



Original Article

## Study Habits Among Students in Primary Teachers' Colleges in South-Western Uganda

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**Keywords:**

*Study Habits,  
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Uganda.*

The purpose of the study was to assess the study habits of students in primary teachers' colleges in South Western Uganda. The research anchored on the Postpositivist philosophy adopted a cohort longitudinal survey research design incorporating correlational techniques. The research employed quantitative methods of data collection in nine government-aided PTCs in South Western Uganda. The sample size was 214 students obtained using simple random sampling from a population of 1192 students in the nine primary teachers' colleges in South Western Uganda. Data was collected using Palsane and Sharma's 3-point Likert scale study habits inventory and it was analyzed using SPSS version 20. Research findings revealed that generally, the students in primary teachers' colleges in South Western Uganda exhibited good study habits in their ability to read and taking of examinations; fair study habits in time management, harnessing physical conditions, note taking, motivation, and memorization; and poor study habits in health and wellness. The conclusion drawn from the findings and other researchers was that students of primary teachers' colleges in South Western Uganda generally had fair study habits. It was recommended that college administrators and parents should endeavour to organize programs that could assist students in primary teachers' colleges to acquire good study habits.

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## INTRODUCTION

According to Richardson, Robnolt and Rhodes (2010), study habits were an early and important topic in reading. However, since the 1970s, it has received relatively little research attention. Research conducted on study skills from 1900 to the present emerged with several themes e.g., the use of study skills in electronic environments, and has made an impact on how students study. The authors conclude that students must learn how to study in different environments, specifically the electronic environment, to be competitive in today's world. Uganda's government introduced a policy integrating ICT into educational curricula at all levels to provide equitable access to 21<sup>st</sup>-century study skills for all students (National Information and Communication Technology Policy, 2003). According to Maiyo and Siahil (2015), few studies have been done about the learning habits of students at any level of the education system. The purpose of this study was to assess the study habits of students in government-aided primary teachers' colleges (PTCs) in South Western Uganda.

## METHODOLOGY

The study employed a cohort longitudinal survey research design incorporating correlational techniques. The research employed quantitative methods to collect data in nine government-aided primary teachers' colleges in South Western Uganda. South Western Uganda has a total number of nine government-aided primary teachers' colleges. All nine colleges were purposively selected and 214 respondents (students) participated in the study. The respondents were randomly selected from a study population of 1192 using

Morgan and Krejcie's (1970) table of sample selection. The selected nine colleges were considered as a unit of analysis while the respondents who included second-year students of nine government-aided primary teachers' colleges in South Western Uganda formed the unit of enquiry.

In this research, the primary data collection instrument was a structured questionnaire. The researcher adopted the 3-point Likert scale study habits inventory by Palsane and Sharma to collect data about students' study habits. Secondary data were collected from journals, government reports, published and unpublished theses, and the internet. The researcher employed quantitative research paradigms in data analysis.

Primary data were examined for its accuracy and completeness of the information given. It was cleaned, sorted out, entered into excel computer software and exported to SPSS version 20, explored, and analyzed. The analysis relied on descriptive statistics. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to generate reports for discussion.

## RESULTS

### Demographic Characteristics of the Participants

Results in *Table 1* indicate the age and sex distributions of the respondents (students). The respondents were categorized into four age groups, that is, 18 – 19 years, 20 – 21 years, 22 – 23 years, and 24 years and above; and two sexes, male and female.

**Table 1: Demographic Characteristics of the PTE Student Participants (N=214)**

Demographic	Category	Frequency	Percentage (%)
Age group	18 to 19	72	33.5
	20 to 21	113	52.6
	22 to 23	22	10.2
	24 +	7	3.3
Sex	Female	136	63.6
	Male	78	36.4
Total		214	100.0

Results in *Table 1* indicate that majority of the participants were in the age group of 20 – 21 years ( $n = 113, 52.6\%$ ), followed by the 18 – 19 age group ( $n = 72, 33.5\%$ ) and the last category of the age group was 24 years and above ( $n = 7, 3.3\%$ ). There were more females ( $n = 136, 63.3\%$ ) compared to males ( $n = 78, 36.3\%$ ) drawn from the samples.

