



East African Journal of Arts and Social Sciences

ejass.eanso.org

Volume 6, Issue 2, 2023

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>

EANSO

EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Study Habit Dimensions: Empirics of University Student Gambling and Social Networking Interference

Pious Jojo Adu-Akoh¹* Eugene Kwarteng-Nantwi, PhD¹ & Benedicta Ama Adom-Mensah, PhD¹

¹ University of Cape Coast P. O. Box 5007. Accra-North Ghana.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-9033-6143>; Email: pious.aduakoh@stu.ucc.edu.gh

Article DOI : <https://doi.org/10.37284/eajass.6.2.1350>

Date Published: ABSTRACT

03 August 2023

Keywords:

*Study Habit,
Student gambling,
Social Networking,
Interference,
University.*

The prevalence rate of gambling and social networking in the university setting interferes with students' study habit dimensions. Thus, this study seeks to determine the dimensions of study habits exhibited by university students in Ghana, precisely the University of Cape Coast. The study adopted the descriptive survey design with a sample size of 351. The Study Habits Inventory (SHI) was adapted to determine the dimensions of students' study habits. The inventory recorded a Cronbach's Alpha coefficient (r) of .97. From the findings, it was evident that most students had satisfactory study habits in all five dimensions (Allotment of time, concentration, consultation, procedure in studying and reading and library use). Hence, it was inferred from the findings that the satisfactory study habits of students were because they did not have a very well-planned and organised study time. To this, it was recommended that, since one's study habits can be interfered with by gambling and social life activities, the Study Habit Unit, in collaboration with the department academic counsellors, hall counsellors and a recommended "Gaming Research Unit" of the university should intermittently run an open forum where students can test their study habit dimensions and be acquainted so as to seek counsel or improvement where necessary.

APA CITATION

Adu-Akoh, P. J., Kwarteng-Nantwi, E. & Adom-Mensah, B. A. (2023). Study Habit Dimensions: Empirics of University Student Gambling and Social Networking Interference. *East African Journal of Arts and Social Sciences*, 6(2), 11-23. <https://doi.org/10.37284/eajass.6.2.1350>

CHICAGO CITATION

Adu-Akoh, Pious Jojo, Eugene Kwarteng-Nantwi and Benedicta Ama Adom-Mensah. 2023. "Study Habit Dimensions: Empirics of University Student Gambling and Social Networking Interference". *East African Journal of Arts and Social Sciences* 6 (2), 11-23. <https://doi.org/10.37284/eajass.6.2.1350>.

HARVARD CITATION

Adu-Akoh, P. J., Kwarteng-Nantwi, E. & Adom-Mensah, B. A. (2023) "Study Habit Dimensions: Empirics of University Student Gambling and Social Networking Interference". *East African Journal of Arts and Social Sciences*, 6(2), pp. 11-23. doi: 10.37284/eajass.6.2.1350.

IEEE CITATION

P. J., Adu-Akoh, E., Kwarteng-Nantwi & B. A., Adom-Mensah “Study Habit Dimensions: Empirics of University Student Gambling and Social Networking Interference”. *EAJASS*, vol. 6, no. 2, pp. 11-23, Aug. 2023.

MLA CITATION

Adu-Akoh, Pious Jojo, Eugene Kwarteng-Nantwi & Benedicta Ama Adom-Mensah. “Study Habit Dimensions: Empirics of University Student Gambling and Social Networking Interference”. *East African Journal of Arts and Social Sciences*, Vol. 6, no. 2, Aug. 2023, pp. 11-23, doi:10.37284/eajass.6.2.1350.

INTRODUCTION

Habit formation is no new concept in psychology and education. Habit development does not occur overnight (Gardner & Rebar, 2019). It sometimes takes conscious effort to build up a good habit. Habit formation is the process by which a behaviour, through regular repetition, becomes automatic or habitual (Lally et al., 2011). For a behaviour to be automated, regular repeating of the behaviour in a particular sequence over a period of time is assured of such behaviour becomes automatic and part of the individual (Wood & Neal, 2016). For some behaviours and some people, only 18 days of repetition were required for the behaviour to become sufficiently automatic to be performed without thinking; for other behaviours and participants, however, over 200 days of repetition were needed (Lally et al., 2010).

Hassan et al. (2018), based on behaviour formation, defined study habits as the study practices that include the frequency of study sittings, rehearsal of learned material, review of material, studying in favourable surroundings and self-testing. According to Essuman (2006 as cited by Awabil, 2013), to measure students’ study habits, any of the 10 scales or dimensions: “Time Allotment”, “Concentration”, “Consultation”, “Correction”, “Note-taking”, “Procedures in Studying”, “Reading and Library Use”, “Written Work and Taking Examinations”, should be considered. For the purpose of this study, 5 dimensions were used to determine the study habit of students. Hence, the following literature review highlights the problem and the significance of this study from a large perspective of the Ghanaian context.

