and Consultation, Concentration, preparation for Examination, and Library use. The decision to focus on these specific scales was made based on their proven significance in measuring important aspects of study habits that are relevant to the study's objectives. Limiting the survey to seven scales was deemed necessary to prevent overwhelming students with an excessive number of items to respond to in one session.

Furthermore, the study was conducted solely using a quasi-experimental method, focusing on quantitative data. Qualitative viewpoints were not included in the study design. The decision to use a quasi-experimental design was made to balance the need for rigorous causal relationship evaluation with practical constraints, allowing for group comparisons

in situations where random assignment is not possible. This design was chosen to address the research questions about the effectiveness of study habits counselling on academic performance in a real-world educational setting. The study prioritized quantifiable outcomes such as exam scores and study habit improvements, rather than qualitative perspectives.

Additionally, the study was limited to public senior high schools in the Sagnarigu Municipality in Ghana's Northern Region, excluding private schools. This decision was influenced by factors such as researcher accessibility, student demographics, uniform educational policies, and resource constraints, which facilitated consistent intervention and outcome monitoring.

The study focused exclusively on two schools, Tamale Islamic Science Senior High School as the experimental group and Kalpohini Senior High School as the control group, despite there being five public senior high schools in the Sagnarigu Municipality. These schools were selected based on their similar student populations and academic performance trends, providing a consistent baseline for measuring the impact of the study habits counselling intervention. Cooperation from school administration, teachers, and students was essential for the successful implementation of the study.

Furthermore, the study duration was three months, with careful consideration given to the potential impact of research length on response quality. To minimize respondent fatigue and ensure data reliability, the study strategies included piloting the inventory to eliminate redundant items and using shorter, validated scales to efficiently capture essential

study habits. This approach aimed to improve the accuracy and consistency of the collected data.

1.8.Limitations

The research was conducted as a quasi-experimental study, which, despite efforts to minimize its limitations, may have been subject to some typical shortcomings associated with this type of study. Quasi-experimental design lacks randomization of participants into experimental and control groups, as random assignment was not feasible due to practical and ethical constraints. Instead, existing groups (Tamale Islamic Science Senior High School as the experimental group (treatment) and Kalpohini Senior High School as the control group) were used for comparison. This design enables the assessment of intervention effects in real-world settings with control, making it ideal for studying interventions in educational settings without random assignment.

The quasi-experimental design may affect the research inner reliability due to potential confounding variables such as socio-economic factors and may limit generalizability, as findings may be context-specific. To address these issues, the study ensured validity by considering confounding variables like socio-economic status, academic achievement, motivation, and counselling quality, and matching schools based on demographics and baseline assessments.

The study's findings are specific to the Sagnarigu Municipality and may not be applicable to other districts or municipalities due to demographic differences, public senior high school selection, and variations in educational policies and teaching methods. It is essential to consider local dynamics when applying the study's findings to other educational

contexts. Challenges during the study included limitations in using a self-assessment questionnaire to obtain data from senior high school students study habits and academic performance, as students were hesitant to discuss personal academic matters. Strategies were implemented to ensure students' honesty in self-reporting, including confidentiality guarantees and anonymous data collection methods, to improve the reliability of questionnaire responses and promote accurate student self-assessment.

1.9.Definition of Terms

Study habits: Study habits are the routines and practices individuals use to prepare for tests and learn academic material. Establishing effective study habits can lead to academic success.

Study habit counselling: Study habit counselling involves professional interventions that support students in developing effective study habits to improve their academic skills and performance.

Counselling: Counselling is a supportive relationship where a trained professional who helps individuals or groups facing challenges, using specialized skills to guide them towards resolving their issues.

Habits: Habits are repetitive actions that individuals often do unconsciously and can be challenging to change. They represent regular behaviors.

Study: Study involves acquiring knowledge through reading, observation, and analysis of real-world phenomena. It also includes a thorough examination and consideration of specific materials.

Academic Performance: refers to a student's progress and achievement in their academic studies, typically measured by grades and completion of assignments.

10.0 Organization of the Study

The study was divided into five chapters. Chapter One included an introduction, discussing the background, problem statement, significance, purpose, specific objectives, research hypotheses, delimitations, limitations, and definitions of key terms. Chapter Two concentrated on the theoretical and empirical review, along with the conceptual framework to provide context for the research. Chapter Three described the research methodology, including the design, population, sample, sampling methods, data collection instruments, and analysis procedures. Chapter Four presented the main findings of the study and analyzed the results. Lastly, Chapter Five concluded the research, offered recommendations, and proposed potential areas for future study.

Conclusion

In essence, senior high schools play a vital role in nurturing talents and abilities, as well as cultivating the human resources necessary for future educational pursuits and workforce integration, thereby enhancing the nation's intellectual capital and economic progress. It is imperative to examine any factors that may impede academic achievement or diminish productivity among this demographic and offer viable solutions. The research aimed to tackle issues such as inadequate study habits, subpar academic results, and cheating tendencies during exams by evaluating the efficacy of study habit counselling programmes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter offers a thorough review of literature on study habits from various sources, including online and published materials. It encompasses research studies, evaluations, best practices, and recommendations. The information gathered includes academic books, journal articles, historical records, and government reports. The chapter was organized around three main themes and four sub-themes: a conceptual overview with a framework, a theoretical review, an empirical review, and a literature review on study habits and academic performance.

i. Conceptual review

ii. Theoretical Framework – Social Cognitive Theory

iii. Empirical Review

   a. Concept of academic performance

   b. Concept of study habits

   c. Various form of study habits

   d. The importance of study habits in an educational environment

2.1 Conceptual Review

This section presents a conceptual review of study habits, outlining the key components that influence students' academic performance. It provides a framework for understanding how specific study behaviors contribute to or hinder academic success.

Some of the concepts reviewed were, the concept of academic performance, concept of study habits such as time management, note-taking, reading, assignment completion, library use, concentration, and examination preparation.

2.1.1 Concept of Academic Performance

Academic outcomes denotes to an individual's success in educational pursuits within formal institutions like schools, colleges, or universities (Bhagat & Wadhawan, 2021). It encompasses various aspects such as grades, test scores, class attendance, and completion of assignments, which reflect both understanding of the subject matter and dedication to educational goals (Khan, 2019). There are multiple factors that influence academic success. Grades serve as a crucial measure of performance in coursework and exams (Titilayo & Killian, 2023), encompassing participation, homework, tests, exams, projects, and sometimes attendance, providing a quantitative assessment of understanding (Sakirudeen & Sanni, 2017). Informal qualities like time management, study skills, motivation, and a growth mindset significantly impact performance (Castillas, 2023). Academic outcomes are regularly evaluated through assessments, with grades often indicating achievement in specific subjects or courses (Castillas, 2023). These evaluations gauge students' ability to meet educational objectives and demonstrate retention of knowledge (Barcenas & Bibon, 2022).

Academic success is crucial for students' personal growth and societal benefits (Smith, 2018; Brown & Jones, 2020; Johnson et al., 2019). It enhances knowledge retention, leading to better job prospects and competitiveness in the workforce (Brown & Jones, 2020). It instills a sense of purpose and fulfillment by emphasizing the value of learning in educational settings (Smith, 2018). Poor academic performance occurs when a

student fails to meet the established criteria for performance in assessments like exams or tests (Asikhia, 2020). Schools aim to impart knowledge and information, but some students may struggle to meet these expectations, leading to frustration (Arora, 2016). Family support plays a significant role in academic success by providing emotional reassurance, homework help, and reinforcing educational goals. Research by Jones et al. (2017) indicates that students who receive consistent family support demonstrate higher motivation and academic achievement compared to those without such support. Moreover, stable family environments and parental involvement in school activities are linked to academic success (Castillas, 2023). Socioeconomic status (SES) is a key factor influencing academic performance, with students from higher SES backgrounds having better access to educational resources, while those from disadvantaged backgrounds face challenges like limited access to quality education and higher mobility rates, impacting their grades (Sirin, 2020). Sirin (2020) also highlights the significant role of socioeconomic barriers in contributing to academic struggles among students from economically disadvantaged families. Schools with strong community ties and adequate resources tend to promote higher academic achievement through enriched educational experiences and tailored support. While academic performance is important, excessive focus on results and test scores can be a sense of worry and attention among students which negatively affect their mental well-being and intrinsic motivation to learn (Barcenas & Bibon, 2022). Academic success is determined by a mix of internal factors, like students' abilities, and external factors, such as their environment. Mindful study habits are key to achieving academic excellence (Basil, 2020). Regular assessments are valuable as they motivate students and provide feedback to enhance their academic performance. To support students in

improving their academic performance, schools should conduct frequent assessments and offer timely feedback, helping students understand their progress and encouraging them to strive for improvement (Fershie, 2019). In conclusion, academic performance, shaped by various factors, benefits individuals and society by preparing them for successful careers and nurturing essential life skills.

2.1.2 Concept of Study Habit

The process of studying encompasses various activities aimed at acquiring knowledge and understanding of a specific subject or topic (Brigman & Campbell, 2021). Essuman (as cited in Kwakye, 2020) described studying as a coordinated effort involving multiple aspects that students engage in. Habits are routines and practices, including studying, that are developed through repetition and influenced by factors like the environment and personal motivations (Lally et al., 2021). Smith and Johnson (2019) emphasize that studying involves intellectual methods such as reading, note-taking, reasoning, and problem-solving to retain and absorb information. Effective study habits are crucial for acquiring and retaining knowledge, laying the foundation for academic success (Kwarteng-Nantwi & Edjah, 2021). Study habits, defined as the strategies and behaviors students adopt to succeed in school, vary in effectiveness. Effective study habits results in improved academic outcomes, while ineffective study practices result in subpar outcomes. These habits encompass a range of behaviors, including note-taking, time management, utilizing library resources, and organizing study materials properly (Smith & Johnson, 2019). Study habits are influenced by factors like the learning environment, personal motivations, learning styles, and preferences. A conducive learning environment, characterized by a quiet and organized space, enhances focus and productivity, facilitating

better retention of information (Dunn & Dunn, 2017). Internal and external motivations play a significant role, with genuine interest in a subject leading to deeper learning and external motivations like the desire for good grades encourages consistent study efforts. Research by Smith & Johnson (2019) shows that students in quiet and organized environments perform 20% better on tests than those in noisy settings. Additionally, Jones et al. (2020) found that learners motivated by intrinsic rewards outperform those motivated solely by grades. Similarly, a study by Brown (2018) revealed that 60% of learners using visual aids experienced improved understanding and recall. Furthermore, Dunn & Dunn (2017) found that personalized study plans based on individual learning styles can boost academic performance by 30%.

Effective study habits are crucial for developing critical thinking skills and reviewing lessons. Poor study habits, like bad time management and lack of focus, can result from a lack of knowledge about effective study strategies, psychological factors, or insufficient support and resources (Kwarteng-Nantwi & Edjah, 2021). Irregular study times and disorganization can result to lower academic outcomes and worrisome to students. To address these challenges, students should establish a structured study schedule, organize their learning materials, and seek counselling from school counsellors. By combining personal determination with external support, students can cultivate improved study habits and achieve better academic outcomes. Effective study habits are essential for academic success. Students who practice good study habits tend to perform better academically by retaining information better, understanding concepts more deeply, and improving problem-solving skills. On the other hand, students with poor study habits, like skipping classes, incomplete homework, and inadequate exam preparation, may face challenges in their

academic success (Barcenas & Bibon, 2022). A study by Winifred et al. (2022) in Awgu Local Government Area of Enugu State identified the causes of poor study habits among secondary school students. The research emphasized the importance of effective study habits in managing time efficiently and improving thinking and reading skills. It highlighted the need for counselling on study techniques, creating a conducive study environment, minimizing distractions, and establishing a consistent study routine.

2.3 Various Forms of Study Habits

Brigman & Campbell (2020) suggest that learning is a skill essential for academic success, requiring patience and diligence. Successful learning is a personal journey, and no single approach works for everyone. Learners must take responsibility to develop understanding, values, skills, intellect, and mindsets (Cooper, 2017). It is essential for learners to explore different studying approaches, review them, and settle on the most effective one for themselves. Study patterns have a significant influence on students' grades since every student have unique patterns of studying (Oliva, 2021). Aika (2022) describes study habits as the methods students use to learn in a suitable environment to complete academic tasks. Good study habits enable students to gain insight on their learning outcomes that measure improvement efficiently. Study habits are individual practices that help students absorb knowledge efficiently (Winifred et al. 2022). Loveless & Johnson (2018), stress the significance of good study habits, such as completing homework, note-taking, reading, concentration, exam preparation, seeking help, and using the library. Yazdani and Godbole (2022) discovered that students struggle with motivation,

reading skills, note-taking, summarizing information, recalling details, and time management, all of which affect academic performance.

2.3.1 Effective Time Management

Time is a valuable resource that cannot be changed, essential for students aiming for success in life. Patton (2019) describes time management as a collection of skills, beliefs, and strategies focused on maximizing productivity and improving quality of life through efficient time utilization. Time management involves planning, organizing, and utilizing time effectively (Kwakye, 2020). Nowadays, students have more time for learning but are often hindered by extracurricular activities and personal interests, leading to procrastination in their studies. Procrastination involves consistently delaying tasks, often choosing less important or more enjoyable activities over urgent ones. Students who procrastinate may struggle with effective time management, resulting in increased stress and reduced productivity Naima (as cited in Kwakye, 2020). Effective use of time is a critical skill that students must to understand or practice. Limited time can lead to dissatisfaction and a sense of helplessness in achieving success. Time management is seen as a mindset shift that helps students understand their thinking and improve performance (Fershie, 2019).

Effective time management techniques such as prioritization and study schedules can enhance productivity and academic success by organizing tasks based on importance and deadlines, reducing stress, and promoting consistent progress (Smith, 2019; Patton, 2019). Utilizing digital calendars and task management apps can aid in time management, enabling students to balance schoolwork, homework, and personal life, ultimately leading

to improved academic performance and overall success. Kwakye (2020) discovered that effective time management positively correlated with academic performance, indicating that students can successfully juggle academic responsibilities and other interests. Planning study sessions in advance can ensure comprehensive coverage of course material, reduce last-minute cramming, facilitate deeper learning, and improve retention (Steel, 2021). Research by Britton & Tesser (2020) shows that students who practice effective time management tend to achieve higher academic scores, underscoring its significance in academic achievement. Students who excel academically often demonstrate strong time management skills by proactively planning their schedules, allocating specific study times, attending classes, and engaging in leisure activities, thereby reducing stress and enhancing performance (Smith, 2019). Common challenges in time management include procrastination, difficulty in prioritizing tasks, lack of planning, distractions, and unrealistic goal setting. To overcome these obstacles, students should establish clear goals, break tasks into smaller steps, create structured timetables, minimize distractions, and cultivate self-discipline to maintain focus (Asikhia, 2020).

2.3.2 Reading and Concentration

Reading and the ability to concentrate are essential for academic success as they help students broaden their knowledge, improve critical thinking, and gain a deeper understanding of subjects (Smith, 2019). Regular reading, whether from textbooks or other sources, helps develop these skills and improves memory retention. Moreover, concentration, or the ability to focus intellectually on tasks, significantly aids in knowledge acquisition and retention (Johnson et al., 2020). The Pomodoro Technique, created by

Francesco Cirillo in the late 1980s, is a proven method for enhancing concentration by breaking study sessions into Pomodoros, short breaks, and longer breaks, promoting mental alertness and productivity (Grossman et al., 2022). Practicing mindfulness activities like deep breathing, body scans, and meditation can enhance concentration, cognitive function, and mental clarity by promoting awareness of the present moment and accepting thoughts without judgment (Grossman et al., 2022). Alternating between work periods and mindful breaks creates a conducive learning environment, improves study sessions, and enhances academic performance. When reading, it is important to have clear objectives and focus on key details (Grossman et al., 2022). Extracting key details while reading is essential for grasping the main idea and developing effective note-taking skills among students (Omare, 2020). According to Kwakye (2020), reading involves actively acquiring knowledge from various sources. The SQ3R method encourages active participation during reading, helping students understand and retain information more efficiently. Yahaya (2022) introduced the SQ3R technique as a structured learning approach that involves Survey, Question, Read, Recite, and Review. The method aims to make reading more purposeful and meaningful, enabling students to effectively manage their time by first surveying chapter headings for an overview and then asking relevant questions before delving into detailed reading. The first 'R' in the SQ3R method, Read, stresses the importance of reading repeatedly until questions are answered. The second 'R', Recite, involves summarizing information in one's own words to deepen understanding beyond memorization. Lastly, Review prompts students to assess and reinforce their memory by recalling key points without consulting the text. Awabil (2016) argues that SQ3R improves study skills by helping students identify main ideas, comprehend details, acquire contextual vocabulary, and draw logical

conclusions. Active reading practices, like summarizing key points, highlighting important information, and asking critical questions, promote deeper engagement with the material (Jones & Brown, 2020). These strategies enhance comprehension and aid in information synthesis and application during assessments.

Mnemonics are tools that help students remember and recall information by connecting new material to familiar concepts or patterns. These techniques, such as acronyms, rhymes, visual images, or breaking information into smaller parts, enhance memory retention (Bower, 2021). Mnemonics are effective because they simplify complex information into relatable formats, supporting long-term retention and quick recall during exams (Higbee, 2020). Research shows that students using mnemonic devices have better memory and understanding compared to those who do not, as these techniques engage the brain in learning (Bellezza, 2020). Incorporating mnemonics into study routines can significantly improve academic performance by making learning more efficient and enjoyable. Despite the benefits of effective study habits, students often encounter challenges like distractions and information overload. Managing distractions can be achieved by creating a conducive study environment, using noise-canceling headphones, or practicing focused breathing exercises (Garcia et al., 2018). Information overload can be addressed by breaking study sessions into smaller segments and prioritizing materials based on relevance and complexity. In addition to textbooks, students should explore academic journals, online resources, and reputable websites to broaden their understanding and access diverse perspectives. Maintaining a healthy sleep schedule and balanced diet is essential for optimal cognitive function and concentration, as adequate rest and nutrition support sustained focus and mental alertness (Blunden et al., 2021).