The difference in gender participation was attributed to the fact that there were more female than male students in PTCs in Uganda. The smaller number of male students in PTCs could be explained by the popular opinion that in Uganda, fewer male students are attracted to the profession of primary school teaching due to the comparatively low salary paid to primary school teachers. Compared to other professions of equal qualifications for example nurses, primary school teachers receive less pay. Boys argue that the little salary earned by primary school teachers would make it difficult for them to fulfil their future social obligations which involve high expenditure. Female students on the other hand are attracted to the teaching profession because it is a noble profession, and they do not anticipate expensive social obligations like their male counterparts. This opinion is shared by Mujuni, Mwesigye and Kazooba (2022) who, referring to teachers in government-aided primary schools in Isingiro

district-Uganda, said that the teaching profession is not a highly rewarding job in Uganda.

### Study Habits of Students in Primary Teachers' Colleges in South Western Uganda

The study assessed the study habits of PTC students in the different areas of time management, learning motivation, physical conditions, reading ability, note-taking, memorization, taking examinations, ability to read, and health. Descriptive statistics (mean and standard deviation) were employed to analyse the levels at which each subscale as well as each item of the SHI was used by the students. Generally, the students exhibited good study habits in their ability to read ( $M = 11.4, SD = 2.18$ ) and taking of examinations ( $M = 13.51, SD = 1.07$ ); fair study habits in time management ( $M = 7.22, SD = 1.44$ ), harnessing physical conditions ( $M = 6.86, SD = 1.64$ ), note taking ( $M = 3.32, SD = 1.04$ ), motivation ( $M = 7.60, SD = 1.40$ ), and memorization ( $M = 6.60, SD = 1.19$ ); and *poor* study habits in health and wellness ( $M = 2.83, SD = 1.07$ ), (see *Table 15* for the interpretations of the score ranges). The relative importance of each study habit within the subscale is presented using the item mean score and standard deviation (see *Tables 2–10*).

**Table 2: Time Management among PTC Students in South Western Uganda**

Study habit	M	SD	Level
I study every day.	1.72	0.45	Good
If I have to study for a long time, I take a rest in between.	1.67	0.50	Good
I divide the time according to the matter to be answered in respect of the number of questions.	1.30	0.58	Fair
I do my homework/ assignments daily	1.29	0.53	Fair
I study at a particular time of the day.	1.23	0.71	Fair
Overall time management	7.22	1.44	Fair

Results in *Table 2* reveal that the PTC students exhibited *good* study habits in studying every day ( $M = 1.72$ ,  $SD = 0.45$ ) and taking breaks in between study sessions ( $M = 1.67$ ,  $SD = 0.50$ ). The students demonstrated *fair* habits in the rest of the aspects of time management including dividing their time for different activities ( $M = 1.30$ ,  $SD = 0.58$ ), doing homework and other assignments timely ( $M = 1.29$ ,

$SD = 0.53$ ), and following a particular schedule of study daily ( $M = 1.23$ ,  $SD = 0.71$ ). The overall time management was *fair* ( $M = 7.22$ ,  $SD = 1.44$ ). This relatively weak level of time management implies that the learners did not dedicate as much of their useful time to academic causes as would be desirable for excellent academic performance.

**Table 3: Physical Study Conditions among the PTE Students**

Study habit	M	SD	Level
I develop an automatic interest in the subject as soon as I start studying it.	1.49	0.55	Good
I have all the required books and other relevant materials for study with me.	1.40	0.56	Good
I get disturbed by the surroundings at the time of the study.	1.30	0.68	Fair
I realize the importance of the subject for my future career.	1.08	0.51	Fair
Other stray thoughts gradually flow in as soon as I settle down for the study	0.97	0.42	Fair
I think that I can improve fairly my study habits.	0.61	0.73	Poor
The overall perception of physical conditions	6.86	1.64	Fair