LITERATURE REVIEW

Empirical Review

According to Ebele and Olofu (2017), good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as TV and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritising the difficult contents. Some of the worst study habits include; procrastination, evading the study, studying in inappropriate conditions, and loud sounds of music and television during studying (Julius & Evans, 2015).

Many studies across Africa and the world at large have shown that university student gambling and their social life have direct and indirect interference with one’s study habit dimensions. An Ohio State University study by Kalpidou et al. (2011) asserted that the relationship between social media and grades reveals that university students who utilise Facebook spend less time studying and have lower grades than students who do not use popular social networking sites. According to Hay et al. (2011), the more time spent on social networking sites, the less they may be good for students’ social lives, in the way that it may cause them to be more illiterate; as a result of the limited amount of characters one is allowed to type on certain statuses, which does not help expand the writing portion of a student’s mind resulting in lower grade averages and less time spent on studies. Similarly, Coyle and Vaughn (2008) found that student users are affected by the internet, and this impact is determined by the type of internet usage. They are positively or negatively affected by the informative use of the internet while having the

drastic impact of recreational use of the internet on them. Judilla and Gemora (2015) also proved that students' study habits, to a great extent, are influenced by social networking. Most likely that this strong influence may have been a result of easy access to and brought about by the accessibility of gadgets like cell phones with mobile data and Wi-Fi connection. The affordability and availability of these gadgets in the market may have been another reason. Likewise, this implies that students may not have realised that spending more time on social networking could be a hindrance to good study habits.

According to Langat (2015), students acknowledged that social media indeed contributes positively to their study habits. They indicated that social media enables them to receive timely class updates and facilitate their group discussions. They indicated that social media helps with sharing study materials like notes and also play a great role in team building through social media groups. Respondents acknowledged that social media plays a pivotal role in enhancing collaborative learning among students; this means that it has arguably more positive effects on learning than otherwise. In addition to these points, the respondents strongly agreed that they are unable to exercise self-control over the interference of social media in their revision, particularly at night. This finding agreed with Michele and Shonna (2007) who stated that approximately 51% of 21 million youths/students that engage in social media sites on daily bases have been socially and academically affected more so negatively. Social behaviour can be either positive or negative, but users are often times susceptible to the negative aspect of it, especially when users (students) come in contact with deviant behaviours.

In spite of the opportunities social networking has for mankind, it is observed that the total attention and concentration of students have been diverted towards non-education, unethical and inappropriate actions such as useless chatting through the use of mobile phones and devices within the school

premises. The negative impact of social networking on students is also being traced to the fact that students make use of these devices when teaching is going on. Also, at their respective homes, they spend a great deal of time on social networking activities, leaving their studies in a deterring state which may have an adverse effect on their academic performances. Studies from the literature show that social networking media has gained considerable attention as a factor affecting students' academic performance (Paul et al., 2012; Michikyan et al., 2015).

Browsing the net, playing games online and passing non-stop SMSs seems to be their daily routine hence making reading books or any other written materials an outdated idea for most students. In fact, students see social network sites as platforms to make friends who can always take them out of boredom. So instead of using social network sites to source relevant information that will help them in their studies, they just pay attention to their chats and while away their time (Graham & Kingsley, 2005). Most importantly, the provision of virtual life to students through social networks helps those who do not have the confidence to speak in front of anyone now feel free to interact confidently in their virtual life. When they use these social networks, they feel like they are in heaven, but this addition kills their inner self-confidence forever. Becoming addicted to social networks makes them feel like they have so many friends, but in real, all of the contacts they communicate with are virtual contacts. The frequent use of these social networks could cause addiction to the site and influence students' study habits and daily life at large (Romm Livermore & Setzekorn, 2008).

Relating students' study habits to gambling, Koross (2016) specify that the majority of students very often lose time from school and studying due to gambling. This was an indication that gambling could affect students' study habits. According to her, it is such behaviour of losing school time that leads to truancy. The findings indicated that

students spent much of their time thinking about bets and how to match them so as to win at the expense of school work and assignments. It was noted in Kenyan universities that students spend more hours gambling than reading and attending to school work, according to Koross (2016). Affirming this, Oh et al. (2017) explained that there is no doubt that an adolescent's school learning habits would also be affected as their attention is being redirected to managing gambling-related problems.

Similarly, a study by Kwarteng-Nantwi et al. (2022) supported the empirical evidence of the interference of students' gambling activities on some of the dimensions of study habits. It was observed from the ordinal logistic regression analysis that there was a statistically significant relationship between students' gambling (PGSI gambler sub-type) and one of the dimensions of students' study habits (i.e., allotment of time). Though the remaining four dimensions reported non-statistically significant relationships, they were significant determinants (of odds ratio of greater than 1) of the PGSI gambler sub-type among student gambling activities.