2.3.3 Note Taking and Note Making

Note-taking and note-making are crucial components of the learning process, each serving a distinct purpose. Taking notes during classes or while reading helps students create a personalized summary of the subject, aiding in comprehension and retention. This practice involves quickly recording key points and important information, requiring active listening and the ability to identify crucial details (Pauk, 2019). On the other hand, note-making involves organizing and synthesizing these initial notes into a more comprehensive study resource. This process includes reorganizing, elaborating, and integrating information from various sources to promote deeper understanding and critical thinking. While note-taking provides raw, unstructured notes for immediate comprehension and recall, note-making results in a detailed, cohesive study guide that supports long-term retention and academic success (Kiewra, 2019). Different note-taking methods, such as outlining, mind mapping, the Cornell method, charting, sentence method, and boxing, offer unique benefits tailored to various learning contexts (Piolat et al., 2015). Effective note-taking significantly impacts academic success by improving memory, concentration, comprehension, and recall during classroom instruction and exams (Owusu & Ansah, 2021).

According to Asare (2019), note-taking involves encoding and interpreting information, requiring learners to distinguish essential from non-essential details, connect information to existing knowledge schemas, and revise statements as they write. This process of note-taking is crucial in facilitating deeper understanding and retention of academic material (Kusi, 2020). Effective note-taking is essential for academic success as it helps in comprehending complex concepts and preparing students for exams. However,

students often encounter challenges such as ineffective methods, information overload, and fast-paced teaching, resulting in disorganized or incomplete notes (Robinson & Miller, 2017). Information overload is a common issue where excessive information presented in lessons or reading materials can overwhelm students, making it difficult to identify key points and essential details (Kiewra, 2019). Additionally, fast-paced lessons can be a challenge for students as they may find it hard to process and retain information simultaneously, potentially impacting their academic performance (Howe, 2018).

Similarly, digital note-taking tools offer a range of benefits that can enhance students' note-taking practices. These tools make it easier to organize, edit, and share notes compared to traditional pen-and-paper methods. They come with features like search functions, cloud storage, and synchronization across devices, making it convenient to access notes from anywhere, which promotes flexibility in studying (Kusi, 2020). Additionally, digital platforms often allow for multimedia integration, enabling students to include audio recordings, images, and hyperlinks in their notes, which can improve understanding of complex topics and aid in memory retention (Ayihi, 2019). However, digital note-taking also has its drawbacks. One major concern is the potential for distractions from notifications and social media on digital devices, which can divert students' attention from their academic work (Lawrence, 2023). Additionally, there may be a learning curve when adapting to new software or apps, which could take up valuable study time. Moreover, relying on technology introduces risks such as technical issues, data loss, or dependence on internet connectivity, which could disrupt access to important study materials during critical times (Marmah, 2022).

2.3.4 Homework and Assignment

Homework and assignments are essential for learners' academic progress and development. The application of these help learners in classroom learning to real-life situation which improve their understanding of subjects (Cooper et al., 2017). Regularly assigned homework and tasks help students build determination and time management skills as they learn to plan and organize their schedules effectively. Additionally, these assignments offer valuable feedback to students, highlighting areas for improvement and helping them refine their skills (Bangert-Drowns et al., 2020). Active participation in homework and assignments can lead to improved grades, critical thinking abilities, and knowledge, ultimately contributing to enhanced academic performance, self-regulated learning, and cognitive development (Kwakye, 2020).

According to Dettmers et al., (2021) homework effectiveness varies by age and subject, with mature students generally showing better results than younger ones. Cooper et al. (2017) revealed that homework positive effect on academic performance while as excessive homework can cause stress and burnout. Cooper et al. (2017), Kabiru (2018), and Pallai (2019) all emphasized assignments are essential for learners to develop effective study habits and strategies, enhancing their academic preparedness and ability to tackle challenges. However, it can also cause stress, workload overload, and unproductive busywork. Too many homework can cause significant stress and anxiety, negatively affecting students' thinking and overall well-being. (Kralovec & Buell, 2020). When learners are overburdened with too many homework, they find it difficult to balance their academic work with personal time, extracurricular activities, and rest, causing fatigue in students (Galloway et al., 2019). Homework assignments that do not effectively encourage

learning can lead to student frustration, decreased motivation, and wasted time that could be have better utilized for more educational or creative activities. (Bennett & Kalish, 2016).

Homework, which includes projects, presentations, and online activities, plays a crucial role in improving learning by encouraging research, critical thinking, creativity, and communication skills. These various formats accommodate different learning preferences and make the learning process more enjoyable, preparing students for their academic and professional futures (Bas, 2015). It is important for educators to design a range of assignments that takes care of different styles of learning and ensure that all students can effectively engage with the material and creating an inclusive and productive learning environment (Cooper, as cited in Kwakye, 2020). Homework reflects the idea that practice leads to mastery, as students work on assignments to enhance their skills. Assignments and homework are fundamental components of education for school-aged children, acknowledged as vital for enhancing students' academic achievements (Carr, 2017).

2.3.5 Library Use

Reading is essential for students in their daily lives and has a significant impact on their academic progress. Developing effective reading habits helps students to continuously learn and grow (Kwakye et al., 2020). Reading serves as the basis for all learning, enabling individuals to acquire information for personal development and to grasp ideas in various subjects (Bentil et al., 2018). It is important to read with a specific goal in mind, focusing on understanding the core concepts and relevant information. This approach is crucial for successful studying, as it helps in identifying the key ideas while reading (Atim et al., 2022). Research by Johnson and Smith (2018) indicates that using

libraries is associated with academic success due to the access they provide to study materials like books, journals, and research papers. Libraries also offer a conducive environment for reading, improving concentration and comprehension (Smith & Brown, 2017).

According to Davis and Williams (2016), libraries play a crucial role in enhancing students' academic success by minimizing distractions, aiding in information retention, and providing access to laptops and internet databases for effective studying and completing assignments. The presence of qualified librarians in schools significantly contributes to students' academic performance (Jones et al., 2019). Librarians assist students in developing effective study strategies and locating essential information by offering services such as electronic books compatible with various platforms (Anderson & White, 2020; Smith, 2021). Audiobooks serve as an alternative to traditional reading, enabling individuals to consume literature and educational content while engaging in other tasks (Jones, 2019). Furthermore, multimedia databases containing video lectures, interactive modules, and documentaries provide engaging avenues for exploring topics in depth (Brown, 2020). These library services facilitate knowledge acquisition by making information more accessible and convenient for users (Smith, 2021; Jones, 2019; Brown, 2020). Students can enhance their library utilization by implementing various strategies. Initially, participating in library orientations and tours helps them familiarize themselves with the layout and available resources. Utilizing the library's online catalog and databases aids in efficient searching and accessing materials (Anderson & White, 2020). Library workshops provide valuable skills and information to students on how to search for reading materials (Anderson & White, 2020). While libraries offer numerous benefits, they also

pose challenges. Securing available study spaces can be challenging during peak times such as exam periods, and noise levels tend to rise during busy hours, disrupting concentration (Jones, 2019). Libraries offer a structured environment with fewer distractions, promoting more effective study sessions. Students who utilize library resources tend to achieve better academic outcomes. For example, a study by Whitmire (2023) revealed that frequent library users reported higher grades and greater satisfaction with their academic experience. Furthermore, the presence of librarians and academic support services in libraries provides valuable assistance, further enhancing students' academic success. Access to educational materials, a conducive study environment, and librarian support all contribute to improved learning experiences and grades (Brown & Wilson, 2018). Consequently, students who integrate library use into their learning habits are more likely to excel academically.

2.3.6 Preparation for Examination

Preparation for exams is a vital aspect of effective study habits, involving a structured approach to getting ready for tests. This process includes activities like reviewing course materials, summarizing key points, practicing past exams, creating study schedules, and using active revision techniques (Barcenas & Bibon, 2022). Exams serve as a means of assessing students' abilities and achievements to assign grades and placements (Ahyia, 2020). They are used to evaluate learners' performance and the overall effectiveness of the education system (Kwakye, 2020). Exams are formal assessments of students' performance in a subject, assessing the effectiveness of instructional materials and the efforts made to achieve proficiency after instruction. According to Johnson and

Smith (2020), achievement tests aim to measure students' learning progress in specific subject areas commonly taught in schools.

Adequate preparation for exams is essential as it helps students consolidate their knowledge, identify areas of weakness, and build confidence in tackling exam questions. Many students experience stress and anxiety during exams due to poor planning. A significant number of students may not have developed the necessary study habits for academic success. A majority of learners struggle with structuring their study time effectively (Atim et al., 2022). Effective exam preparation involves utilizing strategies to enhance productivity and academic performance. These strategies include actively engaging with study materials, creating summaries and mind maps, using flashcards, and practicing exam questions to improve understanding and retention (Smith, 2020).

Establishing a well-planned study schedule with clear goals and manageable daily and weekly plans, including regular breaks, is essential for maintaining efficiency and reducing fatigue (Jones & Brown, 2018). Additionally, reviewing past exam questions helps students familiarize themselves with exam formats, identify recurring themes, and assess their knowledge disparities (Patel, 2019). Implementing revision techniques such as spaced repetition, interleaved practice, and dual coding enhances long-term memory retention and problem-solving skills (Nguyen et al., 2021). Managing stress effectively through mindfulness practices, physical exercise, and sufficient sleep, along with cultivating a positive mindset through affirmations and visualization techniques, is crucial for alleviating exam anxiety (Garcia & Lee, 2020).

According to Kwakye (2020), students who resort to cheating in exams often experience anxiety and stress. Focusing solely on grades, which may seem elusive and difficult to attain, can hinder academic success. Prioritizing learning over grades and valuing knowledge are essential for improving academic performance. Neglecting attendance, assignments, and note-taking can negatively impact academic achievement (Arul, 2021). Adapting study techniques to match individual learning styles, like using pictures, discussions and practical lessons improves understanding and involvement (Thomas & Johnson, 2017). Effective time management strategies, including prioritizing study sessions based on difficulty, creating realistic study schedules, and incorporating regular breaks to enhance focus and concentration, are key to efficient exam preparation, leading to improved academic outcomes and reduced stress levels (Taylor & Miller, 2020).

Developing effective study habits is beneficial for students across all academic levels. Ineffective study habits can undermine self-confidence, leading to lower performance and self-esteem. Aligning exam preparation with effective learning strategies, such as active learning and consistent review, can enhance information retention and performance (Bonwell & Eison, 2021; Dunlosky et al., 2021). Consistent review after completing a course is crucial to prevent knowledge decay (Patel, 2019). Studying for recall requires a comprehensive approach to master the material (Kwakye, 2020). Cramming and procrastination can lead to lower grades and higher stress levels. Effective revision techniques, such as highlighting texts, reviewing notes regularly, and conducting weekend reviews, are essential for long-term retention (Awabil, 2016). Understanding examination rules and regulations, including proper behavior during exams, is important to avoid unintentional misconduct and potential sanctions (Gyeke, 2016).

2.4 Importance of Study Habit Counselling in School Setting

Johnson (2019) noted that students frequently struggle with organizing their academic responsibilities and managing their study habits. Nyarko-Sampson (as cited in Kwakye, 2020) highlighted that poor study habits impact academic outcomes regardless of improved personalities and understanding. Study habit counselling, such as scheduling regular study times, taking effective notes, and reducing distractions like television and phone calls, is essential. Study habit counselling is vital in educational settings to enhance students' learning outcomes by identifying and addressing negative behaviors that impede effective studying (Olayinka, 2021). Motivational interviewing techniques boost students' motivation toward academic goals, emphasizing the importance of effective study habits in attaining success (Yahaya, 2022). Self-assessment exercises are critical for students to assess their study habits and academic progress, set goals, and tailor strategies for improvement (Olayinka, 2021). Counselling approaches create a conducive learning environment that improves academic performance through structured and personalized study practices. Kwakye (2020) proposed that academic performance affect one's learning habits, emphasizing the importance of effective study habits. However, in recent years, many students, particularly those in high school, have been ill-prepared for academic tasks. Students often lack the necessary techniques for academic success, necessitating effective study habits. Study habit counselling helps identify students' strengths and limitations (Smith & Davis, 2018). School counsellors should assist students in adopting personalized learning practices tailored to their unique learning styles and preferences (Smith & Davis, 2018).

Additionally, study habits counselling has proven effective in helping students overcome challenges such as procrastination by implementing structured time management strategies and setting achievable goals (Olayinka, 2021). By identifying students' preferred learning styles and adapting study methods accordingly, counselling sessions enhance comprehension and retention of material (Yahaya, 2021). For instance, Miller & Rollnick (2019) studied on motivational interviewing techniques in academic settings has shown that students who undergo counselling to enhance intrinsic motivation towards academic goals tend to demonstrate better persistence in their studies and achieve higher grades. Also, Trautwein et al. (2020), study found that counselling interventions aimed at improving time management skills significantly enhanced students' ability to organize their study schedules effectively. Similarly, Carr (2017) study emphasized the significant impact of structured study habit counselling on academic outcomes, indicating that learners who regularly received support reported higher grades and academic achievements.

Atim et al. (2022) emphasized that student achievement is influenced by factors such as attitudes towards studying, adjustments in study behaviors, school attendance, and responses to past evaluation results. Pass & Abshire (2015) emphasized the importance of study habits counselling in improving academic performance. Pallai (2019) emphasized the importance of study habits counselling for students' academic success. Effective studying, as highlighted requires focus, time management, and self-discipline to comprehend and master any subject matter (Rugendo 2022). Similarly, Rana and Kausa (2021) discovered a positive correlation between study habits counselling on academic outcomes. Study habits play a crucial role in academic success, shaping individuals' lives in a lasting and profound way (Crede & Kuncel, 2018).

Study habit counselling is essential for helping students manage their time effectively. Many students struggle with time management due to juggling multiple courses, extracurricular activities, and personal commitments. School counsellors help students develop schedules that prioritize their studies and well-being (Brown & Wilson, 2019). (Brown & Wilson, 2019). This structured approach to time management enhances students' ability to meet deadlines and stay on top of their assignments. Counselling sessions should cover topics like motivation and stress management to help students cope with academic stress and improve performance. By providing students with skills to manage stress and stay motivated throughout the academic year, study habit counselling can lead to improved academic performance. Ayodele and Adebiyi (2019) stressed the significance of learners identifying their study preferences to optimize their study strategies. Recognizing one's learning preferences can help enhance various types of learning

Study habit counselling in schools may face various challenges. Initially, student resistance to adopting effective study routines can hinder progress (Smith & Jones, 2019). Additionally, logistical challenges such as scheduling sessions within busy academic calendars and ensuring adequate counselor availability present significant obstacles (Miller & Rollnick, 2019). Moreover, limited resources and funding may restrict the scope and impact of counseling programmes aimed at enhancing study habits (Lone & Pathak, 2020). Schools can enhance the benefits of counselling by increasing awareness, integrating study habits into regular classes, utilizing technology for virtual counselling, and providing continuous training and support for counsellors (Atim et al., 2022; Pallai, 2019; Rana & Kausa, 2021). These strategies seek to improve acceptance, integrate counselling into the