Results in *Table 3* show that the students exhibited *good* study habits in developing automatic interest in their subjects ( $M = 1.49$ ,  $SD = 0.55$ ) and possessing the required study materials ( $M = 1.40$ ,  $SD = 0.56$ ). Their habits in avoiding environmental disturbance ( $M = 1.30$ ,  $SD = 0.68$ ), realizing the future importance of their subjects ( $M = 1.08$ ,  $SD = 0.51$ ), and avoiding stray thoughts during studies ( $M$

$= 0.97$ ,  $SD = 0.42$ ) were *fair*. They scored *poor* in improving their study habits ( $M = 0.61$ ,  $SD = 0.73$ ). The students' overall practice in manipulating their physical study conditions was *fair* ( $M = 6.86$ ,  $SD = 1.64$ ; (see *Table 3*). These results imply that the learners did not harness their physical study conditions maximally to enhance their academic performance.

**Table 4: Reading Ability Habits among PTE Students**

Study habit	M	SD	Level
I study in the library regularly.	1.79	0.45	Good
According to the importance of the subject, I change and adjust the speed of reading.	1.51	0.54	Good
I study figures and graphs very carefully while reading.	1.47	0.54	Good
I never read silently.	1.46	0.62	Good
I continue my reading despite difficulties in understanding the meaning of some words.	1.38	0.65	Good
I read books whenever I get time whether at home or in college.	1.24	0.58	Fair
I read carefully to understand every point.	1.17	0.61	Fair
I read the main points before I read the main chapter.	1.11	0.76	Fair
Overall reading ability	11.14	2.18	Good

From *Table 4*, the results show that the students had *good* study habits of studying regularly in the library ( $M = 1.79$ ,  $SD = 0.45$ ), adjusting the speed of reading depending on the strength of the subject ( $M = 1.51$ ,  $SD = 0.54$ ), paying careful attention while studying figures and graphs ( $M = 1.47$ ,  $SD = 0.54$ ), not reading aloud ( $M = 1.46$ ,  $SD = 0.62$ ), and persevering in reading despite difficulties in understanding meaning of some words ( $M = 1.38$ ,  $SD = 0.65$ ). Their reading ability was *fair* with regard to reading outside the gazetted study times ( $M = 1.24$ ,  $SD = 0.58$ ), reading carefully in order to

understand every point ( $M = 1.17$ ,  $SD = 0.61$ ), and reading the main points before reading the main chapter ( $M = 1.11$ ,  $SD = 0.76$ ). Overall, the students' reading ability was *good* ( $M = 11.14$ ,  $SD = 2.18$ ). Despite the good overall reading ability, the students' "weakness" in the critical aspects of reading outside the scheduled reading hours, reading to understand, and reading the main points first is a revelation that their cueing and sequencing of material for retrieval during examinations is curtailed to some extent, which most likely serves as a precursor for poor academic performance.

**Table 5: Note-Taking Habits among PTE Students in South Western Uganda**

Study habit	M	SD	Level
During classroom teaching, I take down notes very sincerely.	1.69	0.55	Good
I take down notes while reading.	0.82	0.66	Fair
After class, I compare my class notes with the notes from the textbooks.	0.81	0.57	Fair
Overall note-taking	3.32	1.04	Fair

The students' note-taking habits presented in *Table 5* were generally *fair* ( $M = 3.32$ ,  $SD = 1.04$ ). This was more so in taking down notes while reading ( $M = 0.82$ ,  $SD = 0.66$ ) and taking time to compare class notes with notes from textbooks ( $M = 0.81$ ,  $SD = 0.57$ ). However, their note-taking habit during classroom teaching was good ( $M = 1.69$ ,  $SD = 0.55$ ). This implies that the pre-PTE and PTE education cycles did not groom the students

sufficiently in personal note-taking. It further highlights the fact that the students relied heavily on class notes and did not make sufficient personal notes from other sources to beef up the tutors' prepared lesson information. Most likely their notes had gaps to the effect of possessing wrong information that they presented in their examinations.

