

Self-Study Habits among Grade 12 Learners in Senior Secondary Schools in the Zambezi Region, Namibia

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Abstract

The study surveyed the self-study habits among Grade 12 learners in senior secondary schools in the Zambezi region, Namibia. Using the quantitative research approach, a structured survey questionnaire was used to collect data on wide issues related to learners' self-study habits as observed from the researchers' experiences in dealing with diverse learners and literature. A total of 750 Grade 12 learners (consisting of 420 males and 330 females) selected using the simple random sampling technique participated in the study. The results of the study revealed that the majority of the participants (48% male and female 46%) always set target for themselves on the marks and grades they wanted to score in their tasks. Setting an effective goal prompts higher commitment to study among learners and leads to higher academic achievements. In addition, most learners (33% male and 29% female) indicated that they study everyday following their personal reading timetables, and always consult their teachers for assistance when they did not understand any concepts. However, it is worrisome that majority of the participants preferred to do their personal studies in empty classrooms instead of the library, which is traditionally designed and equipped to facilitate effective private study. The majority of the participants also indicated that they were unable to find time to study after school and did not engage in peer study group. Thus, it is important to sensitize the learners on the importance of using library for private studies, setting dedicated study time, and engaging in peer study groups as such groups have elements of built-in tutoring sessions.

Keywords

Study Habit, Self-Study, Secondary School Learners, Zambezi Region

1. Introduction

The main purpose of the present study was to assess the self-study habits among Grade 12 learners in senior secondary schools in the Zambezi region, Namibia. Study habits typically denote the degree to which the learner intentionally engages in regular acts of learning that are characterized by appropriate studying routines occurring in an environment that is conducive to studying (Credé & Kuncel, 2008). Elsewhere, study habits have been found to be consistent with learners' academic performances and are usually reflected in the learners' ability to organize and plan their learning (Deniz, 2013).

Learner's academic performance occupies a very important place in education as well as in the learning process (Mendezabal, 2013). In fact, it is considered as a key criterion to judge one's total potentialities and capacities (Nuthana & Yenagi, 2009), which are frequently measured by the examination results (Mendezabal, 2013). It can be argued that the learners' academic performance in examinations do not depend on the teachers' effort alone. Learners must complement the classroom lessons with active and effective follow-up studies for them to benefit maximally from the classroom lessons and perform well in examinations. Thus, to achieve academic success, every learner must develop effective study habits.

Previous research report showed that self-study by learners is closely related to the constructivist philosophy which states that knowledge cannot be inculcated (given), rather; it is to be mastered or constructed (Klizaitė & Arlauskienė, 2015). According to a study report, the challenges of globalization and modernization of today's world set new requirements for the education process (Klizaitė & Arlauskienė, 2015). Accordingly, there are changes in the educational paradigms which revealed the importance of learners' independent work in the study process and in the development of abilities necessary for learning (Klizaitė & Arlauskienė, 2015). Effective self-study habits become particularly relevant due to the change from the traditional instructional paradigm to a constructivist learning one, where learning makes provision for the learners' intensive independent activity (Taqi, 2019). In fact, effective study habits have become inevitable for academic success since the advent of the novel coronavirus disease 2019 (COVID-19) which forced on us, a new system of education—the online teaching and learning, which may also be viewed as novel to the developing economies. Study habits, skills, and attitude inventories and constructs were found to contend standardized tests and previous grades as the only reliable predictors of academic performance, yielding substantial incremental validity in predicting academic performance (Credé & Kuncel, 2008).

Azikiwe describes study habits as the way and manner a student plans his or her private reading outside lecture hours in order to master a particular subject or topic (Azikiwe, 1998). Good study habits help the learners in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing content of learning (McFadden & Dart, 1992). In this sense, the study habits of a learner can be largely influenced by the experiences acquired from their previous

academic performances. Successful learners show commitment to maximize learning from educational experiences, monitor their progress, and make adjustments in their efforts when necessary to accomplish their goals (Ainley & Patrick, 2006; Ainley, 2006; Miller & Brickman, 2004). There is evidence which suggest that cognitive variables such as ability-related and expectancy beliefs, general attitudes toward school, and attitudes toward specific academic subjects are related to academic performance (Linnehan, 2001), hence, the study habits developed by learners. Moreover, a causal link between study habits and academic performance has been suggested via the finding that training in study skills significantly increased the retention rate of at-risk college learners (Polansky et al., 1993).