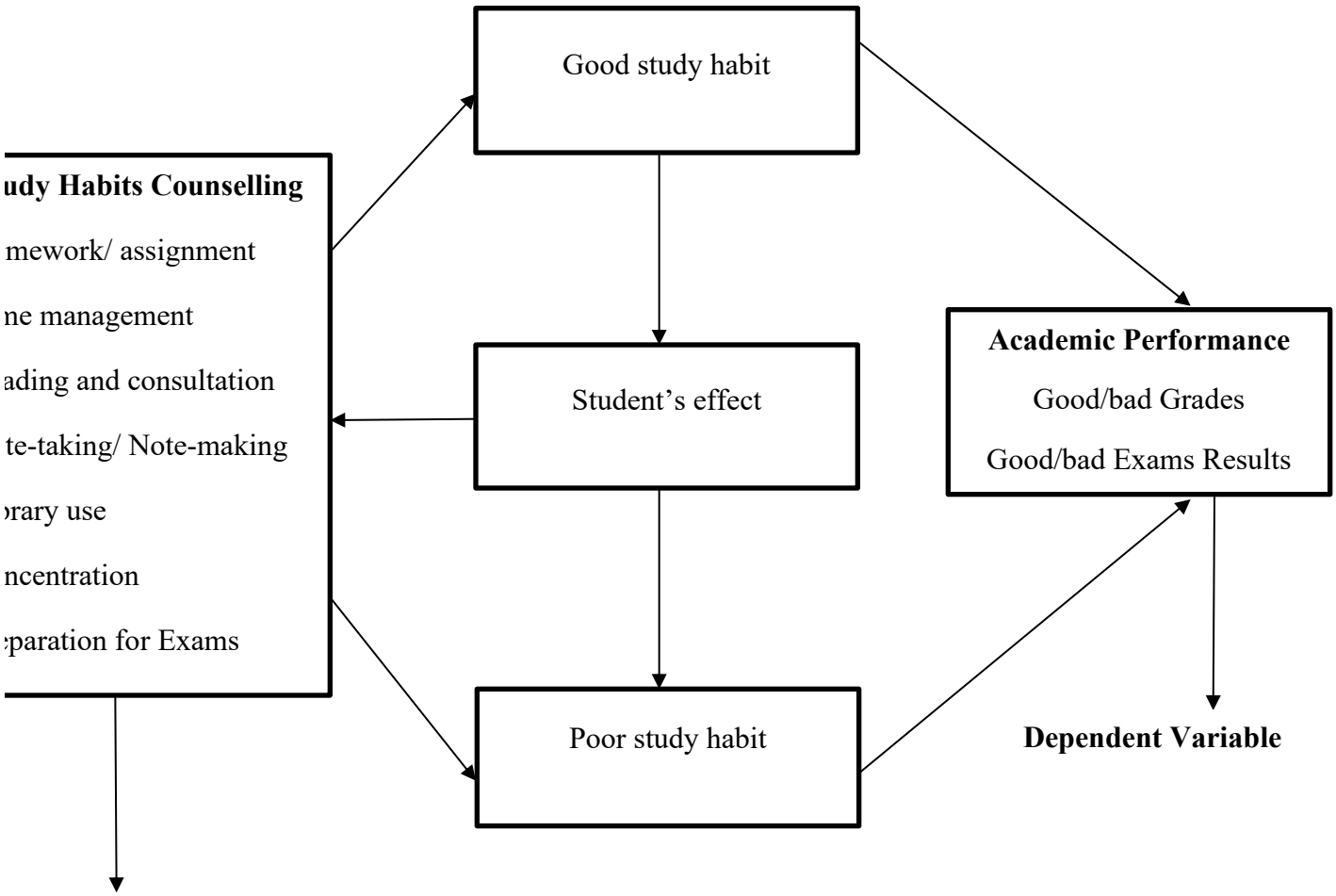
curriculum, optimize resource utilization, and broaden access to counselling services. Recognizing cultural factors in learning styles is essential as cultural backgrounds significantly influence individuals' information processing and retention (Smith, 2015). Different cultures may prioritize distinct learning modalities, such as visual learning or hands-on experiences, shaping students' preferred learning methods (Jones & Brown, 2018). Counselling can effectively adapt by acknowledging and respecting these cultural differences, thereby developing personalized strategies that resonate with diverse learners (Miller & Rollnick, 2019). School counsellors should actively engage with students and their families to comprehend cultural values and learning preferences, ensuring that counseling approaches are culturally sensitive and pertinent (Pallai, 2019). Furthermore, promoting inclusivity and sensitivity in counselling practices nurtures a supportive environment where students feel valued and understood (Rana & Kausa, 2021). Study habit counselling is essential in schools to enhance students' academic performance by offering guidance on effective study habits, time management, and stress management (Davis & Smith, 2021). These counselling sessions provide tailored assistance and techniques that could lead to improved educational experiences and academic performance. Many students allocate less time to their studies for various reasons, with the prevalence of social media being a significant factor. Instead of focusing on their studies, students often spend their time on social media platforms. According to Poudel (2016), study habits are the most critical factor influencing academic performance, emphasizing the importance of dedicating time to academics for studying.

2.5 Conceptual Framework

A conceptual framework is either a visual or written illustrations that describes the essential variables to be explored, the main variables, ideas, or elements and the presumed relationships among the variables (Smith & Johnson, 2018). It offers the basis for comprehending the relations between different factors research (Smith & Johnson, 2018). The independent and dependent variables (study habits counselling and academic performance) served as the foundation for the conceptual structure.

The study focuses on the efficacy of study habits counselling on academic performance. The independent variables study habits counselling includes homework completion, time management, reading, note-taking, library use, concentration, and exam preparation while the dependent variable academic performance measured the outcome of students' achievements. Good study habits positively influence academic performance, while bad study habits have a negative effect. Academic performance can be reflected in terms of good grades, good results, poor grades, or bad results. The conceptual framework explores how variations in study habits counselling may influence changes in academic performance.

Figure 1*: Conceptual framework illustrating the connection between study habits, counselling, and academic performance.*



Authors' construct, 2023

The conceptual framework supports the idea that academic performance is closely linked to study habits (Kwakye, 2020). It is widely agreed that various aspects of study habits, such as completing homework, managing time effectively, taking notes, reading and consultation, library use, concentration, and preparing for exams are key determinants of learners' academic success. It has become clear that learners who maintain good study routines tend to do well academically, whereas those with bad habits often struggle (Bailey & Phillips, 2016). Gardner and Jewler (2020) described learners studying practices as the deliberate approach learners develop in their education, highlighting its crucial importance for academic performance, personal development, and social growth. They emphasized that consistent study habits, including regular reading, reviewing class materials, and active participation in class, are essential for comprehension, retention of information, and the enhancement of critical thinking skills (Zimmerman, 2019). The frequency of engaging in learning activities such as note-taking, utilizing the library, seeking guidance from teachers and peers, asking questions, completing homework, and maintaining focus in class reflects students' effort, which can be equated to their study habits. It is generally believed that students who put in effort, finish assignments, show up for classes, take notes, ask questions, and review material consistently before exams will experience an improvement in their grades Nyarko-Sampson (as cited in Kwakye, 2020).The study habits of students significantly influence their academic performance.

Social Cognitive Theory (SCT) posits that students who consciously choose and consistently practice effective study habits develop self-regulation and self-efficacy. By setting clear goals, managing time efficiently, and engaging in active learning, students build confidence in their academic abilities, leading to improved performance

(Zimmerman, 2019). Successful study habits are the result of deliberate effort, with good performance reinforcing the behavior and motivating students to continue their effective study routines (Pajares, 2020). Similarly various factors influence study habit practices and academic outcomes. Socioeconomic status is a key factor, as students from more affluent backgrounds often have better access to resources such as private tutoring and study materials (Sirin, 2020). Previous academic performance is also important, as students who have a history of doing well academically may respond more positively to counseling due to their existing skills (Pascarella & Terenzini, 2018). Individual levels of motivation are crucial, as learners who are desirous would benefit from improved study habits (Ryan & Deci, 2019). Credé and Kuncel (2018) emphasized the significant impact of study practices on academic performance across all educational levels. Testing this framework would involve collecting numerical data through internal assessments and surveys to measure academic performance and study habits.

2.6 Theoretical Framework

The first part discussed the theoretical foundation that supported the research. Theoretical structure comprises a collection of interconnected concepts, theories, and models that serve as a basis for comprehending and examining a specific research issue (Johnson & Brown, 2019). A robust theoretical framework improves the clarity and consistency of research studies (John & Brown, 2019). Theoretical frameworks encompass variety of opinions and principles that rarely limited to an individual researcher but are commonly accepted within a broader academic structure among researchers.

Counselling on study habits improves students' academic performance by offering strategies to optimize learning routines, time management, concentration, note-taking, and exam preparation. It fosters disciplined study habits and personalized guidance, enhancing academic results and lifelong learning skills. The research was grounded in Social Cognitive theory by Albert Bandura (1986).

2.6.1 Background on Albert Bandura

Albert Bandura, a Canadian-American psychologist, was born on December 4, 1925, in the small town of Mundare, Alberta, Canada. He was the youngest of six siblings, with two of them passing away at a young age, one from a hunting accident and the other from the flu pandemic. Bandura's parents were hardworking and self-taught (McLeod, 2016). Bandura's early education was hands-on and practical, with limited resources and teachers. He saw this as an opportunity, using his curiosity and perspective to grasp concepts (McLeod, 2016). Bandura started his academic journey at the University of British Columbia and enrolled in a psychology course to fulfill his course requirements. He quickly developed a keen interest in the field, completed his BA in just three years, and was honored with the Bolocan Award in psychology (McLeod, 2016).

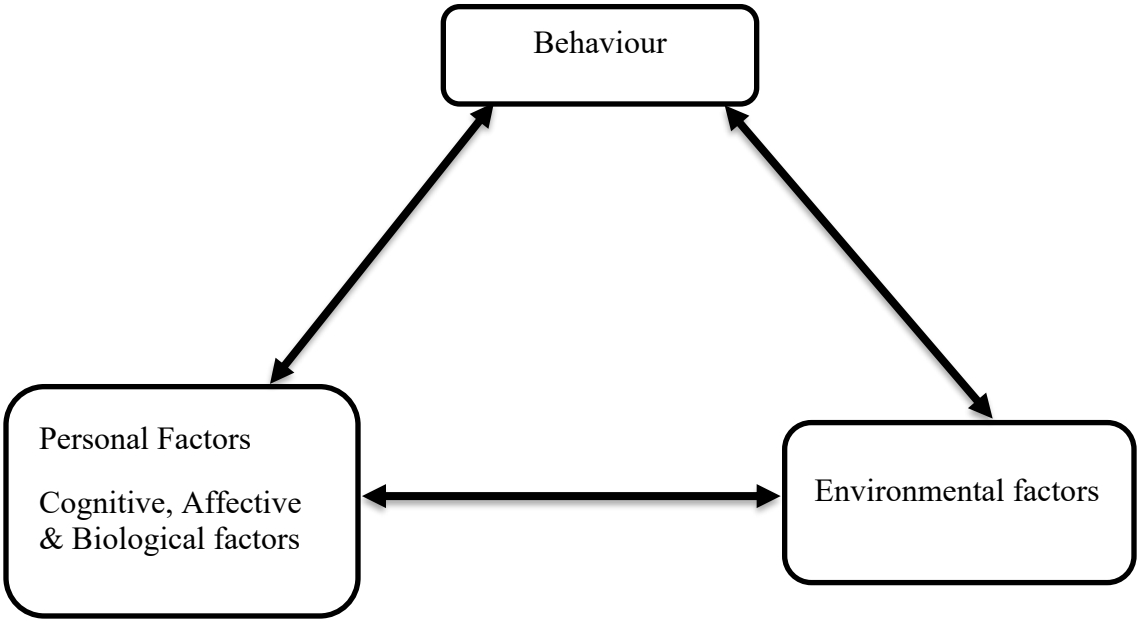
Albert Bandura earned his MA and PhD from the University of Iowa under the mentorship of Kenneth Spence and Clark Hull. He introduced a new approach to evaluating mental processes and expanded psychology beyond behaviorism by emphasizing internal cognitive functions like attention, memory, and motivation. Bandura developed the Social Learning Theory, which explores how behavior is learned through observation and social reinforcement. This theory laid the groundwork for Social Cognitive Theory (SCT) and the

concept of self-efficacy, which is one's belief in their ability to succeed in specific tasks. Bandura's work has had a significant impact on education, therapy, and organizational psychology, shaping our understanding of human learning, motivation, and social behavior.

2.6.2 Overview of Social Cognitive Theory

Social Cognitive theory explains how individuals learn and how their behaviors are influenced by cognitive processes, social interactions, and the environment. It emphasizes self-regulation and self-efficacy in learning and behavior change. Counselling on study habits can enhance students' self-efficacy by providing knowledge, skills, and confidence to establish effective study habits. When students believe in their ability to improve study habits, they are more motivated to make progress (Bandura 1986). SCT introduces the term "triadic deterministic reciprocity," where individual facets (cognition, emotions and biology), behavior, and environmental influences interact and shape one another (Arhin, 2021). This reciprocal process explains the complexities of human development and individual differences, even among individuals in similar environments (Arhin, 2021). Bandura's theory also acknowledges the role of evolutionary biology but emphasizes the bidirectional influence of social and technological innovations on human adaptability, shaping the evolution of cognitive systems such as consciousness and language (Arhin, 2021). Therefore, the use of this theory in the research study to help explain the phenomenon is justified.

Figure 2*: Triadic deterministic reciprocity model.*



Source: Bandura (1986)

As illustrated in the triadic model, the interplay within personal, environmental, and behavioral facets allows therapeutic or counselling efforts to target any of these areas. Strategies to enhance well-being can focus on emotional, cognitive, or motivational aspects, improve behavioral skills, or adjust social conditions (Arhin, 2021). In educational settings, counsellors can utilize this theory to improve learners' study habits and academic performance by addressing emotional issues, correcting faulty self-perception (personal issues), enhancing skills and self-regulation (behavior), and modifying the classroom environment (environmental factors). Bandura stresses that individuals' interpretation and cognitive processing of outcomes are crucial in predicting behavior. He proposed that individuals are both affected by and creators of their environments. Bandura also broadened his concept of agency to include collective agency, where groups collaborate based on shared beliefs and goals. Social Cognitive Theory posits that socioeconomic,

educational, and family structures indirectly influence behavior by shaping individuals' aspirations, self-efficacy, and emotional regulation (Arhin, 2021).

2.6.3 Basic assumptions

1. Behavior is influenced by a combination of individual traits, environmental factors, and the behavior itself.
2. Learning occurs through both observation and modeling of behaviors exhibited by role models or experts in a given field.
3. Individuals possess the capacity to achieve specific tasks or objectives.
4. Motivation plays a key role in guiding individuals to engage in behaviors based on expected outcomes. Positive expectations often lead to behavior repetition.

2.6.4 Key Concepts of the Theory

Observational Learning: This theory suggests that individuals acquire behaviors by observing others, a process known as modeling or vicarious learning. In study habits counselling, this means that students can learn effective study strategies by watching their peers or mentors. This learning process involves paying attention to the behaviors demonstrated, remembering them, practicing them, and being motivated to adopt these habits based on the expected rewards or consequences.

Reciprocal Determinism: Social Cognitive Theory emphasizes how personal factors, behaviors, and the environment interact dynamically, which is crucial in study habits counselling as it helps in understanding how students' beliefs and surroundings influence their learning practices.

Self-efficacy is a key concept. It refers to an individual's belief in their ability to successfully perform tasks and achieve goals. In study habits counselling, it is important to help students build confidence in their capacity to improve their study habits and academic performance.

Outcome Expectations: Individuals are motivated to act based on their anticipated results, with positive outcomes reinforcing behaviors and negative outcomes deterring them; this principle is integral to study habits counselling, where providing students with positive feedback can enhance their motivation to adopt effective study practices.

Self-regulation is key in counselling. It involves setting goals, monitoring progress, evaluating performance, and rewarding oneself. These processes help students develop and maintain effective study routines.

2.6.5 Application of SCT to Study Habits

The concepts of the theory are highly useful to study habits counselling, especially in improving students' learning strategies and academic performance.

Self-efficacy is key in study habits counselling as it shapes students' confidence in managing their study routines to achieve academic success. Counsellors can enhance students' self-efficacy by setting achievable study goals, offering constructive feedback, and demonstrating effective study techniques. These strategies help students build confidence in their study skills and belief in their ability to succeed.

Observational learning allows students to acquire study habit skills by observing and imitating others. Counsellors can promote observational learning by encouraging students

to observe and learn from their peers who exhibit effective study habits, motivating them to adopt similar practices. Introducing successful individuals or former students who have excelled academically through effective study habits can also inspire students to emulate similar behaviors.

2.6.7 Relevance to Sagnarigu Municipal

Application of Social Cognitive Theory (SCT) to the Sagnarigu Municipality in Ghana is highly relevant due to the unique challenges faced by students in this area, such as low academic performance, high dropout rates, and widespread examination malpractices, which are exacerbated by socioeconomic factors and limited resources (Owusu & Ansah, 2021). Additionally, SCT's effectiveness in improving academic performance through study habits counselling is particularly applicable. For example, SCT-based interventions that enhance self-efficacy empower students, boost their confidence, and help them develop effective study habits essential for overcoming these barriers (Artino, 2019). Emphasizing self-regulated learning strategies could be beneficial for students lacking consistent external support, leading to improved outcomes even in resource-limited environments (Komarraju & Nadler, 2020; Kitsantas, Winsler, & Huie, 2018). Finally, promoting collaborative learning through group counselling would mitigate limited resources by encouraging peer support (Lone, 2021). Incorporating motivational interviewing helps develop intrinsic motivation, crucial for sustained academic performance and reducing examination malpractices (Singh & Sharma, 2022).

2.6.8 Critique of Social Cognitive Theory

The theory offers comprehensive structure for understanding knowledge through the interactions of cognitive, behavioral, and environmental elements. However, the theory's complexity and practical application present significant challenges. Bandura's Social Cognitive Theory (SCT) challenges theories that overly emphasize environmental or biological factors in human behavior and learning. Unlike behaviorist approaches, which attribute behavior solely to external stimuli and ignore internal cognitive processes, Bandura emphasizes introspection and self-regulation (Arhin, 2021). He argues that individuals actively manage their thoughts, motivations, and actions through a self-system that enables them to interpret and influence their behavior and surroundings (Arhin, 2021).

The theory's emphasis on reciprocal determinism, which underscores the ongoing interactions among personal, behavioral, and environmental influences, can be challenging to implement effectively in educational settings. This complexity often makes it impractical for educators to address all components simultaneously (McLeod, 2016). Additionally, the potential oversimplification of the intricate relationships between cognitive processes and learning behaviors further complicates accurate measurement. Measuring key Social Cognitive Theory (SCT) constructs like self-efficacy and observational learning is challenging due to reliance on individual ratings, which may be influenced by social desirability and inaccurate self-assessment, compromising the reliability and validity of research findings (Usher & Pajares, 2020). Moreover, cultural variations also challenge the universality of SCT. While SCT proposes universal learning principles, it may not fully consider cultural differences in educational contexts. For

instance, self-efficacy may be perceived differently across cultures, impacting the effectiveness of SCT-based interventions in diverse settings (Schunk & Usher, 2018).

Furthermore, social cognitive theory may overemphasize individual cognitive factors and underestimate broader social and institutional influences. While SCT acknowledges environmental factors, it predominantly focuses on individual cognitive processes and behaviors. This can lead to an underestimation of systemic factors such as socio-economic status, school resources, and educational policies, which significantly influence learning and academic performance (Janse, 2018). Lastly, SCT's emphasis on self-regulation and self-efficacy may overlook intrinsic motivation and the importance of nurturing a passion for learning. While SCT acknowledges motivation, its focus on self-regulatory processes and external reinforcement can promote extrinsic motivation over intrinsic motivation. This may result in a mechanistic view of learning, where students are driven by external rewards rather than a genuine interest in the subject (Deci & Ryan, 2019).