Essuman et al. (2010), not considering excessive gambling and social networking, surveyed 879 UCC undergraduate students, and it was revealed that a good number of students had satisfactory study habits. Prior to that, a pilot study in 2006 by Essuman at the University of Winneba (UEW) produced similar results (Essuman, 2006). Based on their findings, Essuman et al. (2010) recommended that respondents with satisfactory study habits should be offered counselling to enable them to improve their study habits or behaviour.

Consequently, it has been very difficult to manage student study habits with gambling activities among Ghanaian students on university campuses. School administrators are, for instance, challenged to control gambling by rendering all sports betting sites unavailable via Wi-Fi for students at the Kwame Nkrumah University of Science and Technology, Ghana. Students strongly disagreed as they responded that even without a university Wi-Fi

link, they could still gamble. Citi Newsroom recorded a similar story on March 28, 2019, when students of Sunyani Technical University (STU), Ghana, highly patronised operations of one of the gambling companies which has opened their premises in front of the main campus of STU on the highway of Sunyani-Kumasi. The Ghana News Agency (GNA) in the same year visited the University betting centre at night and found many students betting busily. Some of these students were seriously glued to mobile phones, while others were looking for help from other colleagues and the centre's operators. The GNA confirmed through an interaction with an attendant at the centre that more than 70 students visit the online gambling centre every day. In the same report, Dr. Justice Solomon Korantwi- Barimah, the Pro Vice-Chancellor of the STU, stated that;

Many of the students in the STU use their tuition fees for sports betting, and many of them owe the university. He told reporters that management had already consulted the Student Representative Council (SRC) on the matter and regretted that many students spend time on sports gambling instead of focusing on their books. He also called on the Ghana Education Service and relevant institutions to cooperate effectively to control sports bets among young people across the country. "Citi newsroom, GNA (2019, March 28)"

From the above reviews, the interference of students in gambling and other networking activities on studying habits dimension is both a worldwide and nationwide concern, particularly in Ghana. Though there have been a lot of foreign studies on the issue of student gambling, its prevalence and its related behavioural issues, there seems to be no local study in any university in Ghana on the interference of students in gambling and other networking activities on studying habits dimensions. Hence, in terms of literature and the study area, there remains a void for this study to fill. Thus, based on the above evidence; and using university students who have

engaged in gambling and social networking one way or the other, the study seeks to determine the dimensions of study habits exhibited by undergraduate level 400 students in Ghana, precisely the University of Cape Coast.

Conceptual Review

For the purpose of this study, 5 dimensions were used to determine the study habit of students.

Time Allotment/Management

According to Egbochuku (2008, as cited by Awabil, 2013), time management is setting and following a schedule of study in order to organise and prioritise your studies in the context of completing activities of work, family and so on. Sopon (2017) opines that effective management skills help students to work towards their goals and avoid unnecessary activities which distract one's attention. Kaushar (2013) argued that good time management makes students act accordingly. According to him, "Only by organising and planning time that the student can avoid distraction from regular studies". For the purpose of this work, student's time allotment was centred on the duration of time students spend reading their courses, both the liked and disliked courses; the number of hours spent in a day studying, the time spent on extracurricular activities and whether students like spending time alone in studies.

Concentration

McWhorter (2016) opines that concentration is keeping your mind on what you are reading or studying, which involves two major skills or abilities; exclusion and focusing. If the students can master some techniques in using each of these skills, they will notice a change in their level of concentration. Concentration, as used in this study, looked at the ability of a student to direct his/her attention on the task at hand. There are a number of factors that affect concentration, some of which are the environment, light, temperature, emotions, other

people, and the reader's body. For example, sound can affect one's concentration. Although many students insist that they can accomplish a lot while TV, radio or CD is playing, scientific studies suggest otherwise (Awabil et al., 2008). Conversation can also distract one's attention which can inhibit concentration. Students should therefore be careful when studying with friends. Again, the student's desk should not be full of unwanted materials as this can also inhibit concentration. There are two major distractions to students' concentration: distractions within us (internal causes of poor concentration) and distractions outside us (external causes of poor concentration). According to Awabil et al. (2008), internal causes of poor concentration include personal worries, tension and anxiety, stress and daydreaming. External causes of poor concentration include noise, glaring light, desk temperature and posture.

Consultation

Consultation, according to Awabil (2013), involves seeking help from peers and teachers in order to adequately understand some material or find answers to an assignment. To him, 'consultation' is 'help-seeking'. Alevan et al. (2006) defined help-seeking as the student's ability to solicit help when needed from a teacher, peer, textbook, manual or internet. According to Awabil, the formation of group studies is a result of students seeking help from each other. Thus, Ohene (2010) opined that a study group should ideally comprise a maximum of five people and a minimum of three. Ipaye (2005) added that the purpose of the group is to regularly meet to study, discuss and do assignments and projects works. Consultation, as defined in this study, looked at how students are comfortable in seeking academic help from their lecturers and friends, consulting books for further ideas and also forming a group study where necessary.