**Table 6: Learning Motivation Habits among PTE Students in South Western Uganda**

Study habit	M	SD	Level
I study the subject matter in the library thoroughly before it is taught in the classroom.	1.82	0.38	Good
I (do not) frequently remain absent from class.	1.78	0.47	Good
If a matter is to be learnt by heart, I go over it again and again	1.55	0.63	Good
I take help from anybody if I do not follow anything.	1.37	0.53	Good
I attend my classes regularly and in time.	0.81	0.55	Fair
I try to make up for my deficiency in the weak subjects to my best.	0.28	0.50	Fair
Overall learning motivation	7.60	1.40	Fair

Results in *Table 6* indicate that despite generally exhibiting good study habits in studying the subject matter in the library thoroughly before it is taught in the classroom ( $M = 1.82$ ,  $SD = 0.38$ ), being in class most of the time ( $M = 1.78$ ,  $SD = 0.47$ ), memorizing content ( $M = 1.55$ ,  $SD = 0.63$ ), and asking for assistance ( $M = 1.37$ ,  $SD = 0.53$ ), their overall

learning motivation was rather *fair* ( $M = 7.60$ ,  $SD = 1.40$ ). This means that their “weakness” in regular class attendance ( $M = 0.81$ ,  $SD = 0.55$ ) and compensating for deficiencies in subjects they had weaknesses in ( $M = 0.28$ ,  $SD = 0.50$ ) outdid their “goodness”. Having a weak motivation to learn is a recipe for poor academic performance.

**Table 7: Memorization Habits among PTE Students in South Western Uganda**

Study habit	M	SD	Level
After the examination, I realize that I have made some mistakes in the answers I have written or I have forgotten some important points.	1.83	0.37	Poor
I try to recall the matter after reading it.	1.79	0.41	Good
I revise the subject matter from time to time.	1.58	0.56	Good
I cram certain things without understanding.	1.40	0.65	Poor
Overall memorization	6.60	1.19	Fair

The students’ overall memorization ability (*Table 7*) was fair ( $M = 6.60$ ,  $SD = 1.19$ ). This mainly resulted from forgetting during the examinations ( $M = 1.83$ ,  $SD = 0.37$ ) and cramming without understanding ( $M = 1.40$ ,  $SD = 0.65$ ). However, they exhibited *good* study habits in trying to recall the content after reading ( $M = 1.79$ ,  $SD = 0.41$ ) and revising the

subject matter from time to time ( $M = 1.58$ ,  $SD = 0.56$ ). These results speak to the fact that the students suffered from examination anxiety and used negative learning strategies such as cramming in order to cope with the examination demands.

**Table 8: Examination Taking Habits among PTE Students in South Western Uganda**

Study habit	M	SD	Subscale
Before writing answers to the questions in the examination, I read carefully the entire question paper.	1.82	0.41	Good
I draw an outline of answers to the question in the examination.	1.72	0.56	Good
In the examination, I answer the questions in their serial order.	1.61	0.55	Good
During examination days I sleep as usual at the night.	1.49	0.57	Good
I feel tense/worried at the beginning of the examination.	1.29	0.70	Fair
Before examinations, I read my notes carefully.	1.24	0.55	Fair
I single out my weak subject on the strength of my examination results.	1.13	0.67	Fair
I tend to compare my marks with others after the results are declared.	1.01	0.50	Fair
I carefully record my examination results.	0.99	0.74	Fair
I prepare for examinations from the guides/ notes available in the market.	0.89	0.52	Fair
Overall examination-taking habits	13.51	2.07	Good