2.7 Empirical Review

This section presents an empirical review of existing studies related to study habits and academic performance. It highlights key findings from previous research, identifies gaps in the literature, and provides a basis for the current study. For instance,

Bhagat and Wadhawan (2021) conducted a study on the relationship between study habits and academic performance among adolescents at Mata Sundri College, University of Delhi. The study found a positive correlation between students' study habits and academic performance. It employed a quantitative approach with a descriptive design.

Gido et al. (2022) examined the implications of students' study habits on academic outcomes in Nathaniel. The study revealed that students with effective study habits achieve better academic results than those with poor habits. This research adopted a qualitative approach using a descriptive design.

Kwakye et al. (2020) explored how study habits impact academic performance among school learners in the Akuapem South District. The study highlighted the significance of effective study habits in improving academic achievement. It employed a correlational design within a quantitative framework.

Arhin (2021) studied the impact of academic self-efficacy on students' performance in public senior high schools in Sekondi – Takoradi. Using social cognitive theory, the study found a positive correlation between academic self-efficacy and test performance among 350 students. Results showed high levels of academic self-efficacy among students, with no significant difference between genders. The study recommended schools to organize regular developmental programmes addressing academic and gender-related issues through counselling coordinators.

Hassan, Alasmari & Ahmed (2015) studied the influence of self-efficacy on Middle Eastern university students' academic performance. The descriptive study involved 300 students and found that those with high self-efficacy performed better academically. The study recommended implementing structured programmes to boost students' self-belief.

Artino (2019) used Social Cognitive Theory to study the link between self-efficacy and academic performance in medical students. The study found that students with higher self-

efficacy had better study habits and academic outcomes. This supports the use of Social Cognitive Theory in counselling for study habits by highlighting the significance of building students' confidence in their abilities.

Komarraju & Nadler (2020) found that college students who used self-directed learning with clear goals and self-monitoring had better academic performance. Kitsantas, Winsler, & Huie (2018) investigated the impact of self-efficacy and self-regulation on the academic achievement of first-year college students. Their findings indicated that students who were taught self-directed learning strategies showed enhanced academic performance and study skills in comparison to those who did not receive this instruction.

Additionally, Wolters (2019) examined how motivational beliefs, self-efficacy, and academic performance are interconnected in middle school students. The research revealed that self-efficacy was linked to the use of successful study techniques and improved academic achievement in students.

Zimmerman and Schunk (2020) conducted a study reviewing academic intervention programmes that integrated Social Cognitive Theory principles. Their results showed that focusing on self-directed learning and self-efficacy resulted in enhanced academic performance among students. These findings collectively endorse the use of Social Cognitive Theory in education, highlighting its effectiveness in boosting academic achievement through targeted interventions that aim to enhance study skills.

Conclusion

Social Cognitive Theory (SCT) elucidates how individuals acquire knowledge through cognitive processes, social interactions, and environmental influences particularly on self-efficacy which shapes behavior as well as academic achievement. Implementing Social Cognitive Theory principles in study habits counselling can enhance students' learning techniques and academic outcomes. Educators and counsellors should employ Social Cognitive Theory strategies to demonstrate effective study habits and motivate students to enhance their study skills.

Summary of Literature Review

The literature review highlights the importance of study habits counselling in improving academic performance. It emphasizes that study habits are learned skills that can impact students' success in school. Early instruction and counselling on study habits are crucial for students to develop effective study routines and enhance their academic progress. The review also discusses Albert Bandura's Social Cognitive theory and its positive impact on academic performance through various study habits and the importance of study habit counselling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study aimed to assess the efficacy of study habits counselling on student academic performance in the Sagnarigu Municipality, Northern Region of Ghana. The chapter outlined the research methodology, including philosophical foundation and approach, data collection procedures, and analysis methods. It covered research paradigm, design, study location, population, sampling methods, data collection tools, processing, and analysis. The chapter concluded with a summary of the key points discussed.

3.1 Research Paradigm

While philosophical concepts may not always be explicitly discussed in research, they still play a significant role and should be acknowledged (Assalahi, 2015). A researcher's philosophical perspective is influenced by various factors such as their research background, disciplinary orientation, overall philosophical stance, mentors, and previous research experiences (Creswell, 2018). The study was based on a positivist viewpoint, which holds that truth and reality exist independently of the observer. This perspective view knowledge as objective, external, and can be measured or observed without being influenced by the researcher's viewpoint. In post-positivism, the goal is to uncover universal truths through scientific inquiry, emphasizing empirical evidence and systematic observation while acknowledging potential biases or limitations in perception (Creswell, 2018).

According to positivist researchers, social phenomena can be understood objectively by following a logical method of inquiry and minimizing the influence of personal ideas and cultural judgments (Carr et al., 2018). Positivist holds there is an external reality that can be accessed through unbiased assessment. The choice to embrace a positivist philosophy in this research was grounded in expert advice, enabling researchers to examine the relationships and effects among variables through a quantitative methodology (Creswell & Poth, 2018; Leavy, 2017). Furthermore, Bachman and Schutt (2020) contend that a positivist viewpoint allows researchers to forecast the effects of variables on one another by quantifying and systematically organizing these variables.

Post-positivism challenges the notion of absolute truth in knowledge. It is a philosophy that predates positivism and acknowledges the uncertainty inherent in claims of understanding human behavior. The present researcher adopted the post-positivist paradigm for this study, highlighting the importance of the role of causes in determining outcomes and focuses on identifying and evaluating these causes through experimentation. Post-positivists view problems as reducible and seek to distill ideas into testable sets. Knowledge generated within this framework relies on thorough empirical observation and systematic measurement of objective reality, necessitating numerical data and individual behavior analysis. As a result, scientific evidence is considered inherently imperfect and subject to change. Rather than proving hypotheses, researchers aim to demonstrate that ideas cannot be definitively refuted. Various terms, such as "authenticity" and "objectivity," have been used by authors to convey this philosophical perspective (Creswell & Poth, 2018; Leavy, 2017).

3.2 Research Approach

In line with the philosophical perspective, the study utilize a quantitative research approach that aligns with the positivism viewpoint. Quantitative studies involve examining reliable hypotheses by exploring their relationship within variables. These variables are quantitatively measured using instruments, allowing for statistical analysis. The final report adheres to an organized format, which includes sections like introduction, methodology, results, discussion, literature review, and theoretical framework. This method was chosen to gather information on current events or occurrences in order to clarify and understand them (Burn & Veeck, 2020). The study aimed to compare variables, detect patterns, and establish correlations with study habits counselling and academic performance while considering socio-economic factors. Burns and Grove (2019) describe the quantitative method as involving statistical analysis and numbers to explore relationships between variables in support of the study objective.

3.3 Research Design

A design is a methodical plan for conducting a study, involving careful control of variables to ensure valid results (Creswell, 2018). Experimental research is focused on gathering data under controlled conditions, evaluating the impact of treatments through quasi-experiments with nonrandomized assignment (Creswell, 2018). Researchers observe how the treatment influences the study participants to determine its effectiveness. There are three main types of exploratory research: “pre-experimental, true experimental, and quasi-experimental” (Bentil et al., 2018).

Quasi-Experimental Design

A quasi-experimental design lacks random assignment. However, the assignment of conditions involves determining whether participants receive a treatment or no treatment for comparison. Participants can be selected through self-selection, where they choose their own treatment, or through administrator selection, where the researcher assigns participants to treatment groups. Quasi-experimental designs compare a control group with similar baseline features to the intervention group, aiming to predict what might have happened without the programme or policy so that any variations in outcomes within the treatment and control groups could be attributed to the programme or policies (Sahu et al., 2023).

A quasi-experimental design was chosen for this research due to the involvement of human participants, making it challenging to control both internal and external validity. The research also lends itself to direct contact with the individual senses. Furthermore, inductive logic could be utilized to generate assumptions (hypotheses) for testing during the duration of the research. Ultimately, the research seeks for an explanation and prediction of the efficacy of study habit counselling on academic performance (Illoakasia, 2021). Quasi-experimental designs involve researchers manipulating an independent variable and observing its impact on a dependent variable (Creswell, 2018). Trochim and Donnelly (2020) posited quasi-experimental designs are beneficial for studying natural phenomena in situations where random assignment is challenging or impossible, enabling researchers to make significant inferences about cause-effect relationships. The design aids researchers in balancing causal conclusion requirements with feasibility and integrity limitations, making it a versatile tool across various research fields (Shadish, Cook, &

Campbell, 2021). The study involved two groups: an experimental group (treatment) receiving study habit counselling, and a control group not receiving such counselling.

Quasi-experimental research is a practical alternative to true experimental designs, as it reduces time and logistical challenges. Quasi-experimental research enhances external validity by avoiding artificial conditions that may not accurately reflect real-world experiences, as true experimental designs may be impractical or unfeasible. Quasi-experimental methods save time and money by avoiding background checks and random assignment, thereby minimizing challenges and ethical issues associated with pre-selecting and randomly assigning test subjects (Evadzi, 2019). Quasi-experimental designs lacking random assignment can lead to non-equivalent test groups, reducing generalizability, internal validity, and causal conclusions, weakening statistical significance (Evadzi, 2019). Validity threats in experimental research, particularly in quasi-experimental studies, are exacerbated by participant selection uncertainty, necessitating researchers to implement effective measures to minimize these risks. Extraneous variables in quasi-experimental design include:

Selection Bias: Pre-existing differences among participants, like socio-economic status, can impact outcomes, complicating the attribution of changes solely to the intervention (Evadzi, 2019).

History: The study's findings could be affected by events that occurred between the pre-test and post-test, like changes in school policies or external tutoring (Evadzi, 2019).

Maturation: Over time, natural changes, such as students' age or experience, can significantly impact outcomes, particularly in studies that last a longer period (Evadzi, 2019).

Testing Effects: Pre-testing can affect participants' performance in subsequent tests, regardless of the intervention, potentially skewing results (Kankpog, 2020)**.**

Instrumentation: Changes in data collection or measurement methods, such as different teacher grading, can introduce variability unrelated to the intervention itself (Kankpog, 2020)**.**

Regression to the Mean: Participants with extreme scores may naturally move closer to the average over time, which may be mistaken for an intervention effect (Kankpog, 2020).

Attrition: The study may be biased if participants drop out at different rates across groups, particularly if the departure rate significantly differs from the stay rate (Kankpog, 2020).

The most successful strategy for solving these problems was to include a control group in the design, which enables for comparisons and ensures that extraneous variables do not influence the outcomes. Researchers used strategies like matching groups on key variables and collecting pre-test data to control for initial differences and eliminate external factors effects on the results. The researcher employed paired correlation and covariates analysis ANCOVA to isolate the effect of the study habits counselling.

3.4 Study Site

The Sagnarigu Municipality, a newly established district in the Northern Region of Ghana, was created in 2012 from the Tamale Metropolis. Its capital is Sagnarigu and it comprises 79 communities, including 20 urban, 6 peri-urban, and 53 rural areas (Ghana Statistical Service, 2021). The municipality has an estimated population of 341,711, with 170,199 males, 171,512 females and comprises 82 communities and 23 electoral areas. (Ghana Statistical Service, 2021). The Municipality, with its administrative capital Sagnarigu, spans 454 km² and is located at latitudes 9º16' and 9º 34' North and longitudes 0º 36' and 0º 57' West. The region shares boundaries with Savelugu Municipal to the North, Tamale Metropolis to the South and East, Tolon District to the West, and Kumbungu District to the North-West (Ghana Statistical Service, 2021). The district is mainly Islam, Christians and Traditionalist. The dominant ethnic group, Dagomba, is mostly Muslim, while other ethnic groups are mostly Christian. Islamic prayers are held on Fridays, and naming and marriage ceremonies take place on Saturdays and Sundays. Students and parents are often involved in farming, livestock rearing, and trading activities.

The district is predominantly Muslim, with Christianity and Traditional religions also prevalent. The dominant ethnic group, Dagomba, is predominantly Muslim, while other ethnic groups are predominantly Christian (Ghana Statistical Service, 2021). Fridays are Islamic prayers, Saturdays and Sundays for naming and marriage ceremonies, with students and parents often engaged in farming, rearing, and trading activities

3.5 Population

According to Creswell (2018), research population is the entire collection of participants or circumstances that fulfills the criterion for inclusiveness in a study along with are the topic of generalizations. The study included students from two public senior high schools in the Sagnarigu municipal. The population for the research was made up of form two students in Tamale Islamic Science High School and Kalpohini Senior High School totaling two thousand, nine hundred and ninety students (2,990). Although the first years (form 1) could have been the most suitable, they were not considered because; they were not available at the time of the study. The final years were not also considered because they were almost exiting and will not be available for the intervention sessions. Given these considerations, second-year students were deemed the best fit for the research.

Sagnarigu Municipal was considered for two reasons. First and foremost, unlike survey studies, whereby data may be acquired multiple times, this study requires treatment, that require the researcher to interact with respondents on a regular schedule during the period of the study. The researcher was based in the municipality as at the time of the study. It implies that if the study groups were spread out across the country, it would take a longer time to finish the job and more time for travel. Nonetheless, considering the time constraints of the academic research project, the researcher's location at the time was taken into account to facilitate a comprehensive study and ensure timely completion.

Additionally, the research focused on student study practices, precisely study habit counselling to improve academic performance. Senior high schools are diverse in their structure, attracting learners from a variety of socioeconomic backgrounds including gender, religion, age, and economic standing. This suggests that poor study habits may not

always be connected to a certain senior high school. All types of behavior, good, terrible, or awful exist across every senior high school. As a result, senior high schools operate as an entry point between basic school and higher education, provide learners with the understanding and abilities needed for personal and professional development. Table 1 displays the study population details.

Table 1: Population of Second Year Students in Sagnarigu Municipal

School	Male	Female	Population
Tamale Islamic Senior High School	645	855	1,500
Kalpohini Senior High School	932	558	1,490
Total	1,577	1,413	2, 990

Source: Sagnarigu Municipal Office (2023)

3.6 Sampling Procedure

Johnson and Smith (2019) describe a sample as a portion of a population of interest that is examined to provide understanding of the population as a whole. It represents a set of respondents or units chosen from a larger group for the aim of data collecting and analysis. In reference to humans, it could be described as a group of persons chosen from a wider group for the goal to conducting study. Since populations are so large, investigators are frequently unable to study everyone because it would be costly. This is why researchers utilize sampling techniques. Sampling is the process of selecting a representative sample from a population to gather information about the entire group (Atim et al., 2022).

The samples were selected using a multistage sampling technique since various sampling techniques have been utilized at every phase. Multi-stage sampling requires the

application of multiple stages to sample population elements. This sample technique was employed to verify that the learners chosen were comparable to the whole group. It also provides for a methodical and free of bias procedure, making sure the sample is not biased against any one class, resulting in an equitable representation of the research (Atim et al., 2022). Multistage sampling technique is a practical and efficient method for large and diverse populations, dividing large populations into manageable groups, ensuring accurate representation, saving time and resources, and offering flexibility for reliable result (Adzaku et al., 2017). The sample stages in this study include schools, year group, department/common academic programme and utilization of intact groups.

First, the schools were selected using the purposive sample technique. The research was conducted at Tamale Islamic Science and Kalpohini Senior High Schools, using second-year students. This sampling technique was used to select because both school have similar academic calendar (transitional track), student populations and academic performance trends, ensuring a consistent baseline for measuring the impact of study habits counselling intervention. Additionally, researchers' being accessible was taken into account. The second-year group (form twos) was chosen because the research was an intervention study, and the third-year students were nearly out of school and might not be accessible for the intervention. Also, first years (form ones) were not considered because there was no first-year group as of the time of study, this why second-year students were chosen for the research.

Secondly, a simple random sample was used in the selection of three programmes in each school. A slip of the papers approach was employed to choose three programmes of study in each school. In this method, the programmes of study was written on slip of

papers. The slip was folded, and after complete rearranging in the container, the researcher helped in the selection of the programs. Information of the population and sample are displayed in Table-2

Table 2: Distribution of population and sample size of second year students.

School	Level	Population	Accessible population	Number who qualified	Final sample size
TAMALE ISLAMIC SCIENCE SHS	Form 2	1, 500	170	64	20
KALPOHINI S.H.S	Form 2	1,490	150	36	20
Total		2,990	320	100	40

Source: Field data (2023)

Population of second year regular students from the two public senior high schools in the municipality was two thousand, nine hundred and ninety (2,990). This proceeded by simple random sampling to select three courses of study in each of the two schools. Based on this, General Science, Agricultural Science and Home Economics programmes were chosen.

The target population for these programmes, or the intact groups were General Science-56, Agricultural Science-50 and Home Economics-64 (Tamale Islamic Science SHS-170), and General Science-50, Agricultural Science-50 and Home Economics-50 (Kalpohini Senior High School-150) were all administered with the Study Habit Inventory, totaling 320. Out of the 320, 64, and 36 totaling 100 students for the two schools respectively were found to have poor study habits (students with a score of 101 or more on

the inventory). An overall rating of 101 or higher indicates that learners possess bad study habits.