Procedures in Studying

Procedures in studying are the measures put in place to reduce distractions while learning and also facilitate smooth learning. As used in this work and also inferring from Essuman (2006), procedures in studying involve one adequately organising and assembling all materials that will be needed in the course of learning close to himself. For instance, books, pens, notebooks, dictionaries etc., should be assembled around the individual's desk where learning is taking place. Distractive objects such as mobile phones, magazines and newspapers should be put far off. Procedures in studying should also involve what the individual has planned to study in order to prevent him/her from wasting time. The individual should not rush through the learning process but rather should take his time to understand the topics or subjects, understudy. Essuman (2006) also opine that the individual should also endeavour, if possible, to study beyond what has been given to him/her by his/her lecturer or tutors.

Reading and Library Use

Ebele and Olofu (2017) recommended that students cultivate the habit of reading in the library because of the presence of up-to-date reference materials and the serenity of the library environment. Osa-Edoh and Alutu (2012) posited that today, the student has much to read because of the great demand inherent in the core curriculum and thus, the ability to read fast will be an advantage. According to them, the quick reader takes in and retains more than slow readers because the quick reader catches the drift and flow of the passage better, whereas the slow readers delay each word. For the purpose of this work, reading and library use by students focused on student's ability to remember what is read, the number of times required by the student to understand what he/she read and whether students are of the habit of consulting from books in the library so as to complete their assignments or even seek to borrow books from the library. Reading and library use also

expresses whether students like reading the books borrowed from the library or dislike reading in general.

Theoretical Review

Self-regulation Theory (Baumeister, Heatherton & Tice, 1994)

Roy Baumeister is one of the leading social psychologists who have studied self-regulation. Together with his colleagues defined self-regulation as an important personality process by which people seek to exert control over their thoughts, their feelings, their impulses and appetites, and their task performances (Baumeister et al. 2006). According to Matric (2018), self-regulation is described as the individuals' ability to direct their actions towards goals and ideas which can come from personal desires or the expectations of others, and helps individuals adjust to the demands of society and the environment".

Nonetheless, too much gambling or excessive social networking is understood from the angle that self-regulation has failed. Baumeister et al. (1994) opined that under-regulation and misregulation are the two types of self-regulation failure. According to them, under-regulation refers to the failure to exert control over one's behaviour. For example, some student gamble or overly engage in social networking activities either online or face-to-face because they cannot stop themselves, thus interfering with their study times and other dimensions of their study habits.

When there are temporary discrepancies in one's strength to self-regulate, they are unable to exert the same level of self-control in different tempting situations. The process of exerting self-control or making choices reduces the amount of ego strength available for future self-control efforts. The success of self-control depends on ego strength: when ego strength is depleted, self-control is more likely to fail. It could therefore be said that low levels of self-regulation strength results in students' consistent

gambling and excessive social networking, thus, less time and concentration on their study habits. The basis of self-regulation is setting goals, and without goals attaining self-regulation is difficult (Heatherton & Tice, 1994; Sayette, 2004). Attaining self-regulation becomes difficult when the goal set is misdirected or inappropriate (Karoly, 1993). Misperception by students who excessively gamble/overly engage in social networking makes setting goals difficult. For instance, when students believe that they gamble just as much as their friends do than study, then setting goals to resist the behaviour of gambling becomes difficult. This may also create a strong positive urge to gamble with friends. Individuals who are unable to monitor themselves will be unable to self-regulate. Students who find it difficult to monitor their own behaviour are more likely to have a problem with self-regulation. According to Baumeister et al. (2007) and Heatherton and Tice (1994), if a student who gambles uncontrollably cannot estimate the financial, social, and academic cost that comes with weekly bets in the long term, then the gambling behaviour of the individual becomes difficult to self-regulate.

Baumeister et al. (1994) further explain that misregulation could occur when focusing one's regulatory efforts on the wrong thing and having false or misleading beliefs about the self and the environment. For instance, excessive student gamblers may continue to gamble to avoid adverse situations at school, at home or in their life in general, as similarly will one who engages in social networking. Also, when student gamblers tend to believe in the idea that gambling activities are controlled by the 'illusion of control', 'belief in luck', 'superstitions', and the 'gambler's fallacy' concepts, then misregulation could occur.