The results in *Table 8* indicate that the students generally exhibited *good* examination taking habits ( $M = 13.51$ ,  $SD = 2.07$ ), specifically in carefully reading the entire question paper before starting to answer the questions ( $M = 1.82$ ,  $SD = 0.41$ ), drawing an outline of answers to the questions ( $M = 1.72$ ,  $SD = 0.56$ ), answering the questions in their serial order ( $M = 1.61$ ,  $SD = 0.55$ ), and sleeping (resting) enough during the examinations ( $M = 1.49$ ,  $SD = 0.57$ ). However, they exhibited weaknesses in feeling tense/worried at the beginning of examinations ( $M = 1.29$ ,  $SD = 0.70$ ), reading their

notes carefully before examinations ( $M = 1.24$ ,  $SD = 0.55$ ), singling out their weak subject on the strength of their examination results ( $M = 1.13$ ,  $SD = 0.67$ ), having a tendency to compare their marks with others after the results are declared ( $M = 1.01$ ,  $SD = 0.58$ ), carefully recording their examination results ( $M = 0.99$ ,  $SD = 0.74$ ), and preparing for examinations from the guides/ notes available in the market ( $M = 0.89$ ,  $SD = 0.52$ ). This means that good habits of taking examinations could account for the cases of good academic performance records.

**Table 9: Learning Motivation Habits among PTE Students in South Western Uganda**

Study habit	M	SD	Level
I study the subject matter in the library thoroughly before it is taught in the classroom.	1.82	0.38	Good
I (do not) frequently remain absent from class.	1.78	0.47	Good
If a matter is to be learnt by heart, I go over it again and again	1.55	0.63	Good
I take help from anybody if I do not follow anything.	1.37	0.53	Good
I attend my classes regularly and in time.	0.81	0.55	Fair
I try to make up for my deficiency in the weak subjects to my best.	0.28	0.50	Fair
Overall learning motivation	7.60	1.40	Fair

Results in *Table 9* indicate that despite generally exhibiting good study habits in studying the subject matter in the library thoroughly before it is taught in

the classroom ( $M = 1.82$ ,  $SD = 0.38$ ), being in class most of the time ( $M = 1.78$ ,  $SD = 0.47$ ), memorizing content ( $M = 1.55$ ,  $SD = 0.63$ ), and asking for

assistance ( $M = 1.37$ ,  $SD = 0.53$ ), their overall learning motivation was rather *fair* ( $M = 7.60$ ,  $SD = 1.40$ ). This means that their “weakness” in regular class attendance ( $M = 0.81$ ,  $SD = 0.55$ ) and

compensating for deficiencies in subjects they had weaknesses in ( $M = 0.28$ ,  $SD = 0.50$ ) outdid their “goodness”. Having a weak motivation to learn is a recipe for poor academic performance.

**Table 10: Health and Wellness Habits among PTE Students in South Western Uganda**

Study habit	M	SD	Level
I get guidance about proper study habits from my tutors.	1.30	0.68	Good
I get disappointed if the examination result is not favorable.	1.20	0.70	Poor
I will take advantage of a guidance program in study habits is arranged.	0.33	0.54	Poor
Overall health and wellness habits	2.83	1.07	Poor

The health and wellness aspects of study habits focus on the students’ mental health issues that generally require guidance and counselling by experienced helpers. The students’ overall health and wellness habits (Table 10) were *poor* ( $M = 2.83$ ,  $SD = 1.07$ ). This mainly arose due to their *poor* habits of not taking advantage of guidance programs on study habits ( $M = 0.33$ ,  $SD = 0.54$ ) and wallowing in disappointment with unfavourable examination results ( $M = 1.20$ ,  $SD = 0.70$ ). However, their habit of getting guidance about proper study habits from their tutors was good ( $M = 1.20$ ,  $SD = 0.70$ ). These results imply that the students had compromised health and wellness habits, which would reciprocally translate into poor academic outcomes.

**DISCUSSION**

This section is about the discussion of the findings from the research in relation to the question that was asked; to what extent did the students in primary teachers’ colleges in South Western Uganda use the common study habits?

**Note Taking**

Results revealed that most of the students revered note-taking as a strategy to achieve academic performance. Results further revealed that taking/writing down notes during classroom instruction and private reading were the most revered study practices in teacher primary colleges in South

Western Uganda. Notes taken were largely used for revisions and also, for comparison with the information in the textbooks / cross-referencing.