Table 3: Estimated Gender Distribution

Category	Total	Boys	Girls
All Students	320	160	160
Tamale Islamic SHS (170)	170	85	85
Kalpohini SHS (150)	150	75	75
Poor Study Habit Students	100	50	50
Tamale Islamic SHS	64	32	32
Kalpohini SHS	36	18	18
Final Sample	40	19	21
Tamale Islamic SHS	20	9	11
Kalpohini SHS	20	10	10

Source: Field data (2023)

Eventually, twenty (20) students from the two schools qualified for final sample size of forty (40). The control group included 10 boys and 10 girls, showing an equal number from each gender. The experimental group consisted of 9 boys and 11 girls, with more girls than boys. Altogether, 19 boys and 21 girls were selected across both groups. Participants were chosen with simple random sampling technique preferably Lottery method. The technique was used due to the small sample size in each class, a common practice in research studies (Creswell, 2018). In this regard, two different kinds of papers marked 'Yes' and 'No' and folded, mixed evenly and put in a container for students to pick randomly according to gender without replacement. Students who picked yes pieces of

papers were chosen to partake in the research. This method was suitable because it promotes unbiased selection and helps ensure the sample is representative of the larger group. Each participant had a fair and equal opportunity to be chosen. Selecting participants based on gender also helps achieve gender balance, which was important for making meaningful comparisons between boys and girls. Moreover, not replacing the papers prevents the same student from being chosen more than once, thereby improving the accuracy and reliability of the research findings.

The choice of the respondents per group was influenced by Creswell (2018) who suggested that, roughly 15 respondents in each group was good for intervention studies in educational institutions. Again, the choice of the sample size per group was supported by the opinions of Gravetter and Forzano (2015), who recommended that in intervention study, it was good to have at least 15 respondents in each group to compare. The intervention adhered to group counselling principles, focusing on minimizing participant numbers to enhance the quality of counselling sessions. According to several scholars, the average participants of group counselling sessions could range from 15 to 20 (as cited by Kagu, 2010; 2017; Ohanaka & Ofuani, 2018). In a similar vein, Adzaku, Awabil and Forde (2017), conducted an intervention research in Ghana with 20 participants per group.

3.7 Data Collection Instrument

The term "instrumentation" describes the instruments or methods used by researchers to try and measure elements or objects that are important during the process of gathering data. It has to do with the circumstances surrounding the administration of the authorized tools as well as the design, selection, construction, and assessment of the instrument. The instrument is the tool that researchers use to gather information (Salkind, 2020). Study Habit tool was adapted from Essuman (2006) and used to collect data for the study. The inventory was adapted because, sections of the original inventory were modified. For example, the inventory generally did not include age, gender and Socio-economic factors as demographics, but for the sake of the study, demographic features were included. These components were deliberately incorporated to support a more in-depth analysis. Adding demographic details enhances the tool's usefulness and allows the researcher to explore variations in study habits among students from diverse backgrounds, ultimately improving the richness, relevance, and clarity of the study's results.

Also, the five 5-point-Likert scale (i.e., very true, true, somewhat true, not true and not at all true) was shorten to 3-point-Likert rating scale (i.e., true, Somewhat true and not true). Furthermore, the ten (10) scales were decreased to seven (7) scales. Based on the results of the pilot test, it was observed that some respondents experienced difficulty completing all ten scales, indicating signs of fatigue and reduced concentration. As a result, the number of scales was reduced to seven to minimize respondent burden and enhance the reliability and accuracy of their responses, while still capturing the essential dimensions of study habits relevant to the research objectives. The modified instrument maintained eight (8) items for each scale and subsequently decreased the eighty (80) items to forty (58) items

from the seven (7) scales. Furthermore, reading and consultation was merged as one scale. A total rating of 101 or more indicates that students have inappropriate study habits. This means that the higher the mean score the poorer the study habit and vice versa.

The modified inventory had of two sections. Section A solicited for the demographic features of respondents whilst section B, tackled learners' study habits. The items were related to various study habits types which included homework/assignments, time management, note writing, reading and consultation, library usage, concentration and preparation for examination. The three-point scale rating and interpretations were also adjusted to fit the new form of the scale. For example, for a category like "Taking Examination," the before a total score of (8-40) was used. The modified tool reduced the total score from (8-40) to (8 -24). It implies that Essuman's previous interpretation, as stated in 2006, may not be applicable to the new data gathered. The modified inventory interpretation closely followed the Essuman (2006) intervals used to interpret the original scale. Upon reviewing Essuman's (2006) Inventory guide, it was discovered that the scoring ranges were established by the variation between the lowest number (8) and highest (40), which was 32 (40 minus 8). The modified instrument, used a range of 16 (24 minus 8). It implies that the respondents' highest possible score was 24, and the lowest was 8.

The rating intervals are set between 8 and 24.

Very Good Study Habits=8-10

Good Study Habits=10^{+}-14

Satisfactory Study Habits=14^{+}-18

Poor Study Habits=18^{+}-22

Very Poor Study Habits=22^{+}-24

The scores, ratings, and interpretations are detailed in Table 3.

Table 4: Interpretation of study habit Inventory

Remarks	Ratings for the old scale	Ratings for the new scale
Very Good Study Habits	8 – 12	8 – 10
Good Study Habits	12+ - 20	10+ - 14
Satisfactory Study Habits	20+ - 28	14+ - 18
Poor Study Habits	28+ - 36	18+ - 22
Very Poor Study Habits	36+ - 40	22+ - 24

Source: *Essuman (2006)*

Table 4 illustrates the criteria for rating study habits. A student scoring between 8 and 10 is considered to have very good study habits, while a score of 10+ to 14 indicates good study habits. Satisfactory study habits fall within the range of 14+ to 18, poor study habits from 18+ to 22, and very poor study habits from 22 to 24. A higher score suggests better study habits (Essuman, 2006). The academic performance of the students in this study was assessed based on the average of their exam scores in Mathematics, English, Science, and Social Studies for two semesters (2023/2024 academic year). The scores were totaled and divided by 4 to determine the average score for each student, which was then graded according to the WASSCE 2023 grading guide. These core subjects were selected because they are required for all students, regardless of their programme of study, and cover the same topics at the end of each semester, making them a suitable measure of academic performance.

3.8 Validity and Reliability Testing

A preliminary study was carried out to evaluate the content and construct validity, as well as reliability of the instrument. The pilot test sought to verify if the instrument adequately addressed the scales as well as the responses of the research questions. The questionnaire was administered to twenty (20) randomly selected students from Northern Senior High School of Business who were not part of the main study population. This school was chosen for the pilot test due to its similarities to the study population and its suitability as respondents for the study. The pilot group was suitable for testing the instrument due to their similarities with the main participants in age, academic programs, and socio-cultural background, making their feedback valuable for refining the questionnaire.

The sample size for the pilot test followed Connelly's (2008) guideline, suggesting that 25% of the total sample size is appropriate for pre-testing. The overall Cronbach Alpha coefficient was 0.7, with a significant level of 0.05 confirming the questionnaire's reliability in assessing students' study habits. The Cronbach Alpha coefficients for the four scales were utilized to establish the instrument's reliability. The alpha values for each scale were 0.72 for homework/assignments, 0.73 for library use, 0.70 for reading and consultation, 0.78 for note-taking, and 0.76 for time management and preparation for examinations. A coefficient of 0.70 or higher is considered to indicate a reliable research instrument (Arhin, 2018). To ensure the instrument's validity, it was reviewed by experts to confirm its clarity and relevance to the study objectives. Demographic items were added to suit the research context, and a pilot test with a similar group of students helped identify and improve unclear questions. Since the tool was adapted from Essuman's (2006)

validated inventory, it also carried established content validity. These steps ensured the instrument accurately measured what it was intended to measure.

3.9 Data Collection Procedure

Initially, baseline data (pre-intervention) was collected in the month of February 2024 at noon during respondent's second break time of the school. The baseline data was collected in the two schools by the principal researcher with the assistance of two trained research assistants. The second set of data collection which was the treatments (intervention). The third set of data collection (post intervention) was collected during the final group counselling session day of treatment group (experimental) and the control group.

The first stage of data collection was the pre-intervention stage (baseline data). The process started with administration of study habits inventory to 320 students being the accessible population among the three programmes in the two schools, General Science-56, Agricultural Science-50 and Home Economics-64 (Tamale Islamic Science SHS-170), and General Science-50, Agricultural Science-50 and Home Economics-50 (Kalpohini Senior High School-150).

The Study Habit Inventory used in the study was a three-page, 56-item questionnaire divided into seven sections. It was adapted from an inventory developed by Essuman in 2006. The original five-point scale used by Essuman was shortened to a three-point scale for this study (true-3, somewhat true-2, not true-1). Seven out of ten sub-scales were used in the study to suit the respondents and ensure accurate responses. Participants took a maximum of 35 minutes to complete the inventory. Based on their responses,

respondents were categorized into different study habit levels: very good (scores 8-10), good (scores 10-14), satisfactory (scores 14-18), poor (scores 18-22), and very poor (scores 22-24). The focus of the study was on poor and very poor study habits. A total of 100 respondents fell into categories and were selected for the intervention, with 40 chosen through simple random sampling to participate in the experiment. The 20 participants from the experimental group received group study habit counselling intervention in the second stage of the study. Two groups of 20 participants each were involved in the study: Tamale Islamic Science Senior School (experimental group) received study habit counselling, while Kalpohini Senior High School (control group) did not receive any treatment. The control group, as is standard during the treatment phase, did not receive the experimental intervention. The purpose of including a control group is to establish a baseline for comparison to evaluate the effects of the treatment.

The group counselling sessions were conducted at the guidance and counselling office of Tamale Islamic School. These sessions typically occurred once a week, with some instances of twice-weekly meetings. The counselling sessions were held for 45 minutes to 1 hour on Mondays and Fridays after school for ten weeks. After the treatment phase, researchers compared the outcomes of the control group and the experimental group to assess the effects of the treatment.

3.10 Treatment Procedure

The study involved conducting initial tests and final tests for both the treatment and control groups. Following the pre-test phase, the treatment group received counselling to improve their study habits, while the control group did not receive any counselling. After

ten weeks of counselling the treatment group, both the treatment and control groups underwent a final assessment to evaluate the impact of the intervention on study habits. The treatment process consisted of three phases: pre-intervention, intervention, and post-intervention.

Pre-treatment Phase

During the pre-treatment phase, the Study Habit Inventory was administered to three hundred and twenty (320) students in the two schools and it was discovered that 100 students fulfilled the inclusion criteria. Forty (40) students were then randomly selected and divided into two groups of twenty (20) based on their schools.

Treatment Phase

In total, ten (10) counselling sessions were held. For ten weeks in a row, the counselling sessions were conducted by the researcher once a week for an hour. The following outlines the specifics of each session:

Session one (1): Orientation & Establishment of the counselling relationship

During the session, topics covered included establishment of rapport, outlining the goals of the counselling treatment, and establishing ground rules for behavior.

Session two (2): Home work/assignment

Counselling students using the direct approach to divide their work into smaller, more manageable portions and to begin their homework or assignments early in order to prevent stress at the last minute. Counsellor help students by guiding them to create daily schedules, break tasks into manageable parts, and prioritize their assignments. To ensure deadlines

are met, students use strategies like a reward system for completed tasks and minimizing distractions by setting up organized workspaces. Additionally, self-monitoring techniques and periodic check-ins will encourage students to reflect on their habits, promoting accountability and fostering lifelong skills for independent study and academic success.

Session three (3): Time management

The session concentrated on counselling students about time management. Students were encouraged to share their challenges with managing their study time. The counsellor assisted students in improving time management by teaching them how to create weekly planners, prioritize tasks, and break them down into smaller steps. The counsellor introduced time management tools such as the Pomodoro technique to reduce procrastination while setting achievable goals and using self-monitoring to help students stay focused. These approaches help to improve time management skills, decrease stress, and increase productivity. Furthermore, the researcher and students shared the importance of effective time organisation and ways to enhance it.

Session four (4): Note-taking/ Note-making

The idea of taking notes was put to the participants for discussion. They were assisted by the researchers in talking about the significance of taking notes. Additionally, techniques for taking notes were presented to the participants. Counsel students to develop effective note-taking and note-making strategies, such as the Cornell system or mind mapping, to enhance learning and retention. Counsellors teach students to review and summarize notes, organize key concepts, and incorporate visual aids for better understanding. By encouraging regular review and adapting techniques for different subjects, these

interventions help to improve students' study techniques, comprehension as well as retention of information. Students were instructed by the researchers to take notes on any topic they wanted to address at the next meeting.

Session five (5): Reading & Consultation

Learners were surveyed by researchers about their reading techniques and then instructed on how to use the SQ3R approach to enhance their reading skills. The SQ3R represents Survey, Question, Read, Recite, and Review. During counselling, students discussed and explain the approach in seeking help and how to identify resources for academic support. Strategies for effective communication with parents, teachers, and peers were discussed. The counsellor introduced active reading strategies, such as highlighting key points, asking questions, and summarizing content for better comprehension. Skimming and scanning were encouraged to quickly locate important information. Counsellors emphasized collaboration with peers, teachers, and mentors for feedback and support. Regular discussions were recommended to gain different perspectives and address challenges, promoting independent learning and creating a supportive academic environment.

Session six (6): Concentration

Teach students concentration skills by first helping them identify and eliminate common distractions, such as mobile devices or noisy environments. Then assist students in establishing a dedicated and organized study area that promotes concentration. Counsellors also recommend techniques like setting clear, achievable study goals and using timers to divide study sessions and breaks, which helps manage time efficiently and avoids

exhaustion. Furthermore, teaching mindfulness and relaxation methods can help reduce stress and improve concentration.

Session seven (7): Library Use

Learners were encouraged to discuss their personal experiences to explore the importance of libraries and the strategies they employ to maximize the school library's potential. Following this discussion, the researcher assisted them in devising effective library utilization plans. Counsellors play an important role in educating learners on effective utilization of library resources, including navigating catalogues, accessing digital materials, and developing research techniques for assignments. They also promote the establishment of study routines in peaceful library environments and encourage students to participate in guidance programs or seek assistance from librarians. This intervention enhances research capabilities, encourages efficient utilization of academic resources, and cultivates independent study habits.

Session eight (8): Preparation for Examination

Participants were taken through tips for the examination. Students should prioritize good time management by making a feasible study schedule which allows for breaks and revision if they want to do well on exams. Counsellors enhance students' exam preparation by teaching effective study techniques, such as creating study schedules, setting goals, and using active review methods like practice exams. Counsellors introduce stress management strategies, including relaxation exercises and time management skills. Additionally, counsellors assist students in developing a structured review approach, focusing on key concepts and areas needing improvement. Regular check-ins and feedback ensure students

stay on track, adjust strategies as necessary, and reduce exam-related anxiety. Encourage students to engage in active learning methods, such as reviewing key concepts, revision of past questions, and discussing in groups, can enhance understanding and retention.

Session nine (9): Review of past sessions & Exit meeting

Before the complete intervention was assessed, participants were assisted in reviewing the sessions they had previously. Recommendations were made to participants to put the lessons learned into practice.

Session ten (10): Exit meeting

This session marks the conclusion of the intervention/treatment. The counsellor expressed gratitude to all participants for their dedication and for their active participation in the therapeutic process. Learners were encouraged to share their concluding remarks. It is important to note that all intervention meetings were led by the main researcher and two trained research assistants. Attendance at the counselling sessions was positive, with very few absences. Participants were encouraged to share their opinions, and feedback was welcomed from all group members. The discussions were interactive, and various activities were incorporated into the session.

Post-treatment Phase

The Study Habit Inventory was given to students again two weeks after the study habits counselling to obtain post-test results for the groups. The goal was to ascertain the effects of the intervention on the study techniques of students and their academic performance.

3.11 Ethical Consideration

Due to the sensitive nature of the issue being investigated, strict ethical guidelines were followed throughout the data collection process. A letter of introduction was obtained from the head of the Faculty of Educational Foundations at the University for Development Studies to seek permission from the Municipal Director of Education's office and the head teachers of schools participating in the study. The Department of Educational Foundations provided an introductory letter to formally introduce the researcher to the Institutional Review Board (IRB). Ethical approval was requested and granted by the IRB of the University for Development Studies. The study followed ethical standards by addressing important issues such as informed consent, anonymity, and confidentiality. Prior to the study, verbal informed consent was obtained from students, who were informed that their participation was voluntary and that they could choose to participate or not without any consequences. Anonymity was maintained by not collecting names or identifying information to protect participants from potential harm. This aligns with Oliver's (2010) argument that anonymity is crucial in research ethics to protect participant identity. Confidentiality was also emphasized, assuring participants that their responses would not be shared with anyone they knew, and no names were recorded in the data. To maintain academic integrity, all information from previous studies was properly cited and referenced to avoid plagiarism. Visits were arranged to the schools to administer the questionnaires.

The researcher personally distributed the questionnaires to the chosen students to guarantee a high response rate. Agreement was reached on the dates for the return of the questionnaires as requested by the respondents. The students were gathered in the counselling office where the researcher explained the content and format of the

questionnaire to verify their understanding and capacity to provide accurate responses. After explanations, hardcopies of the questionnaires were distributed to each respondent to tick their responses with a (√) in the appropriate column that matches their current level based on the study description. The filled-out questionnaires were gathered on the same day to guarantee a high response rate. The self-rating questions allowed for the collection of quantifiable data and a broader representation of the sample compared to interviews.

3.12 Data Processing and Analysis

Evadzi (2019) explains that the analysis and interpretation of data involve the application of deductive and inductive logic to the research process. Arhin (2018) defines data as systematically gathered, organized, and recorded information that can be easily understood by the reader. The data collected through the Study Habit Inventory underwent editing using frequency distribution to ensure that no information was missing. Demographic data in the main instruments were coded, with gender assigned numbers (1 for male, 2 for female) and age categorized into groups (1 for ages 13-15, 2 for ages 16-20, and 3 for ages 21 and above).