The illusion of control refers to the belief that one has control over the chances of events occurring over time. Moore and Ohtsuka (1999) found that the illusion of control and gambling has a linkage. Also, with the issue of lack, Wohl and Enzle (2003) found

that gamblers who had encountered big losses were associated with a strong belief in luck. They found that these gamblers later bet more money because they believed that they could eventually win more money. However, this was not with gamblers who actually encountered a big loss. The former believe they are luckier than the latter. With superstitious belief, Moore and Ohtsuka (1999) found that winning and the ability to use strategies to win were associated with the gambler's superstitious beliefs. These beliefs are more dominant among problem gamblers as compared to non-problem gamblers. For instance, with gambler's belief, "gamblers believe that after losing on several occasions on a bet, the probability of subsequently making a big win is high. Thus, after losing a number of times in a row, gamblers assume that their luck is about to change; as such, they continue to gamble because they expect that they will be able to recoup their losses (Baumeister et al., 2007). All these beliefs could lead to misregulation – these beliefs can also highly interfere with students appropriating the various dimensions of their study habits.

Lastly, misregulation may also occur when student attempt to protect their self-esteem (Baumeister et al., 1994). They theorised that student gamblers with high self-esteem could have a lot of a good chance of winning a bet than those with low self-esteem. According to them, when there is ego depletion, a gambler's self-regulation skills are lost or lessened. Ego depletion, even as pointed out by Baumeister, has brought forward a lot critic. According to Maranges (2014), Segerstrom and Nes (2017) and Vadillo et al. (2016), and many other researchers found that a variety of factors have contributed to ego depletion and make it harder to control oneself and also regain willpower. These may include:

- Age: Older people may be more resistant to ego depletion than their younger counterparts. This could explain why older university students are likely to be highly self-regulated.

- Choice: When one is forced to do something, less self-control is exhibited than one making his/her own decision.
- Cognitive dissonance: Doing or saying something that contradicts one's beliefs can diminish one's self-control.
- Emotional distress causes one's willpower to deplete more quickly.
- Heart rate: when one's heart rate varies, the less self-control one is.
- Hormones: the ovaries work harder during the phase of menstruation; women have been found to experience decreased self-control during premenstrual syndrome.
- Illusory fatigue: that is when one thinks a task is mentally tasking, she/he becomes mentally fatigued faster.
- Low blood sugar makes it more difficult to resist temptation.
- Unfamiliarity: It takes more energy to try something new.

RESEARCH METHODS

Research Design

A descriptive survey design was used in this study. In descriptive design research, the nature of a certain phenomenon is defined, and events are determined and reported the way they exist. The research design was descriptive in nature because the researchers aimed to generalise the sample to a population so that the conclusions on some features, attitudes or behaviour of the population could be made (Wiersma & Jures, 2009).

Study Area

The University of Cape Coast (UCC) is the study area. It is five kilometres west of Cape Coast, located on a hill overlooking the Atlantic Ocean. The University of Cape Coast is the topmost-ranked University in Ghana and West Africa, and it is

among the top 5 Universities in Africa in the 2022 Times Higher Education World University Rankings. The university also ranks first globally for research influence (Time Higher Education, 2022). It operates on two campuses: the Southern Campus (Old Site) and the Northern Campus (New Site) [UCC admission brochure, 2021]. Areas of specialisation range from humanities to social sciences to the sciences. The University of Cape Coast is located in Cape Coast, the central region of Ghana, one of the most intellectually dynamic and culturally diverse areas of the nation. (UCC Admission Brochure, 2021)

Accessible Population

The accessible population of the study were 4,172 level 400 students from the four colleges in UCC. The population was accessed because the level 400s had spent 4 years on the university's campus and were well acquainted with the university's environment, hence had varied ways of handling their studies on campus, that is, time allocated for learning, formation of group studies, the number of assignment and quizzes in a semester to expect, etc.

Sample Size and Sampling Procedures

A fair representative sample size was determined through the Krejcie and Morgan (1970) minimum sample size determinant. According to Krejcie and Morgan, a fair representation of a population of 4,172 is 351. The researchers further used a disproportionate stratified sampling technique to draw from each college the number required for the study. With disproportionate sampling, different strata (colleges) have different sampling characteristics and hence different percentages to be surveyed. And for this study, colleges with a larger number of students had a relatively large sample size to form the total sample of 351. The precision of the design was highly dependent on the sampling percentage/fraction allocation of the researchers. The disadvantage of this technique is that some samples will be overrepresented or underrepresented, which will result in skewed

results. Nonetheless, this has the merit of increasing the likelihood of fair representation and virtually ensuring that any key characteristics of individuals in the population are included in the same population in the sample (Fraenkel & Wallen, 2012). Lastly, individual students from the sample were randomly selected.