The findings were in line with Hamid, Reza and Lotfollah (2010), Hanghverdi, and Biria (2010), and Salame and Thompson (2020), who posit that strategic note-taking is beneficial to students in that it provides a certain way a student can learn, and it can help a student perform better in courses. Strategic note-taking involves active listening, processing information, and writing. It is believed that a student’s strategic and extensive note-taking can yield higher performance and achievement. The researcher concurs with the authors noting that, taking strategic notes is an important skill that is commonly used in a college setting.

**Physical Condition**

Item importance level revealed that students utilized all required books and study materials accessible to them, the library, and that, physical surroundings characterized by bad air circulation, noise, poor light, congestion, and lack of adequate reading space interfered with their study routines and this could have negatively affected their academic performance.

Some scholars have advanced findings about how characteristics of the physical surroundings affect academic performance. In the study about indoor air quality and student performance in primary schools,



Duran, Eichholtz, Kokand and Palacios (2021) noted that exposure to poor indoor quality air during the school term preceding the test was associated with a significant performance drop. Xie, Kang, and Tompsett (2011) observed that environmental noise has an adversely negative impact on the academic performance of secondary school students. It has also been established that human function including academics is heavily hinged on lighting in the surrounding.

According to research by Kehinde, and Asojo (2021) lighting (natural and artificial) has been a major driver of children's school performance and functioning, with windows providing natural daylight as well as a view, and artificial light further enabling children's visual, cognitive and behavioural skills inside. The research by Kehinde and Asojo (2021) has proven the effectiveness of blue lighting to help maintain moods during the day, leading to better concentration and alertness in adolescents who appear sleepy in class. Additionally, lighting was proven effective in the development of cognitive, behavioural, and visual skills; especially from tracking materials and books visually and the researcher agrees with this research.

### Memorization

Item importance level also revealed that students reflected on the responses after writing an assignment/test or an exam and were able to realize some mistakes in the answers. In other words, most of the participants made personal reflections on the contents of the exam sat that is, the ideas, and facts they were able to remember and those perhaps they forgot, practiced recalling the content revised or learnt and, also made an effort to internalize and consequently apply the knowledge acquired.

In Western pedagogy, memorization and recitation are considered counterproductive modes of information acquisition (Gitsaki, 2022). However, the findings of this study illustrate that retention through memorization was an essential processing

step upon which the complex cognitive activities that are embedded in college-level curricula were managed by the college students. Memorization is mostly encouraged in Saudi Arabian pedagogy where it is used a lot in cramming the verses of the Koran. The researcher believes that without memorization college students would have found it so hard to answer PTE exams because some concepts, formulae, theories, and theorems are complex to understand hence they need to be learnt by heart and reproduced when required.

### Time Management.

Item importance level further showed that most students studied every day, they took a rest in between when they had to study for a long time, they divided the time according to the matter to be covered in respect of the number of questions, they did their assignments daily and studied at a particular time of the day so they had good study habits of time management.

Scholars have written widely about time management and academic performance. For example, Das and Bera (2021), Mercanlioglu (2010), Oyuga (2016), Subramanian (2016), Yilmaz (2010), Pehlivan (2013) perceive time management as the deliberate control of the time spent on a given task, especially to increase efficiency, skill, and productivity. They argue that time management is very important and perhaps its effects on an individual's academic achievements. Cyril (2015) has this to say.

*“The only thing, which cannot be changed by man, is time. Whatever the position the man holds, one cannot stop time, cannot slow it down, nor can he speed it up. One cannot get back the time lost. Nothing can be substituted for time”.*

Cyril (2015) underpins the importance of effective time management in order to succeed in any activity. Students always complain that they do not have enough time to complete all assigned tasks but

they lack mastery of time management skills. At present in many cases, it is seen that due to lack of proper knowledge of time management among students' academic success is not achieved (Yilmaz, 2010). However, based on this study, proper time management was employed by students to complete the work related to the PTE exams successfully.

### **Reading Ability**

Item importance level also reveals that students studied in the library regularly, they could change and adjust the speed of reading according to the importance of the subject, they studied figures and graphs very carefully while reading, they never read silently, when they had difficulties in understanding the meaning of some words they still continued reading, they read books whenever they got time at home and college, they read carefully in order to understand every point and they read the main point before they read the main chapter.

