

**SELF-STUDY HABITS OF STUDENTS AND THEIMPACT ON THEIR PERFORMANCE IN
LITERATURE—A CASE STUDY OF TORORO PROGRESSIVE ACADEMY**

Submitted for approval

By

MUSOKI BRIDGET


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A research report in partial fulfilment for the requirement of the award of **Bachelor's Degree in Education, English Language and Literature in English** from Busitema University, Faculty of Science and Education.

FENRUARY, 2023

Statement of Declaration:

I declare that this research report is my original work, and its contents have not partially or w
been presented for an academic award by any person in any University or Institution of E
Learning.

MUSOKI BRIDGET 

Date 23rd / 02 / 2023

Endorsement by the Supervisor

This research study has been prepared under my supervision upon appointment by Busitema University.

M/S KWAGALA OLIVIA.....

Date.....

ACKNOWLEDGMENT:

My gratitude first goes to God who has given me the strength and courage to undertake this research. I wish to acknowledge the contribution of my mother Ms. Musiime Aisha, my father; the late Mr. Butsilu DAN who indirectly motivated me to work hard, my best friend Apio Esther for her support during the study time. Her kind criticisms, patience and understanding assisted me a lot. I also wish to thank all the lecturing staff of Busitema University, department of Language Studies, particularly Ms. Kwagala Olivier for her unending guidance and advise to see that the study is successfully completed.

DEDICATION:

I dedicate this work to my late father Mr. Butsilo Dan and my mother Ms.Musiime Aisha. I also dedicate this work to my siblings Bustilo Praise, Hangyi Edat, Butsilo Alleluia ElijahButsilo and Asante Diana.

Summary:

This study was intended to establish whether self-study habits correlate with academic performance among students of literature in ordinary level. Research conducted focused majorly on document analysis, information from the respondents involved. The study population consisted of an estimated 554 students to be enrolled in ordinary level at Tororo Progressive Academy in the third term of 2023, and the sample size numbered 36 students. Samples' responses were used as key for measuring the variables. Study habits do influence academic performance, as memory of texts and elements of the texts dwells much on frequent reading (intensive reading), while cramming and reading texts on pressure of assessment lowered the learners' grade and performance in literature greatly. Hence students are expected to enhance academic performance as they refine study techniques, adopting resourceful habits such as making summaries of texts, intensive reading (having a detailed reading of a single text) and extensive reading (reading a variety of texts to widen knowledge).

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CHAPTER ONE

INTRODUCTION

1.0 Introduction:

In this chapter the background of the study, problem statement, research questions, and objectives, significance of the study, and the context of the study and the definition of key terms of the research study are clearly spelt out.

1.1 BACKGROUND TO THE STUDY

Literature for the purpose of this research can be defined as the collective body of literary works distinguished for their beauty of style or expression such as poetry, essays or history (English Dictionary). It entails writings such as poetic anthologies, drama and prose. As subject, it is taught at both the ordinary level and advanced level of education in Uganda. The subject involves reading, analyzing and appreciating literary works throughout an academic undertaking. However, the major linguistic style that is very much involved in the study of literature is the receptive skill of reading.

For the purpose of this study Self-study will directly be linked to the act of reading, which can be reading on one's own is defined as the skill or the activity of getting information from a book without any external assistance according to the Cambridge English Dictionary. Regular reading on one's own is identified to be one of the strongest weapons of influence on promotion of one's personal development and social progress in general.

According to Palani in Owusu-Acheaw & Larson (2014), systematic and regular reading by an individual improves the academic, filters sensations, promotes tasks and renders viewpoints of one's living, thereby preparing him or her for an effectual involvement in everyday activities such as the academic and social. For learners to best perform,

This study investigated study habit and its impact on students' academic performance in Tororo Progressive Academy. Based on the findings of the study, the researcher concludes that students within the study area have bad study habits. Most of the learners only crammed or read for the purpose of meeting required grades in assessments. The study also concludes that there is significant relationship between study habits and secondary school students' academic performance, as their study habit greatly contributes to their performance in literature as a single entity.

5.3 Recommendations

Therefore, it is essential for teachers to guide students through the array of study habits available, as well as to use them to optimize the time studying to attain improved academic results. Habits must conform to the student who is undertaking literature, as all of them also have to commit some more time to meet the needs of other subjects in their course of study. For literature, learners need to adopt both extensive (reading many literary texts as possible) and intensive reading (having in-depth analyses of a literary text)

When introducing learners to reading, teachers ought to use simple texts that can be completed in one reading, as prolonged texts may be boring to the learners and will consequently affect the reading pattern. When learners are able to complete a task in one sitting, they will develop the need and agility to do so all the time. Therefore, they need to be introduced to simple texts at lower levels.

Teachers should also encourage the learners to summarize their reading in process. This involves chapter summaries, scene summaries and giving a general summary of the elements identified in the text before furthering the reading. As such, they take note of major aspects in the book. In case, learners fail to adopt multi-reading habits, they can easily use their summaries to respond to tasks on a particular text with ease, as the summaries provide vital and relevant information during times of need.

Literature teachers may also put strict timelines for reading texts, as it may guide learners reading. Learners may be lazy to complete texts, but when a strict time limit is put in place, learners can easily adopt and read literary texts on time to avoid the teacher's reprimanding.

Furthermore, the school administration can set in place a conducive library environment that can accommodate learners' different reading habits. Learners' habits usually vary according to their likes and dislikes. As such, with a variety of texts in a library, and having a timeline for various activities may encourage learners to read even more.

Learners may also be encouraged to read their favourite books more times. This can be coupled up with motion-pictures of the book in form of short films of the events of a book.

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APPENDICES

APPENDIX 1: BUDGET

Items Purchased	COSTS (Ugx)
Facilitation /meals	30,000
Miscellaneous	50,000
Printing / binding	20,000
Stationary	20,000
Transport	40,000
Total	160,000