It is apparent that in this 21st century education, the traditional instructional paradigm is gradually being substituted with a new innovative paradigm directed towards the learner-oriented learning methodology (Klizaitė & Arlauskienė, 2015). It has been argued that the main principle of the new innovative paradigm in education is the learner's active role in the learning process and the promotion of his/her personal responsibility and independence with the aim of becoming capable of active, responsible, and independent lifelong learning and improvement (Klizaitė & Arlauskienė, 2015). The way of learning is as important as the content of learning. Nonetheless, the contemporary understandings and beliefs of most learners about school and learning continued to generate public concern considering the poor performances that have pigeonholed learners' academic performances in recent years (Klizaitė & Arlauskienė, 2015).

The study area—the Zambezi Region, is one of the fourteen educational regions of Namibia and hosts a total of eleven senior secondary schools with an average of 1000 learners in Grade 12 in any given academic year. However, the continued poor performances of the Grade 12 learners in Namibia Senior School Certificate (NSSC) Ordinary level have generated wide public concern with recent public discourse seriously questioning the learners' study habits and commitments to school works. This is because, despite the concerted efforts by the Ministry of Education, Arts and Culture and the University of Namibia, Katima Mulilo Campus in providing targeted capacity building workshops for the teachers, there is no meaningful improvement in the learners' performances. While several factors could be responsible for the Grade 12 learners' continued poor performance in NSSC in the Zambezi Region, there is no doubt that establishing the learners' study habits could assist towards identifying and designing counselling services that could motivate the learners towards developing effective study habits as different efforts are being made to improve the learners' academic performances.

2. Methodology

2.1. Research Design

This study employed the exploratory quantitative research approach using

structured survey questionnaires to collect data on the self-study habits among Grade 12 learners in the Zambezi region of Namibia. This approach enabled the researchers to gather large data that are representative of the study population, and that led to drawing conclusion with much confidence. In quantitative studies generally, surveys are cost effective, flexible, and allow researchers to collect standardized data from a very large sample size (Kabir, 2016).

2.2. Sample and Sampling

A total of 750 Grade 12 learners made up of 420 males and 330 females were selected as the sample of the study. Grade 12 learners were specifically selected as the research subject because they are in their final year of Senior Secondary School where they are expected to sit for high stake exit examinations, namely the Namibia Senior Secondary Certificate Ordinary level (NSSCO), and the Namibia Senior Secondary Certificate Higher level (NSSCH). The learners' performances in these examinations determine the prospects of continuing their education to universities or other higher institutions of learning, both within and outside Namibia. For example, to qualify for admission into the undergraduate degree (Honours) programmes at the University of Namibia (UNAM), Namibia University of Science and Technology (NUST), or the International University of Management (IUM), a candidate must normally pass a minimum of five subjects in NSSCO with a minimum of 25 points on the university's scale. However, subject to the department's special regulations, this normal admission requirement could be higher. Thus, a Grade 12 learner has an uphill task to surmount to secure an admission for further education in universities in Namibia, which has become a major concern in the Zambezi Region due to the learners continued poor performances.

The sample was selected using the simple random sampling technique from nine out of 11 senior secondary schools in the Zambezi region. The sample size was arrived at based on the study plan to sample two-thirds of all current Grade 12 learners in at least, 80% of the senior secondary schools in the study area. The wide sample coverage was intended to have a satisfactory representative sample based on which informed decision on the research findings could be made about the current Grade 12 learners' self-study habits in the study area.

2.3. Research Instrument and Data Collection

The study used a structured survey questionnaire to collect data. The questionnaire items consist of wide probing questions related to learners' self-study habits such as setting goal for marks and grades, specific approach to self-study, daily self-study duration, preference for self-study venue, attitudes during self-study time, ability to find time to engage in self-study after school, engaging in study groups, and consulting teachers for assistance. Before administrating the questionnaire, the purpose of the study and its significance were clearly explained to the satisfaction of the participants (Grade 12 learners) and we en-

couraged them to answer the questions as honest as possible. Thereafter, we personally distributed the questionnaires to the participants with the help of the Head of Department (HOD), Mathematics and Science in the schools and allowed the participants to answer the questions for a duration of three days. In addition, the participants were advised to submit their questionnaires to the HOD should they completed the questionnaires before the three-day period, after which we personally collected the questionnaires for analysis.