Research Instrument

The Study Habits Inventory (SHI) (Essuman, 2006) was used to determine the dimensions of the study habits of students. The Study Habit Inventory (SHI) Form B was adapted for the study. The researchers adapted five dimensions for the study. These are: 'Allotment of Time', 'Concentration', 'Consultation', 'Procedure in Studying', and 'Reading and Library Use'. All the items in the SHI are rated on a 5-point Likert Scale: Very True (5), True (4), Somewhat True (3), Not True (2) and Not at all True (1)

The interpretation of the SHI scores is indicated below:

The interpretation of the SHI scores could be based on the entire instrument or on each dimension of the scale. For each dimension of a study habit, the greater the score on a particular dimension, the weaker, and the smaller the score, the stronger that particular dimension. The interpretation of scores on the on-scale basis (that is, a dimension) is as follows: 8 – 12 = Very Good; 13 – 20 = Good; 21- 28 = Fair/Satisfactory; 29- 36 = Poor and 37- 40 = Very Poor.

The Cronbach's Alpha coefficient (r) obtained for the whole inventory was $r = .97$. An instrument of reliability co-efficient of .70 upwards is considered sufficiently reliable (Cohen et al., 2007), hence adequate to be used for the collecting of data from participants.

Data Collection and Ethical Consideration

An ethical clearance form was obtained from the Institutional Review Board of the University of

Cape Coast to be able to carry out the study. The participants were informed of the study so that they knew exactly what they would be asked to do. This was done by providing the consent information on the first page of the questionnaire. Participants' autonomy was ensured so the participants were not forced to answer the questionnaire in a way desired by the researcher. Consideration was given to anonymity and confidentiality in the questionnaire.

Data Analysis Procedure

Data collected was processed using the Statistical Package for Social Sciences (SPSS) version 22 software. The items were compounded and computed for each dimension of the study habit. Afterwards, means, standard deviation and percentile ranks were used to analyse the various dimensions of study habits of all the students sampled.

RESULTS AND DISCUSSIONS

Dimensions of Study Habits Exhibited by Students

The study also sought to bring out the study habits of students who engage in sports bets at the University of Cape Coast. In gathering evidence from the students, they were made to rate their study habits under various dimensions by using a four-point Likert scale. *Table 1* presents the results.

Analysis of the scores obtained from the Study Habit Inventory revealed that students did not have very effective approaches to studying. As reflected in *Table 1*, the students' mean score is in the 47-53rd percentile, which means they scored at an average level on all the dimensions of study habits. The result suggests that the five dimensions of students' study habits were not efficiently and effectively used by students. They were deemed to be satisfactory. From *Table 1*, the least of the Ranks of Means (MR) on the dimensions of students' study habits noted to be unfavourable were concentration ($M=2.63$, $SD=.778$), procedure in studying ($M=2.76$, $SD=.802$), and consultation ($M=2.77$,

$SD=.802$). Reading and library use ($M=2.92$, $SD=.812$), were reported to be encouraging as they ranked highest on the MR. $SD=.805$), and allotment of time ($M=2.83$,

Table 1: Dimension of students' study habits exhibited by students

Students' Study Habits	M	SD	MR	Percentile Rank	Interpretative Value
Reading and Library Use	2.92	.805	1 st	47.1 – 53.1	Average
Allotment of Time	2.83	.812	2 nd	47.1 – 53.1	Average
Consultation	2.77	.802	3 rd	47.1 – 53.1	Average
Procedure in Studying	2.76	.802	4 th	47.1 – 53.1	Average
Concentration	2.63	.778	5 th	47.1 – 53.1	Average
Mean of means/Standard Deviation	2.78	.654			

Key: M =Mean, SD = Standard Deviation, M = Mean Rank

Source: Field survey (2021)

From the findings, it was evident the results agree with Essuman et al. (2010), who found that most students had satisfactory study habits in Allotment of time, Concentration, Consultation, Procedure in studying and reading and library use. Their study also revealed that most of the students had good study habits in relation to the five dimensions (Allotment of time, Concentration, Consultation, Procedure in studying and reading and library use). The result is also similar to that of Essuman et al. pilot study in 2006 at the “University of Education, Winneba.

A satisfactory result across all the dimensions of students' study habits means students do not effectively and efficiently utilise their study skills; thus, Essuman et al. (2010) recommended that such students should be offered counselling to enable them to improve their study habits. The findings with reading and library use ranked high also agreed with the claim that today students have much to read because of the great demand inherent in the core curriculum (Osa-Edoh & Alutu, 2012). Similarly, a concentration which was ranked very low from the findings could be aligned with the assertion by Awabil et al. (2008) that students' concentration lowers as a result of distractions within them (internal causes) and distractions outside them (external causes). According to Awabil et al. (2008), internal causes of poor concentration include personal worries, tension and anxiety, stress and daydreaming. External causes of poor concentration

include noise, glaring light, desk temperature and posture.

CONCLUSION

It was evident that most students had satisfactory study habits in all five dimensions (Allotment of time, concentration, consultation, procedure in studying and reading and library use). Subsequently, drawing a conclusion on students' study habits, the study reveals that most of the students had satisfactory study habits because they did not have a very well-planned and organised study time.