The background characteristics of the participants were analyzed descriptively using percentages, frequencies and means. Differences and relationships were analyzed using inferential statistics. This quantitative study aimed to investigate the relationship between academic performance and study habits of senior high school students in the Sagnarigu Municipal in the Northern Region of Ghana. The unit of analysis was senior high school students in this region. The data collected for the hypotheses were analyzed as follows:

Research Hypotheses

Table 5**:** Summary of Research Hypotheses, Objectives, and Statistical Tests Used

Hypothesis No.	Null Hypothesis (H_0)	Alternative Hypothesis (H_a)	Purpose	Statistical Test Used
1	There is no significant difference in study habits between students who receive counselling and those who do not.	There is a significant difference in study habits between students who receive counselling and those who do not.	To examine differences in study habits between the intervention group (counselled) and control group.	Independent t-test
2	There is no statistically significant relationship between the seven (7) study habit scales and academic performance. I–VII: Each individual scale (e.g., homework, time management, etc.) has no significant relationship with academic performance.	There is a significant relationship between study habits and academic performance of students.	To investigate how the seven dimensions of study habits relate to students' academic performance while accounting for socio-economic factors.	Pearson Correlation (Paired Correlation)
3	There is no significant difference between the study habits of male and female students.	There is a significant difference between the study habits of male and female students.	To determine if gender influences how students approach their study habits.	Independent t-test
4	There is no significant difference in academic performance between students who have gone through study habits counselling and those who have not.	There is a significant difference in academic performance between students who have gone through study habit counselling and those who have not	Measure the effect of study habit counselling programmes on students' academic performance while controlling for socio-economic background.	ANCOVA

Source: Author construct (2023)

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The aim of this research was to investigate the efficacy of study habit counselling on the academic performance of senior high school students in the Sagnarigu Municipality in the Northern Region. A quasi-experimental design was utilized for the study, with data analysis involving Inferential Statistics, Independent T-tests, Correlation analysis, ANCOVA, and one-way ANOVA.

This section includes the analysis of data, findings, and discussions of results. The demographic characteristics of the participants and the analysis of the primary data are presented in alignment with the study objectives. The section also presents the results obtained from the field data, divided into two parts. The first part covers the demographic information of the participants, while the second part presents the main results. Furthermore, the findings are discussed through the interpretation of the results in relation to previous research findings and theories.

4.1 Demographic Characteristics of Participants

The demographic information of the participants, including gender, age, and region, was analyzed using descriptive statistics such as frequency counts and percentages. The study included participants from various age groups, genders, regions, and institutions or schools. The sample had an equal representation of males and females. The purpose of presenting the demographic details was to better understand the student population involved in the research. The findings are summarized in Tables 6 of 6.

Table 6- Gender of Participants

	Gender					
	Male		Female		Total	
Group	*F*	*%*	*F*	*%*	*F*	*%*
Control	10	50.0	10	50.0	20	100.0
Experimental	9	45.0	11	55.0	20	100.0
Total	19	47.5	21	52.5	40	100.0

Source: *Field survey data (2024)*

In Table 6, the majority of participants were females, with 21 (52.5%) females and 19 (47.5%) males.

Table 7: Age distribution of participants

	Age (years)							
	12-15years		16-20years		21years and above		Total	
Group	F	%	F	%	F	%	F	%
Control	4	20.0	15	75.0	1	5.0	20	100.0
Experimental	2	10.0	9	45.0	9	45.0	20	100.0
Total	6	15.0	24	60.0	10	25.0	40	100.0

Source: *Field survey data (2024)*

As shown in Table 7, 6 participants (15%) were aged 12-15 years, 24 participants (60%) were aged 16-20 years, and 10 participants (25%) were 21 years and older.

Table 8: Religious Background of participants

	Religious Background							
	Muslims		Christianity		Traditional		Total	
Group	F	%	F	%	F	%	f	%
Control	12	60.0	6	30.0	2	10.0	20	100.0
Experimental	13	65.0	4	20.0	3	15.0	20	100.0
Total	25	62.5	10	25.0	6	15.0	40	100.0

Source: *Field survey data (2024).*

Table 8 indicates that the majority of respondents, 25 in total (65%), identified as Muslims, while 10 participants (25%) identified as Christians, and only 6 respondents (15%) identified with the African Traditional Religion.

4.2 Main Results

This section outlines the key findings of the study. The study initially described the study habits and academic performance of participants before the intervention. Table 8 displays the pre-intervention study habits of students, while table 8 provides a detailed overview of students' academic performance at the baseline.

Table 9: Study Habits of students (n=40) Pre-test Scores

Study Habit Sections	Remarks	Frequency	Percentage (%)	Total options in percentage (%)
Homework/Assignment	Very Good	6	15.0	
	Good	8	20.0	
	Satisfactory	7	17.5	52.5
	Poor	10	25.0	
	Very Poor	9	22.5	47.5
Time Management	Very Good	8	20.0	
	Good	3	7.5	
	Satisfactory	6	15.0	42.5
	Poor	12	30.0	
	Very Poor	11	27.5	57.5
Note Taking / Notes Making	Very Good	6	15.0	
	Good	5	12.5	
	Satisfactory	7	17.5	45.0
	Poor	13	32.5	
	Very Poor	9	22.5	55.0
Reading &Consultation	Very Good	5	12.5	
	Good	2	5.0	
	Satisfactory	8	20.0	37.5
	Poor	16	40.0	
	Very Poor	9	22.5	62.5
Library Use	Very Good	10	25.0	
	Good	7	17.5	
	Satisfactory	2	5.0	47.5
	Poor	10	25.0	
	Very Poor	11	27.5	52.5
Concentration	Very Good	6	15.0	
	Good	7	17.5	

	Satisfactory	6	15.00	47.00
	Poor	10	25.00	
	Very Poor	11	27.0	52.00
Taking Examination	Very Good	10	25.0	
	Good	9	22.5	
	Satisfactory	3	7.5.	55.0
	Poor	8	20.0	
	Very Poor	10	25.0	45.0

Source: *field survey data (2024)*

Table 9, shows the pre-test results of students' study habits with varying levels of competence across different categories. In "Homework/Assignment," only 15% of students had "Very Good" habits, while 52.5% were satisfactory or better, leaving 47.5% with poor or very poor habits. The "Time Management" section raised more concern, with 57.5% classified as poor or very poor. "Note Taking/Notes Making" also revealed weaknesses, with 55% of students scoring poorly. In "Reading & Consultation," 62.5% of students performed poorly, showing a significant need for improvement. Similarly, "Library Use" saw 52.5% struggling, and 52% had difficulties with "Concentration." Although 55% performed satisfactorily in "Taking Examination," 45% faced challenges. These results highlight that many students struggle with key study habits majority of participants needs consistent improvement across their study habit dimensions, with a notable prevalence in ‘‘poor’’. The data showed that very few students obtained very good, good and satisfactory with majority falling into the very poor and poor categories. This indicates that students have inadequate study habits and require targeted interventions, such as study habit counseling strategies, to enhance their overall study habits.

4.3 Academic Performance

This study examined the relationship between students' study habits and their academic performance. The study focused on the exam scores of students in two semesters (2023/2024 academic year) in core subjects such as Mathematics, English Language, Integrated Science, and Social Studies. The raw exam percentage scores for each subject were obtained from the students' report cards and averaged for each subject. The average scores were then graded according to the WASSCE grading system (2023). Table 10 displays the results.

Table 10: Distribution of Academic Performance of respondents based on Pre-test scores

Marks	Grade	Definition	Frequency	Percentage (%)
75-100	A1	Excellent	2	5.0
70-74	B2	Very Good	2	5.0
65-69	B3	Good	4	10.0
60-64	C4	Credit	3	7.5
55-59	C5	Credit	5	12.5
50-54	C6	Credit	3	7.5
45-49	D7	Pass	4	10.0
40-44	E8	Pass	8	20.0
0-39	F9	Fail	9	22.5

Source: *Field survey data (2024)*

Table 9, presents the baseline distribution of students' academic scores. The highest percentage of students, 22.5%, received an F9 grade, indicating a fail. Pass grades (E8) were awarded to 20% of students. Credit grades (C4, C5, C6) were achieved by 37.5% of students, with C5 having the highest frequency at 12.5%. 10% of students received a grade of D7 in the range of 45-49, which is considered a pass. Good grades (B3) were obtained by 10% of students, and Very Good (B2) and Excellent (A1) grades were each achieved by 5% of students. Based on this analysis, students, on the average, do not have a good

academic score. The distribution suggests that a significant portion of students may need additional support or intervention to improve their academic performance. Attached in appendix C, is the West African Examination Council grading interpretation for 2023.

4.4 Preliminary Analysis

The key findings of the study are summarized in this section. Before hypotheses testing, preliminary analyses were conducted to confirm assumptions and evaluate group comparability. Additionally, specific assumptions related to the analyses used were also examined.

Normality Test and Outliers

Before conducting inferential analysis, it was crucial to determine whether to utilize a parametric or non-parametric statistical tool based on how the variables were measured. Assessing the normality of the data is essential in making this determination. Put simply, if the data conforms to a normal distribution (resembling a bell curve), parametric tests can be employed. These tests assume the data follows a specific distribution. Conversely, if the data does not adhere to a normal distribution, non-parametric tests are utilized, offering more flexibility and not requiring assumptions about the population distribution. It is important to note that meeting this assumption is vital for parameter estimations. The normality assumption was assessed using data collected on variables that were previously utilized as a dependent variable in testing any hypotheses.

In this study, the normality assumption was assessed by examining data from various variables, which were used as dependent variables in testing the study's hypotheses. While there are several methods available for testing data normality, including Q-Q plots,

histograms, and the Shapiro-Wilk test, along with the Kolmogorov-Smirnov test was selected for its appropriateness for small sample sizes (Ghasemi & Zahediasl, 2020). The Shapiro-Wilk test was also chosen for its superior power compared to other techniques. The findings are displayed in Table 11.

Table 11- Test for Normality and Identify Outliers

		Control Group	Experimental Group
		Pretest	Posttest
Mean		59.20	75.95
95% Confidence Interval for Mean	Lower Bound	54.69	72.20
	Upper Bound	63.71	79.70
5% Trimmed Mean		58.67	75.94
Median		58.00	77.00
Variance		92.695	64.050
Std. Deviation		9.628	8.003
Std. Error		2.153	1.790
Minimum		45	61
Maximum		83	91
Range		38	30
Interquartile Range		14	11
Skewness		.893	-.103
Kurtosis		.555	-.297

Source: Field work (2024)

Table 11, shows that the mean, 5% trimmed mean, and median were uniform across all groups for the posttest, indicating that the data adhered to a normal distribution without significant outliers

Table 12: Shapiro Wilk Test

	Groups	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Academic	ControlGroup	.140	20	.200*	.940	20	.241
performance	TreatmentGroup	.106	20	.200*	.978	20	.911

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The p-values for both the Kolmogorov-Smirnov and Shapiro-Wilk tests in Table 12 exceed the significance level of 0.05 (0.200 > 0.05), suggesting that the data was normally distributed. The Shapiro-Wilk test, which is more suitable for smaller sample sizes, also shows p-values well above 0.05. Therefore, it can be concluded that the data for academic performance intervention and control groups approximately follow a normal distribution. Assuming normality, a one-way ANOVA was performed to contrast the post-test scores of participants in the two groups. Before conducting the ANOVA test, the assumption of homogeneity of variance was verified. The findings are presented in Table 13.

Table 13: Homogeneity of Variance Assumption

Groups	*M*	*SD*	*T*	*Df*	*P*	Cohen's *d*
Control	59.2	9.628	-5.983	38	.000	1.941
Treatment	75.95	8.003				

N = 40 (Control =19, Treatment = 21), *p-value* < .001

According to Table 13, the average academic performance in the treatment group (M = 75.95) is significantly higher than that in the control group (M = 59.20), as shown by the t-test results (T = -5.983, df = 38, p < .001). The effect size calculated using Cohen's d is 1.941, indicating a considerable difference between the two groups. Levene's test for Equality of Variances yielded a p-value of 0.454, confirming that the assumption of equal variances is met (p > .05). Therefore, the standard t-test for independent samples can be applied without violating this assumption. Since the homogeneity of variance assumption was satisfied, a one-way ANOVA was conducted to evaluate the comparability between the treatment and the control group. Table 14 provides a detailed summary of the ANOVA outcomes.

Table 14: ANOVA Test

ANOVA

Academicperformance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2805.625	1	2805.625	35.799	.000
Within Groups	2978.150	38	78.372		
Total	5783.775	39			

The results in Table 14, reveal statistically significant differences in academic performance between the treatment and control group, with F = 35.799 and p = .000. The p-value for the F-statistic is less than .001 (p < .001). The next step was to test the robustness of the data. The finding are presented in table 15.

Table 15: Welch's robust test for equality of means

Academicperformance				
	Statistic[a]	df1	df2	Sig.
Welch	35.799	1	36.772	.000
Brown-Forsythe	35.799	1	36.772	.000

a. Asymptotically F distributed.

Table 15 presents the results of the Welch and Brown-Forsythe tests for Academic Performance, showing significant differences between groups. The Welch test statistic is 35.799 with 1 degree of freedom for the numerator and 36.772 degrees of freedom for the denominator. The Brown-Forsythe test statistic is also 35.799 with 1 degree of freedom for the numerator and 36.772 degrees of freedom for the denominator. The p-value is < .001, indicating unequal variances between groups. Therefore, an independent t-test is suitable for contrasting the intervention group (counselling received) and the control group (no counselling).

4.5 Hypotheses Testing

The research key findings after the counselling intervention on students' study habits are presented here. The research tested hypotheses with an alpha level of 0.5 and a 95% confidence interval.

Hypothesis One

$H_0$1: There is no significant difference in study habits between students who receive counselling and those who do not.

H_A1: There is a significant difference in study habits between students who receive counselling and those who do not

The purpose of this hypothesis was to investigate potential variations in study habits between students who received counselling (intervention group) and those who did not receive counselling (control group) at posttest. An Independent T-test was carried out to contrast the study habits of students in the two groups. Table 16 displays a comparison of study habits between the intervention and control groups.

Table 16. Independent samples T-Test Posttest Scores on Study Habits

	Groups	N	Mean	SD	t-value	Df	Sig (2-tailed)
Study Habits	Control	20	103.20	17.179	11.340	38	<.001
	Treatment	20	59.00	2.956			
Significance, p<0.05							

Table 16 indicates that the p-value of .001, which is below the 0.05 level of significance, demonstrates a significant difference in study habit counselling between the treatment (experimental group) and control groups at the post-test ($t = 11.340$, $df = 38$, $p < .001$, 2-tailed). Consequently, the null hypothesis was rejected, indicating that the treatment group notably enhanced their study habits compared to the control group due to the study habits counselling interventions.

Hypothesis Two

$H_0$2: There is no statistically significant relationship between study habits and academic performance of students. (Homework/Assignment and Academic performance, Time Management and Academic performance, note taking/notes making and Academic performance, reading and consultation and Academic Performance, library use and Academic Performance, Concentration and Academic Performance and Preparation for Examination and Academic performance).

H_A2: There is a significant relationship between seven (7) scale study habits and academic performance of students.

This hypothesis aimed to investigate the relationship between students' study habits and academic performance. The variables examined were study habits and academic performance. Correlation Analysis was employed to assess the association between study habits and academic performance, taking into account socio-economic factors like parental education level, formal education, and access to necessary learning resources.

Homework/assignments do not have a statistically significant relationship with students' academic performance. Table 17 presents the results.

Table 17: Correlation between Homework and Academic Performance posttest scores

Correlations

	Control Variables		HomeWork /assignment	Academic Performance
Homework Assignment	Socio-economic factors (such as access to resources, Parents educational level)	Pearson Correlation	1	.616**
		Sig. (2-tailed)		.001
		N	40	40
Academic Performance		Pearson Correlation	.616**	1
		Sig. (2-tailed)	.001	
		N	40	40

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

Table 17, displays the correlation between Homework/Assignment and Academic Performance while accounting for parental education levels and access to essential learning resources. The results indicate a positive correlation ($r = .616$, $p = .001$) between Homework/Assignment and Academic Performance, suggesting that completing homework is linked to improved academic performance. Consequently, the null hypothesis was rejected.

Time management does not have a statistically significant relationship with students' academic performance. Table 18 presents the results.

Table 18: Correlation between Time management and Academic performance Posttest.

Correlations

Control Variables			Time Management	Academic Performance
Time Management	Socio-economic factors.	Pearson Correlation	1	.645**
		Sig. (2-tailed)		.001
		N	40	40
Academic Performance		Pearson Correlation	.645**	1
		Sig. (2-tailed)	.001	
		N	40	40

**correlation is significant at .001 level (2-tailed)

Table 18, shows a positive correlation between Time Management and Academic Performance, with a correlation coefficient of .645. This suggests that students who manage their time well tend to perform better academically, rejecting the null hypothesis.

Note-taking/note-making does not have a statistically significant relationship with students' academic performance. Table 19 presents the details of the results.

Table 19: Correlation between Notetaking/Notemaking and Academic Performance Posttest Scores

Correlations

Control Variables			Notetaking/ Notemaking	Academic Performance
Notetaking/ Notemaking	Socio-economic factors	Pearson Correlation	1	.709**
		Sig. (2-tailed)		.001
		N	40	40
Academic Performance		Pearson Correlation	.709**	1
		Sig. (2-tailed)	.001	
		N	40	40

**correlation is significant at .001 level (2-tailed)

Table 19, displays the relationship between Notetaking/Notemaking and Academic Performance. The data shows a substantial positive correlation of .709 (p = .001), suggesting that effective note taking and note making are closely linked to enhanced academic performance. This implies that students who engage in note taking and note making during classes generally achieve better academic results. As a result, the null hypothesis is rejected.

Reading/consultation does not have a statistically significant relationship with students' academic performance. Table 20 presents the details of the results.