Rodrigues and Mandrekar (2020) conducted a study about the impact of academic library services on students' success and performance. The finding in the study showed that there is a significant and remarkable relationship between library usage and students' academic performance and success. Verma (2015) in his study explored the role of the academic library to achieve academic excellence in an academic institution and pointed out that the academic library has to play a very important role because academic institutions are incomplete without a good library. The academic library helps to impact positivity on academic achievement. Libraries play an important role as reliable and beneficial information providers in students' academic success and performance. The PTC students demonstrated a good study habit of reading from the library regularly and this could have impacted their academic performance.

### **Taking Examinations**

Item importance level indicates that students read the entire question paper carefully before writing

answers to the questions in examinations. They drew an outline of answers to the questions, answered questions in their serial order, slept as usual in the night during examination days, felt tense/worried at the beginning of the examination, read their notes carefully before examinations, singled out their weak subject on the strength of their examination results, compared marks with each other after the results were declared, recorded their examination results carefully and prepared for examinations from the guides/ notes available in the market. Generally, students demonstrated good examination-taking habits.

Wilkinson (2021) hails students who sit past papers before taking an exam. He argues that doing a past paper is a great way of preparing for the real exam. Doing a past paper can help the student to get a real feel for their stronger / weaker areas. Knowing this can help them to structure the revision and get the most use out of it. The researcher concurs with the scholar above because as it is commonly said, practice makes perfect. College students could have perfected their skills of taking on examinations by doing practice on past papers and this could have influenced their performance.

### **Learning Motivation**

Item importance level on learning motivation indicated that students studied the subject matter thoroughly before it was taught in the classroom, went over and over again over a subject matter to be learnt by heart, took the help of anybody if they did not follow anything, attended classes regularly in time, and made-up deficiency in the weak subjects.

According to Anchete, Daniel and Ahamad (2021) Students' inner motivation to attend classes is one of the issues that most teachers in higher educational institutions are facing so much that in some institutions class attendance has been made compulsory and in others not. However, Hamamci and Hamamci, (2017) claim that in many educational settings, especially in higher education,

the importance of class attendance has been underestimated. There is a general belief that class attendance is not necessary to obtain mastery of the subject matter, especially learning passive subjects like arts and social sciences. Nevertheless, most studies on class attendance and students' achievements conclude that there is a meaningful relationship between class attendance and learning performance. Students' class attendance is very critical in terms of learning as it affects students' achievement (Anchete, Daniel & Ahamad, 2021; Hamamci and Hamamci 2017). The researcher concurs with the scholars above and observes that it is the motivation to attend classes regularly and on time that made PTC students perform well in final examinations.

### Health Habits

Results show that PTC students in South Western Uganda generally had poor health and wellness study habits. Most students got guidance about proper study habits from their tutors but also got disappointed if the examination result was not favourable yet they took advantage to attend if a guidance program in study habits was arranged.

The findings about PTC students in South Western Uganda are almost similar to those of Ahamad (2018) among the college students of English at Bisha University, Saud Arabia, and of Pitan (2013) among the undergraduates of the National Open University of Nigeria. Ahamad (2018) found out that majority of the students, particularly boys had bad study habits. They devoted less time to their studies, revised less frequently, never took notes, did not plan their study time, and studied mainly to take exams or please their parents. Similarly, Pitan (2013) also found out that undergraduates of the Open University of Nigeria had bad study habits and it was negatively impacting their academic performance in home assignments as well as in examinations.

### CONCLUSION AND RECOMMENDATIONS

Based on the study findings and views of various scholars, we conclude that students in primary teachers' colleges in South Western Uganda generally do not possess good study habits that could lead to academic excellence. From this conclusion, the researchers recommend that PTC administrators need to organize regular talks for students from resource persons about the most desired study habits for academic excellence. In addition, tutors need to ensure through regular addresses and prep supervision that students always apply good study habits.

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