RECOMMENDATIONS

The researchers also recommend that the activities of the Study Habit Unit within the counselling centre, in collaboration with the department academic counsellors, hall counsellors and a recommended “Gaming Research Unit” of the Department of Psychology and Education, UCC, should intermittently run an open forum where students can test their study habit level. Since one's study habit has a predictive relationship with student gambling and social life activities, counsellors who come in contact with students' sports bettors should adequately explain the various dimensions of their study habits in relation to their gambling and social activities and help them to plan and organise their studies to ensure effective and efficient study skills and habits.

REFERENCES

- Aleven, V., McLaren, B., Roll, I., & Koedinger, K. (2006). Toward meta-cognitive tutoring: A model of help seeking with a Cognitive Tutor. *International Journal of Artificial Intelligence in Education*, 16(2), 101-128.
- Awabil, G. (2013). *Effects of study and self-reward skills counselling on study behaviour of students in Ghanaian public universities*. (Unpublished doctoral dissertation). Department of Guidance and Counselling, University of Cape Coast, Cape Coast.
- Awabil, G., Essuman, J. K., Forde, L. D., Antiri, K. O., Nyarko-Sampson, E., Turkson, A. B., & Ocansey, F. (2008). Improving your concentration for studies. *Study Guide Monograph Series*. 8, 2-20.
- Baumeister, R. F., Gailliot, M., DeWall, C. N., & Oaten, M. (2006). Self-regulation and personality: How interventions increase regulatory success, and how depletion moderates the effects of traits on behaviour. *Journal of Personality*, 74(6), 1773-1802.
- Baumeister, R. F., Heatherton, T. F., & Tice, D.M. (1994). *Losing control: How and why people fail at self-regulation*. San Diego, CA Academic Press.
- Baumeister, R. F., Schmeichel, B. J., & Vohs, K. D. (2007). *Self-regulation and the executive function: The self as controlling agent*. <http://www.psycnet.apa.org>;
- Cohen, L., Manion, L., & Morrison, K. (2007). Observation. *Research methods in education*, 6, 396-412.
- Coyle, C. L., & Vaughn, H. (2008). Social network ing: Communication revolution or evolution? *Bell Labs technical journal*, 13(2), 13-17.
- Ebele, U. F., & Olofu, P. A. (2017). Study habit and its impact on secondary school students' academic performance in Biology in the Federal Capital Territory, Abuja. *Educational Research and Reviews*, 12(10), 583-588.
- Ebele, U. F., & Olofu, P. A. (2017). Study habit and its impact on secondary school students' academic performance in Biology in the Federal Capital Territory, Abuja. *Educational Research and Reviews*, 12(10), 583-588.
- Essuman, J. K. (2006). *Study Habit Survey (SHS): Form B*. (Unpublished inventory). Counselling Centre, University of Cape Coast, Ghana.
- Essuman, J. K., Ocansey, F., Forde, L.D., Awabil, G., Antiri, O.K., Nyarko-Sampson, E., & Turkson, A.B. (2010). Study habits of University of Cape Coast Students. *Journal of Counselling, Education and Psychology*, 2(1), 221-247.
- Fraenkel, J. R., & Wallen, N. E. (2012). *How to design and evaluate research in education*. (6th ed.). New York, NY: Palgrave Macmillan.
- Gardner, B., & Rebar, A. L. (2019). Habit formation and behavior change. In *Oxford research encyclopedia of psychology*.
- Graham, O., & Kingsley, A. (2005). Internet and social network relevance to academic. *International Journal of Information and Communication Technology*, 2(12), 55-60.
- Hassan, U., Sadaf, S., Aly, S. M., & Baig, L. A. (2018). Study Habits. *The Professional Medical Journal*, 25(03), 466-472.
- Hay, A. A., Gamble, R. G., Huff, L. S., & Dellavalle, R. P. (2011). Internet social networking sites and the future of dermatology journals: promises and perils. *Journal of the American Academy of Dermatology*, 65(3), e81-e83.