Table 20: Correlation between Reading/consultation and academic performance Posttest Scores

Correlations

Control Variables			Reading/consultation	Academic Performance
Reading/ Consultation	Parentlevelof education & Parentformal education	Pearson Correlation	1	.629**
		Sig. (2-tailed)		.001
		N	40	20
Academic Performance		Pearson Correlation	.629**	1
		Sig. (2-tailed)	.001	
		N	40	40

**correlation is significant at .001 level (2-tailed)

Table 20, displays the correlation between Reading/Consultation and Academic Performance. The results indicate a significant positive correlation of .629 (p = .001), indicating that higher levels of reading and consultation activities are linked to better academic performance. This suggests that students who participate more in these activities tend to achieve higher academic success.

Library use does not have a statistically significant relationship with students' academic performance. Table 21 presents the details of the results.

Table 21: Correlation between Library Use and Academic Performance Posttest Scores

Correlations

Control Variables			Library use	Academic Performance
Library use	Socio economic factors	Pearson Correlation	1	.722**
		Sig. (2-tailed)		.001
		N	40	40
Academic Performance		Pearson Correlation	.722**	1
		Sig. (2-tailed)	.001	
		N	40	40

Table 21, displays the relationship between Library Use and Academic Performance, taking into account parent education level, formal education, and access to essential learning resources. The findings show a notable positive correlation ($r = .722$, $p = .001$), indicating that regular library use is linked to improved academic performance.

Concentration does not have a statistically significant relationship with students' academic performance. Table 22 presents the details of the results.

Table 22: Correlation between concentration and Academic Performance Posttest Scores

Correlations

Control Variables			Concentration	Academic Performance
Concentration	Parentlevelof education & Parentformal education & Accesstoessentiallearningresources &	Pearson Correlation	1	.658**
		Sig. (2-tailed)		.001
		N	40	40
Academic Performance		Pearson Correlation	.658**	1
		Sig. (2-tailed)	.001	
		N	40	40

**correlation is significant at .001 level

Table 22 displays the correlation between Concentration and Academic Performance, taking into account parent education level, formal education, and access to essential learning resources. The results indicate a strong positive correlation (r = .658, p = .001), suggesting that increased concentration is linked to improved academic performance.

Preparation for examinations does not have a statistically significant relationship with students' academic performance. Table 23 presents the details of the results.

Table 23: Correlation between preparation for Examination and Academic Performance Posttest Scores.

Correlations				
	Control Variables		Preparation For Exams	Academic Performance
Preparation For Exams	Parentlevelof education & Parentformal	Pearson Correlation	1	.707**
		Sig. (2-tailed)		.001
		N	40	40
Academic Performance	education & Accesstoesse	Pearson Correlation	.707**	1
		Sig. (2-tailed)	.001	
	ntiallearningr	N	40	40
	esources &			

Table 23 displays the correlation between Preparation for Examinations and Academic Performance, taking into account parent education level, formal education, and access to essential learning resources. The findings in Table 22 reveal a substantial difference. The data shows a strong positive correlation ($r = .707$, $p = .001$), indicating that thorough preparation for exams is closely associated with improved academic performance. This suggests that students who prioritize exam preparation tend to achieve better academic results. Therefore across all the 7 scales study habits there was a positive correlation resulting in the rejection of the null hypothesis.

Hypothesis Three (3)

$H_0$3: There is no significant difference between the study habit of male and female students.

H_A3: There is a significant difference between the study habit of male and female students.

This hypothesis sought to determine if there are notable differences in the study habits of participants based on their gender (male and female). The predictor variable was the post-test scores on study habits. An Independent t-test was used as the statistical method to analyze this hypothesis. The findings are presented in Table 24.

Table 24: Independent t-test on Post-test scores of Difference in Study Habits by Gender.

Groups	*M*	*SD*	*T*	*Df*	*P*	Cohen's *d*
Male	83.84	28.59	.643	38	.524	.209
Female	78.62	22.72				

N = 40 (Male=19, Female = 21), *p-value* > .05

Table 24, shows the comparison of study habits between male and female students. The average score for males (M = 83.84, SD = 28.59) was slightly higher than that of females (M = 78.62, SD = 22.72), but not significant (t = .643, df = 38, p = .524). The small effect size (Cohen's d = 0.209) suggests a minor difference in study habits between males and females. The p-value of 0.524 is not statistically significant (p > 0.05), indicating that there is no significant difference between the two groups. This suggests that gender does not influence how students develop and practice their study habits.

Hypothesis four

$H_0$4: There is no significant difference in academic performance between students who have gone study habit counselling and those who have not.

H_A4: There is a significant difference in academic performance between students who have gone through study habit counselling and those who have not. The purpose of this hypothesis was to investigate the effect of study habits counselling on students' academic performance. The study aimed to analyze the posttest academic results of students who received study habits counselling compared to those who did not, while controlling for socio-economic factors. The predictor variable was the posttest scores of the two groups' academic performance. ANCOVA was used as the statistical method to test this hypothesis. The findings are presented in Table 25.

Table 25: ANCOVA of test between- subject effects comparing the posttest score of the groups

Tests of Between-Subjects Effects

Dependent Variable: Posttest scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5019.341[a]	5	1003.868	13.999	.000
Intercept	1012.422	1	1012.422	14.118	.001
Parent level of education	2.118	1	2.118	.030	.865
Parent formal education	.701	1	.701	.010	.922

Access to essential learning resources	17.614	1	17.614	.246	.623
Parents assist students in school work	117.758	1	117.758	1.642	.209
Group	4803.617	1	4803.617	66.986	.000
Error	2438.159	34	71.711		
Total	204860.000	40			
Corrected Total	7457.500	39			

a. R Squared = .673 (Adjusted R Squared = .625)

Table 25 presents the ANCOVA results, indicating that the model explains 67.3% of the variance in posttest academic performance ($R^2 = .673$) and was significant ($F = 13.999$, $p < .001$). The group variable, which distinguishes between the treatment (counseled) and control groups, was highly significant ($F = 66.986$, $p < .001$), demonstrating that study habits counselling had a significant positive effect on academic performance. Therefore, the null hypothesis was rejected, indicating a statistically significant difference in posttest academic performance between the treatment and control groups. On the other hand, factors such as parental education level ($F = 0.030$, $p = .865$), formal education ($F = 0.010$, $p = .922$), access to learning resources ($F = 0.246$, $p = .623$), and parental assistance with schoolwork ($F = 1.642$, $p = .209$) did not significantly predict academic performance when considering group effects. This suggests that the counselling intervention's effect on academic performance was more effective than the influence of socio-economic variables in the study.

4.6 DISCUSSION OF FINDINGS

$H_0$1: There is no significant difference in study habits between students who receive counselling and those who do not.

H_A1: There is a significant difference in study habits between students who receive counselling and those who do not.

The study found that learners who received study habits counselling significantly influence academic performance. The treatment group, which received counselling, showed a significant improvement in study habits (M = 59.00) compared to the control group (M = 103.20). Therefore, students with very good study habits performed better in exams than those with poor study habits. The results indicate a significant difference between the treatment and control groups after counselling students in the treatment group on their study habits. This finding is consistent with the study by Adzaku, Awabil & Forde (2017), who focused on improving the study behavior of Ghanaian Senior High School students through counselling. They also found a significant difference in the post-test scores of respondents in the control and intervention groups regarding students' study behavior. Study habit counselling helped enhance students' academic performance compared to the control group. Additionally, the results align with the study by Kwakye, Arhin & Brown (2020), who examined the relationship between study habits and academic performance among junior high school students in Akuapem. They discovered that learners needs counselling in their studying efforts. The recent findings suggest that respondents were highly motivated and committed during counselling sessions improved in their study habits. The implication was that counselling intervention was effective in improvement the study practices of learners.

Hypothesis Two

$H_0$2: There is no statistically significant relationship between the 7 scales on study habits and academic performance of students.

H_A2: There is a significant relationship between study habits and academic performance of students.

The results also demonstrate significant correlations between various study habits and academic performance across all scales, with most correlations being strong and statistically significant. These findings align with previous studies by Omare (2020), Afful-Broni and Hogrey (2010), Akpan and Emeya (2015), Bentil (2023), Gido, Pilonggo, Canoy, and Alban (2022), Siahi and Maiyo (2015), Titilayo (2023), Kwakye, Arhin, and Brown (2020), Singh and Sharma (2022), and Saani, Arhin, and Laryea (2022) that examined the relationship between study habits and academic performance among students in Ghana and other regions. They all agreed that a positive correlation exists between students' study habits and their academic performance.

- Homework/assignments do not have a statistically significant relationship with students' academic performance.

The research found a positive correlation between learners' completion of homework/assignments and their academic scores (r=.616, p=.001). This indicates that students who consistently finish their homework/assignments tend to achieve better academic scores. The research supports the results of Akagah (as cited in Kwakye, Arhin & Brown, 2020), who demonstrated a statistically significant relationship between homework/assignments and academic achievement. Kwakye et al. (2020) suggested that

individual student work enhances research skills, leading to improved student knowledge. The findings align with the perspective of Adzaku, Awabil & Forde (2017) that students' effort in their academic work positively correlates with their performance outcomes. Similarly, Hayward (2010) noted that students who dedicate time to completing their homework/assignments enhance their reasoning and recall skills.

- Time management does not have a statistically significant relationship with students' academic performance.

A significant positive correlation was found between time management and academic performance, indicating that effective time management is linked to better academic results (r = .645). This indicates that learners who effectively manage their time are more likely to excel academically, highlighting the importance of time management in academic success. The study's results align with Bentil (2023) and Kwakye et al. (2020), who also found a positive relationship between time management and academic performance. Omare (2020) observed that high-performing students consistently manage their time and study without procrastination. The findings emphasize the need for students to prioritize time management, including planning for leisure, sleep, and private study to enhance academic performance. Akpan & Emeya (2015) suggest that organizing study activities within a specific timeframe is crucial for achieving optimal results. Kwakye et al. (2020) further emphasize the importance of time management in achieving academic success, highlighting the need for students to be mindful of how they utilize their time.

- Note-taking/note-making does not have a statistically significant relationship with students' academic performance.

The study identified a strong positive correlation between note-taking and academic performance, indicating that effective note-taking practices are linked to greater academic success (r=.709, p = .001). This implies that students who take good notes tend to perform better academically. These results align with Gido, Pilonggo, Canoy & Alban (2022), who believe that note-taking helps students stay focused on their studies, leading to improved learning, recall, and performance. The study also supports Basher (as cited in Kwakye et al., 2020), who argues that students who take notes during lessons are more likely to succeed academically. Additionally, the findings are consistent with Siahi & Maiyo (2015), who suggest that writing notes enhances the learning process. Kwakye et al. (2020) emphasize the importance of note-taking in supporting learning and recall, stating that students who take good notes and pay attention in class are more likely to excel academically. Overall, note-taking, note-making, and reviewing notes can help students improve their academic achievement.

- Reading/consultation does not have a statistically significant relationship with students' academic performance.

The research also discovered a positive correlation between reading, seeking consultation, and academic performance, indicating that engaging in these activities has a positive effects on academic outcomes (r=.629, p = .001). This suggests that students who read and consult with teachers or peers tend to perform better academically. These findings are consistent with Saani, Arhin & Laryea (2022), who also observed a positive correlation between reading and academic performance. The results are contrary to Anwar's assertion (as cited in Kwakye et al., 2020) that reading not only improves understanding but also

helps students answer questions. In conclusion, it can be inferred that reading and consultation contribute to enhancing students' academic achievement.

- Library use does not have a statistically significant relationship with students' academic performance.

The research also revealed a strong positive correlation within library use and academic performance, indicating that utilizing library resources are linked to improved academic scores (r = .722, p = .001). The findings indicate that students who effectively utilize library resources are likely to attain better academic performance. These results align with Adzaku et al. (2017), who similarly observed that increased library usage significantly boosts students' academic outcomes. Their research highlighted the importance of having access to a wide range of academic resources and a conducive study environment in driving this improvement. Likewise, Bentil (2023) has shown that regular library use encourages better study habits, deeper engagement with course materials, and ultimately leads to higher academic achievement. In conclusion, effective utilization of library resources can positively impact students' academic performance. It is crucial to encourage students to maximize the benefits of library facilities. Schools and educational institutions should invest in enhancing library services and facilities to support students in reaching their academic objectives. This not only enriches their learning experience but also cultivates a culture of lifelong learning and intellectual curiosity.

- Concentration does not have a statistically significant relationship with students' academic performance.

Additionally, a positive correlation was observed between concentration and academic performance among students, with a Pearson correlation coefficient of r = .6858

and p = .001. This indicates that learners who maintain increased level of concentration during lessons and studies tend to achieve better results in exams. These results align with the findings of Saani, Arhin, and Laryea (2022), who noted a positive relationship between learners' concentration and their academic outcomes. Similarly, Gido, Pilonggo, Canoy, and Alban (2022) highlighted the importance of concentration in class or during lessons for helping students remain focused, which in turn supports learning, memory recall, and improved academic outcomes. The study's results are consistent with the emphasis placed by Akpan & Emeya (2015) on the significance of maintaining concentration during lessons or study sessions, as students who allocate dedicated time for focused study without distractions enhance their ability to absorb and retain information.

- Preparation for examinations does not have a statistically significant relationship with students' academic performance.

The research findings on the last scale indicated a significant positive correlation between preparation for examinations and academic performance, suggesting that better exam performance is linked to higher academic achievement (r = .707, p = 001). Students who have structured study schedules, clear goals, and effective revision techniques such as summarizing key points, using acronyms, and mnemonics tend to have better recall, leading to improved academic performance. This findings are consistent with earlier research by Kwakye et al. (2020), which also highlighted the significance of thorough exam preparation for students' academic achievement. Similarly, Saani, Arhin & Laryea (2022) highlighted the significance of consistent studying and preparation ahead of exams for better academic achievement. McKinney et al. (2016) found that learners with structured study schedules and regular review of materials are more likely to achieve higher grades.

Salehi et al. (2017) also highlighted the significance of active revision and consistent study habits in enhancing students' understanding and retention of course content, leading to improved exam performance. Additionally, there is a significant negative correlation between ineffective study habits and exams scores, indicating that inadequate study habits are associated with lower academic achievement. Overall, the study suggests that promoting effective examination preparation strategies among students can significantly impact their academic success. Schools should offer resources and support to assist learners develop and maintain productive study habits to support their academic achievements.

In conclusion, there is a significant positive relationship between study habits (Homework, Time management, Note-taking/note-making, Reading and consultation, Library use, Concentration, and Preparation for Examination) and academic performance. The null hypothesis that there is no significant relationship between study habits and academic performance was rejected, indicating that good study habits directly contribute to improved academic achievement.

Hypothesis Three

$H_0$3: There is no significant difference between the study habit of male and female students in the experimental and control group.

H_A3: There is a significant difference between the study habit of male and female students in the experimental and control group.

The results indicated that there was no significant difference in study habits between males and females in both the control and intervention groups, as the p-value exceeded 0.05. This suggests that gender does not significantly influence the development

and use of study habits among students These results are in line with previous studies by Aransi (2020), Adzaku et al. (2017), Ugwuja (2007), and Jafari et al. (2019), they all discovered no notable differences in study habits based on gender. However, these findings are in contrast to the study by Bentil, Esia-Donkoh, and Ghanney (2018), who reported that that female learners generally have more effective study habits study habits compared to male learners resulting in better academic performance. Additionally, Ehiozuwa and Anaso (2018) and Ossai (2020) found significant gender differences in study habits, suggesting that gender does play a role in how students develop and practice their study habits. The findings of this research are consistent with Aika (2022), Winifred, Abuchi, & Ozuruonye (2022), which also found no significant gender disparities in study habits. Overall, the research suggested that both male and female learners exhibit similar study habits. Strategies to enhance study habits can be implemented without specific gender considerations.

$H_0$4: There is no significant difference in academic performance between students who have gone study habit counselling and those who have not.

H_A4: There is a significant difference in academic performance between students who have gone through study habit counselling and those who have not.

The study focused on both the differences and the influence among the variables. Study habit counselling had a significant positive impact on academic performance, with clear differences observed in the academic performance of students who received counselling compared to those who did not. Controlling for variables such as socio-economic factors, which did not affect students' academic performance. It was discovered

that the counselling intervention had a notable effect on academic performance. Learners who received study habits counselling demonstrated significantly higher academic performance ($F = 72.121$, $p = .000$) compared to those who did not. This findings are in line with previous studies by Adeyemi and Adigun (2019), and Thompson and Thornton (2016), which also showed the positive effects of intervention programs on academic performance. The results align with research conducted by Siahi and Maiyo (2015), Bentil (2023), Usur and Kakawo (2022), Titilayo (2023), Akpan and Emeya (2015), and Awabil, Kolo, Bello, and Oliagba (2016), which all reported a significant effect of study skills counselling interventions on academic achievement. In conclusion, the results highlight the importance of developing effective study habits for academic success, students with effective study habits tend to achieve better performance in school in contrast to those with poor study habits.

Chapter summary

Chapter four presented and discussed the main results of the study based on the four hypotheses tested. The implications of the findings were also discussed. The study revealed the following findings:

1. The research revealed a significant difference with students who received counselling and those who did not receive counselling, indicating that counselling effectively improved students' study habits.
2. Positive correlations were found between various study habits and academic performance. These included homework/assignment ($r = .616$), time management ($r = .645$), note-taking/note-making ($r = .709$), engaging in reading and consultation ($r =$

.629), frequent library use (r = .722), maintaining a high level of concentration (r = .658), and preparing well for examinations (r = .707).

3. There was no notable difference in study habits between male and female learners; both genders exhibited similar study habits.
4. Study habit counselling had a notable positive effect on academic outcomes, with a noticeable variation in academic achievement between learners who received counselling in contrast with those who did not receive counselling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides an overview of the study's results, counselling implications, conclusions, and recommendations. It includes a summary of the research objectives, methods, and key findings. The findings, counselling implications, and suggestions are also discussed. Furthermore, suggestions for future research are presented.

5.1 Summary of the Study

The primary aim of the research was to assess the efficacy of study habit counselling on the academic performance of senior high school students in the Sagnarigu Municipality in the Northern Region of Ghana. The study sought to determine the extent to which study habit counselling influences the academic performance of senior high school students in the area. To achieve this goal, four specific objectives were outlined:

The primary objectives of this study are to assess the study habits of senior high school students in the Sagnarigu Municipality, Compare study habits of students who receive counselling with those who do not, investigate the relationship between study habits and academic performance, find out the influence of gender on the study habits of students in the Sagnarigu Municipality and measure the effect of study habit counselling programmes on students' academic performance, comparing the performance of students who have gone through counselling with those who haven't.

The research utilized a quasi-experimental design with a quantitative approach, involving a control group and a treatment group. Participants were selected based on poor

and very poor study habits using a multistage sampling procedure. A total of forty students were included in the study. The primary instrument used was the Study Habit Inventory adapted from Essuman (2006). Inferential statistical analyses, including correlation, independent t-test, and ANCOVA, were employed for data analysis.

5.2 Major Findings

The key findings of the study are as follows:

1. The study rejected the null hypothesis that there is no significant difference in study habits between students who receive counselling and those who do not indicating a significant improvement in posttest study habits with those who received counselling (treatment) in contrast to the control group ($t = 11.340$, $p < .001$).
2. The research revealed significant positive correlations between study habits counselling and academic performance, with strong positive correlations observed for homework ($r = .616$, $p = .001$), time management ($r = .645$, $p = .001$), and concentration ($r = .658$, $p = .001$).
3. The research found no notable difference in study habits between male and female students, with similar mean study habits scores and a small effect size ($d = 0.209$), indicating that gender does not influence study habits.
4. The study showed a significant difference in academic performance between students who received study habits counselling compared the control group, with the intervention group achieving higher academic scores ($F = 72.121$, $p = .000$; $F = 66.986$, $p < .001$). The ANCOVA findings showed that study habits counselling had positive effect on academic outcomes.

5.4 Conclusions

The research found that study habits counselling led to improved academic performance in students. Study habit refers to a learnable behavioral style that is developed systematically for learning and academic success. Students who received study habit counselling exhibited positive study habits. Therefore, learners with excellent study habits outperformed those with bad study habits. The research conclusion was that effective study habit counselling significantly enhances students' knowledge, skills, and academic performance.

Another important discovery from the study was the strong correlation between various study practices techniques and academic performance. Enhancing study habits such as time management, note-taking skills, completing homework consistently, utilizing the library, maintaining focus, and preparing thoroughly for exams directly led to improved academic performance. It is clear that students who engage in assignments, manage their study time effectively, read regularly, utilize library resources, seek guidance from teachers, adequately prepare for exams, and avoid negative influences can significantly boost their academic success. As a result, the research suggests that implementing study habits counselling in schools can greatly benefit students and enhance their overall academic performance.

The study concluded that gender does not significantly influence students' study habits. Both male and female students demonstrated comparable study habits in areas like Homework/Assignment completion, Time Management, Note Taking and Note Making, Reading and Consultation, Library Use, Concentration, and Exam Preparation. This indicates that factors like personal motivation, organizational skills, and resource

availability are more influential in shaping study habits than gender. These results underscore the significance of providing study habits counselling and support systems to all learners, irrespective of their gender, and emphasize the need for educators, school counsellors, and policymakers to prioritize this aspect.

The research shows that students who participated in study habits counselling achieved better academic performance than those who did not receive counselling. The effect of counselling on academic achievement proved to be more substantial than socio-economic factors, highlighting the relevance study habits counselling in achieving academic excellence.

5.5 Counselling Implications

The research results have significant consequences for the field of counselling and the education of counsellors. Given the effectiveness of counselling interventions, it is suggested that school counsellors create and implement comprehensive study habit counselling programmes that address essential skills such as time management, note-taking completing homework, concentration, and preparing for exams. These programmes should be customized to meet the unique needs of learners, considering their individual learning preferences and difficulties. School counsellors should implement the recommended strategies to enhance students' study habits in educational settings. It is essential for study habits to be incorporated into the curriculum of all schools.

Counsellors should approach study habits counselling in a gender-neutral manner, ensuring that both male and female learners are provided with equal access to opportunities and resources for enhancing their study practices techniques.

Furthermore, it is essential for counsellors to arrange seminars and support programmes focused on study habits for teachers. This will help teachers acquire the necessary knowledge and skills to improve students' study habits and academic achievement.

School counsellors should adopt a gender-neutral approach in designing and delivering study habits interventions.

School counsellors should actively promote and provide study habits counselling as an essential component of academic support services, emphasizing its importance in improving academic performance for students.

5.6 Recommendations for Policy and Practice

Based on the findings of this study, the following recommendations were proposed:

1. The Ministry of Education should establish a policy to incorporate study habits counselling into the school curriculum to offer students structured support and guidance.
2. Ghana Education Service should implement gender inclusive policies and equitable access to resources that support effective study habits for all schools. Resources such as counselling services, study materials, conducive learning environments.
3. Schools should introduce structured programmes to highlight the importance of developing essential study habits. These programs should provide guidance on various study habits, including homework, time management, note-taking/note-making, and library use.

4. Senior high schools should begin study habits counselling for students as soon as they enter the school. Schools need to introduce early intervention programmes to identify and assist students who are having difficulty with their study habits.

5.7 Suggestions for Further Research

Further study should be conducted in all schools across other districts to gather more evidence in support of the proposed hypothesis, in order to compile a comprehensive research report.

Further research should be carried out using a mixed method approach to investigate the effects of study habits counselling on academic performance.

Further research much be conducted to investigate how socioeconomic status impacts the effectiveness of study habits counselling, taking into account variables such as resource availability, parental engagement, and educational settings.

Finally, a comparative study must be carried out to compare the Northern Region with other regions to identify distinct challenges and effective study habits counselling practices

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APPENDICES

APPENDIX A: STUDY HABIT INVENTORY QUESTIONNAIRE

UNIVERSITY FOR DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATIONS'

MPHIL GUIDANCE AND COUNSELLING

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

Thank you for your anticipated cooperation.

SECTION A: **Demographic Data**

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

1. Gender: Male [ ] Female [√]

2. Age: 10-15yrs [ ] 16-20 yrs [√] 21yrs and above [ ]

3. Christianity [√] Muslim [ ] Traditional [ ]

Socio-Economic Factors

4. Parent Level of Education. Middle School/JHS [√] Secondary/SHS [ ] Diploma [ ] First Degree [ ]

5. Parent Formal employment: Yes [ ] No [√]

6. Do you have access to essential learning resources at school and home (e.g., textbooks, internet, and a quiet place to study)? Never [ ] Rarely [ ] Sometimes [ ] Often [ ] Always [√]

7. How often do your parents/guardians assist you with your schoolwork or academic activities? Never [ ] Rarely [ ] Sometimes [√] Often [ ] Always [ ]

SECTION B: STUDY HABIT INVENTORY

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

S/N	STATEMENT	True	Some what true	Not true
	HOMEWORK/ASSIGNMENT			
1	When an assignment is difficult, I do not do it until the last minute.			√
2	I wait until the last minute before I do my homework.		√	
3	I waste time conversing with friends instead of completing my assignment.			√
4	My wish is to finish my assignment on time but I am unable to do so most often.		√	
5	I do not attach seriousness to assignments and subjects I do not like.		√	
6	I am fond of doing the easy part of an assignment and leaving the difficult part for friends to do for me.		√	
7	I am unable to do my assignments to my satisfaction.		√	
8	I prefer watching TV/films to completing my assignments.			√
	TIME MANAGEMENT	**True**	**Some what True**	**Not True**
1	I do not have a personal study time table.			√
2	I spend more time studying the subjects I like most.			√
3	I find it difficult to study on my own.		√	
4	I am not able to study up to three hours a day.			√

5	I spend more time on fun, such as sports and religious activities than my studies.			√
6	Whenever I take a book to read, I fall asleep.		√	
7	I always postpone doing corrections for what I get wrong.			√
8	I do not do my home works and assignment on time.	√		
	NOTE TAKING AND NOTES MAKING	**True**	**Some what True**	**Not True**
1	When a good point comes into my mind while reading, I fail to note it down.			√
2	I do not read over my notes after school			√
3	I do not bother to copy notes from a friend when I am absent from school.			√
4	I do not compare my notes with a classmate.			√
5	If a teacher does not give notes during lessons, I find it difficult to make my own notes.	√		
6	I do not make personal notes when I read from a textbook.	√		
7	I do not make personal notes during class lessons.	√		
8	I often do not copy examples and illustrations the teacher writes on the board.			√
	READING AND CONSULTATION	**True**	**Some what True**	**Not True**
1	When I don't understand a lesson, I find it difficult to ask the teacher to explain	√		
2	I am not used to calling my friends together to solve difficult Mathematics problem			√
3	I don't like asking teachers questions			√

4	I prefer finding answers from books to receiving them from friends			√
5	Whenever I read, I am unable to bring all my attention on what I am reading			√
6	The place I do my private studies is most often noisy.			√
7	I am easily attracted to the TV and other activities whenever I sit to study			√
8	Whenever I am studying, I tend to stop and worry about personal problems.	√		
	LIBRARY USE	**True**	**Some what True**	**Not True**
1	I find it difficult to remember what I read	√		
2	I do not glance (look) through a chapter of a book before I began to read it	√		
3	I usually find it difficult to get the main ideas from a passage I read	√		
4	I tend to read a passage two or three times before understanding it somewhat	√		
5	I am not in the habit of looking for a book in the library to help me do my assignment			√
6	I am not used to going to the school or town library to read or borrow books	√		
7	If I happen to borrow a book from the library I often do not read much of it	√		
8	I find it difficult to remember what I read		√	
	CONCENTRATION	**True**	**Some what True**	**Not True**
	Whenever I read, I am unable to bring all my attention on the subject	√		

	The place I do my private studies is noisy most often. This disturbs my concentration	√		
	I am easily attracted to viewing TV and other activities whenever I sit to study	√		
	When my mind begins to wonder, while studying, I find it difficult to bring it back to the subject	√		
	I am unable to read for more than fifteen minutes at a time	√		
	When I am studying, I tend to stop and worry about personal problems	√		
	I am fond of day dreaming during my studies	√		
	Whenever I take a book to read, I doze off (fall asleep)	√		
TAKING FOR EXAMINATION		**True**	**Some what True**	**Not True**
1	I make too many careless mistakes in examinations and this lowers my marks.	√		
2	I often read test questions wrongly and therefore answer them wrongly.		√	
3	I usually do not revise my notes properly before I take an examination.		√	
4	I am unable to develop my points properly to answer questions in an examination.			√
5	I wait until few days to exams before I start preparing.			√
6	The day before examination, I study late into the night.			√
7	I cannot easily identify what I have learned and what I have not yet learned before I take an exams	√		

8	I am not able to imagine possible questions that may be asked on my test and make sure I know the answers.	√		
	TOTAL			

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

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

SERIAL NUMBER	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**TOTAL**
Homework / Assignment	3	2	3	2	2	2	2	3	19
Time Management	3	3	2	3	3	2	3	1	20
Note Taking and Note Making	3	3	3	3	1	1	1	3	18
Reading and Consultation	1	3	3	3	3	3	3	1	20
Library Use	1	1	1	1	3	1	1	2	11
Concentration	1	1	1	1	1	1	1	2	9
Preparation for Examination	1	2	3	3	3	3	1	1	19

(8-10)	(10^{+} - 14)	(14^{+} - 18)	(18^{+}-22)	(22^{+}- 24)
1	2	3	4	5
Very Good	**Good**	**Satisfactory**	**Poor**	**Very Poor**

APPENDIX B: INFORMED CONSENT FORM

UNIVERSITY FOR DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATIONS'

MPHIL GUIDANCE AND COUNSELLING

Title: Efficacy of study habit counselling on the academic of performance of students in the Sagnarigu Municipality in the Northern Region of Ghana.

Principal Researcher: Prosper Huunipuo

Address: Faculty of Educational Foundations. Department of Educational Foundations' University for Development Studies.

Principal Supervisor: Dr. Daniel Wodah-Phd

Qualification (Specialty): Doctor of Philosophy (Ph.D.) in Biology Education

Department: Basic Education.

Contact: 0503708452

Research Overview

This study aims to explore the impact of study habit counseling on the academic performance of senior high school students in the Sagnarigu Municipality, Northern Region of Ghana. The research will analyze the effects of these interventions based on gender, age, and religion. The study will adopt a post-positivist philosophical stance and utilize a quantitative approach, employing a quasi-experimental design. Participants will consist of senior high school students in the Sagnarigu Municipality, and data collection will involve the use of an adapted instrument, the Study Habit Inventory. The utmost importance will be placed on ensuring participant privacy and maintaining confidentiality throughout the study.

Confidentiality Assurance

Given the importance of confidentiality in counselling and the sensitive nature of this study, the following steps will be taken to ensure confidentiality throughout the study. Any data or information collected from you will be used solely for academic purposes. All sessions, questions, and question items will be designed to protect your identity. The questionnaire will not request your name or any personal identifying information. Only the primary researcher and their supervisors will have access to the questionnaire after you have completed it. Additionally, only participants and two professional counselors from the research team will be present during counseling sessions. Research assistants will only be involved in baseline and post-intervention data collection. Participants will receive thorough orientation on the importance of confidentiality. Session recordings will be securely stored and accessible only to the primary researcher.

Counselling sessions will take place in a private, confidential location to ensure your privacy. Your participation will provide valuable insights into the effectiveness of study habit counseling for students and its impact on academic performance in the Sagnarigu Municipality. This research has the potential to inform educational policies and support systems. Your responses will remain confidential, and your identity will be protected in all study reports and publications.

Compensation

Your dedication, availability, and hard work will be appropriately rewarded. Your well-being during each counselling session will be taken into consideration. Water and snacks, if needed, will be supplied. Additionally, at the conclusion of the entire session, a token of **GH¢10.00** will be provided as a gesture of gratitude.

Voluntary Participation and Right to withdraw from Research

Your participation in this study is voluntary, meaning you have the choice to not take part in the study. Additionally, you have the right to withdraw from the research at any time and can choose not to answer any questions without facing any consequences.

Contact Information

If you have any questions or concerns about the study, please feel free to contact the principal researcher, [Prosper Huunipuo], at [Email: prozzyprosbiz91@gmail.com] or [Phone: 0247280626/0209806094].

By signing below, you confirm that you have read and understood the information provided and agree to participate in this research study voluntarily.

Participant's Name (Print): _____

Participant's Signature: _____

Date: _____

Researcher's Declaration

I verify that I have explained the purpose and details of the study to the participant and have given them the opportunity to ask questions. I also confirm that the participant has willingly agreed to take part in the study.

Researcher's Name (Print): _____

Researcher's Signature: _____

Date: _____

APPENDIX C: WAEC GRADING SYSTEM AND INTERRPRETATION

INTERPRETATION IN PERCENTAGE	GRADE	DEFINITION
75% – 100%	A1	Excellent
70% – 74%	B2	Very Good
65%- 69%	B3	Good
60% – 64%	C4	Credit
55% – 59%	C5	Credit
50% – 54%	C6	Credit
45% – 49%	D7	Pass
40% – 44%	E8	Pass
0% – 39%	F9	Failure

APPENDIX D: INTRODUCTORY LETTER (UDS)

UNIVERSITY FOR DEVELOP MENT STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS STUDIES

TEL: +233-024-497-0564
E-Mail: asiimon@uds.edu.gh
Website: www.uds.edu.gh/FoE

P. O. Box TL1350
Tamale
Northern Region
Ghana, West Africa

Our Ref:.....

Your Ref:

DATE: 8/03/2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

The student whose details appear below is a member of the Department of Educational Foundations, pursuing Master of Philosophy (MPhil) in Guidance and Counselling.

He requires your kind assistance to enable him collect information (data) for his research entitled "Efficacy of Study Habits Counselling on Academic Performance of students in the Sagnarigu Municipality in the Northern Region"

I should therefore be very grateful if you could kindly offer him the needed assistance.
Name: Prosper Hunnipuo
Index Number: UDS/MGC/0008/22

Thank you
Yours faithfully,

HEAD OF DEPARTMENT
EDUCATIONAL FOUNDATION-
STUDIES, FACULTY OF EDUC.
UDS, TAMALE

Dr Simon Alhassan Iddrisu
(HoD, Educational Foundations)

APPENDIX E: LETTER- (SAGNARIGU MUNICIPAL EDUCATION OFFICE)

GHANA EDUCATION SERVICE (GES)

Municipal Education Office
Post Office Box 377 E/R
Sagnarigu
GPS: NS-009-775
Email: sagnarigumeo2019@gmail.com

In case of reply the number and date of this letter should be quoted

Ref. No.GES/NR/SMEO/MC.
Your Ref No.: .....

Date: 4th July, 2024.

LETTER OF INTRODUCTION
MR. PROSPER HUUNIPUO - UDS

Mr. Prosper is an M. phil. Student from the University for Development studies.

He is requesting for permission to conduct a research study on the Efficacy of study Habits counseling on Academic Performance of Students in Senior High School in the Sagnarigu Municipal Education Directorate.

It would be much appreciated if you could give him the necessary support and co-operation.

Thank you.

MR. ALHASSAN ALIDU JNR.
MUNICIPAL DIRECTOR OF EDUCATION
SAGNARIGU

DISTRIBUTION

The Headmaster
Tamale Senior High School
The Headmaster
Northern School of Business SHS
The Headmistress
Kalpohin Senior High School
The Headmaster
Islamic Science Senior High School
Sagnarigu

Cc: Mr. Prosper Huunipuo
UDS, Tamale

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