- Heatheron, T., & Tice, D. M. (1994). *Losing control: How and why people fail at self-regulation*. San Diego, CA: Academic Press, Inc.
- Ipaye, B. (2005). Study guides and learning strategies in open and distance learning. (2nd ed.). Lagos: Chayoobi Publishers.
- Judilla, A. R., & Gemora, R. B. (2015). Influence of social networking on the study habits and performance of students in a state university. *Journal of Social Science and Humanities Research, JSSHR*, 22, 1-12.
- Julius, M., & Evans, A. S. (2015). Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India. *International Journal of Educational Administration and Policy Studies*, 7(7), 134-141.
- Kalpidou, M., Costin, D., & Morris, J. (2011). The relationship between Facebook and the well-being of undergraduate college students. *CyberPsychology, behavior, and social networking*, 14(4), 183-189.
- Karoly, P. (1993). Mechanisms of self-regulation: A systems view. *Annual review of psychology*, 44(1), 23-52.
- Kaushar, M. (2013). Study of impact of time management on academic performance of college students. *Journal of Business Management*, 9(6), 59-60.
- Koross, R. (2016). University students gambling: Examining the effects of betting on Kenyan university students' behaviour. *International Journal of Liberal Arts and Social Science*, 4(8), 57-66.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Journal of Educational and Psychological Measurement*, 30, 607-610.
- Kwarteng-Nantwi, E., Adu-Akoh, P. J. & Edjah, J. O. (2022). Problem Gambling Severity of Students Sports Bettors and Its Relationship among the Dimensions of Study Habits: Implications for Counselling. *Journal of Education, Society and Behavioural Science*, 35(11), 70-76.
- Lally, P., Wardle, J., & Gardner, B. (2011). Experiences of habit formation: a qualitative study. *Psychology, health & medicine*, 16(4), 484-489.
- Langat, A. C. (2015). Reassessment of the Adoption and Integration of social media to Enhance Teaching and Learning in Academic Programmes in MOI University Kenya. *International Journal of Recent Research in Social Sciences and Humanities (IJRSSH)*, 2(4), 179-192.
- Maranges, H. (2014). Ego Depletion and changes in the premenstrual phase: Impaired self-control as a common source. Retrieved from <https://diginole.lib.fsu.edu/islandora/object/fsu:204784/datastream/PDF/view>
- Matric, M. (2018). Self-regulatory systems: Self-regulation and learning. *Journal of Process Management. New Technologies*, 6(4), 79-84.
- McWhorter, K. T. (2016). *Study and critical thinking skills in college*. Pearson.
- Michele, W. and L.S Shonna. (2007). *Methodology to assess college student risk taking behavior in social networking sites*. APHA Scientific Session and Event Listing. Retrieved from <http://apha.confex.com/apha/135am/techprogram/meeting.htm>
- Michikyan, M., Subrahmanyam, K., & Dennis, J. (2015). Facebook use and academic performance among college students: A mixed-methods study with a multi-ethnic sample. *Computers in Human Behavior*, 45, 265-272.

- Moore, S. M., & Ohtsuka, K. (1999). The prediction of gambling behaviour and problem gambling from attitudes and perceived norms. *Social Behaviour and Personality: An International Journal*, 27(5), 455-466.
- Nonis, S. A., & Hudson, G. I. (2010). Performance of college students: Impact of study time and study habits. *Journal of education for Business*, 85(4), 229-238.
- Oh, B. C., Ong, Y. J., & Loo, J. M. (2017). A review of educational-based gambling prevention programs for adolescents. *Asian Journal of Gambling Issues and Public Health*, 7(1), 1-16.
- Ohene, J. (2010). *Achieving self-esteem: Guidelines for students* (2nd ed.). Cape Coast: University Press.
- Osa-Edoh, G. I., & Alutu, A. N. G. (2012). A survey of students study habits in selected secondary schools: Implication for counselling. *Current Research Journal of Social Sciences*, 4(3), 228-234.
- Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of online social networking on student academic performance. *Computers in human behavior*, 28(6), 2117-2127.
- Romm Livermore, C., & Setzekorn, K. (Eds.). (2008). *Social Networking Communities and E-Dating Services: Concepts and Implications: Concepts and Implications*. IGI Global.
- Romm Livermore, C., & Setzekorn, K. (Eds.). (2008). *Social Networking Communities and E-Dating Services: Concepts and Implications: Concepts and Implications*. IGI Global.
- Sayette, M. A. (2004). Self-regulatory failure and addiction. *Handbook of self-regulation*, 447-465.
- Segerstrom, S. C., & Nes, L. S. (2006). When goals conflict but people prosper: The case of dispositional optimism. *Journal of Research in Personality*, 40(5), 675-693.
- Sopon, D. (2017). Time management in universities- best practices and future developments. *Managerial Challenges of the Contemporary Society. Proceedings*, 10(1), 89-94.
- Time Higher Education (2022). *World universities ranking*. Retrieved from <http://www.timeshighereducation.com>
- University of Cape Coast. (2018). *Admission brochure*. Cape Coast, UCC: University Printing Press.
- Vadillo, M. A., Gold, N., & Osman, M. (2016). The bitter truth about sugar and willpower: The limited evidential value of the glucose model of ego depletion. *Psychological Science*, 27(9), 1207-1214.
- Wiersma, W., & Jurs, S. (2009). *Research methods in education: An introduction*. Boston, NY: Pearson.
- Wohl, M. J., & Enzle, M. E. (2003). The effects of near wins and near losses on self-perceived personal luck and subsequent gambling behaviour. *Journal of Experimental Social Psychology*, 39(2), 184-191.
- Wood, W., & Neal, D. T. (2016). Healthy through habit: Interventions for initiating and maintaining health behaviour change. *Behavioural Science & Policy*, 2(1), 71-83.