2.4. Data Analysis

Descriptive statistic was used to compute the sum and percentage of learners' response frequencies. Results were presented in bar and pie charts. Furthermore, t-test was used to assess the significance of data variation ($p < 0.05$) between the mean responses of male and female learners.

2.5. Ethical Considerations

After obtaining the ethical clearance from the University of Namibia, Katima Mulilo Campus Research and Publications Committee to carry out the study, we sought and obtained permission from the Zambezi Regional Director of Education, Arts and Culture, and the principals of the selected schools where the study was carried out. The purpose of the study and its significance were clearly explained to the satisfaction of the participants. The participants were informed that their participation in the study is entirely voluntary and does not include financial compensation. They were also assured of their right to withdraw from the study any time that they feel uncomfortable to continue without any consequence. We obtained verbal consents from the participants to participate in the study, and their names as well as their schools were kept anonymous by using numbers and letters to identify them respectively on the questionnaires.

3. Results and Discussion

3.1. Setting Goal for Marks and Grades by Learners in the Study Area

Figure 1 displays the overall distribution of the responses of the participants ($n = 633$) indicated that while very few learners (4% male and 2% female) reported that they do not like the idea; the majority (48% male and female 46%) preferred to always set target for themselves on the marks and grades they wanted to score in their tasks. It can thus be argued that the preference of most of the participants for setting marks and grades achievement goal is an indication of effective study habit among the learners. It has been reported that setting an effective and rigorous goal leads to higher achievement levels for academics (Garavalia & Gredler, 2002). Rigorous and specific goals lead to a great effort towards a task, in contrast to simple and vague goals (Locke & Latham, 2006). The primary academic purpose of grades is to measure student achievement of learning in a

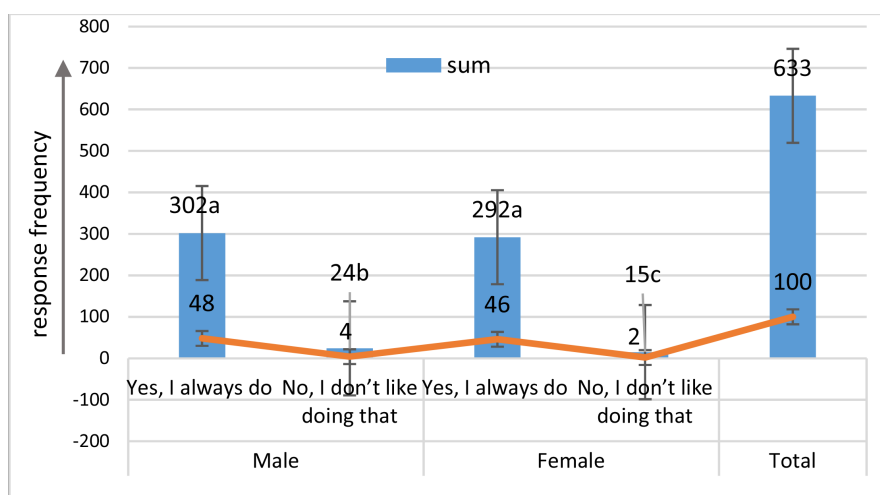


Figure 1. Overall distribution of the participants by gender in setting goal for marks and grades ($n = 633$), Bars (paired means) with different alphabets are statistically significant ($p < 0.05$).

particular curriculum (Munzur, 2014). Academic grading is most frequently used as a method of comparison: student versus student, student versus standard, effort versus performance, past versus present (Douglas & Smith as cited in Krawczyk, 2017). **Figure 1** further shows that the t-test analysis of the paired sample mean between the male and female learners' setting of self target for marks and grades was not statistically significant ($p > 0.05$). This finding shows that gender is not an influential factor in setting goal for academic achievements among school learners.

3.2. Approach to Self-Study by Learners in the Study Area

Figure 2 presents the overall distribution of respondents' ($n = 636$) approach to self-study by gender. Whereas, most learners (33% male and 29% female) indicated that they study everyday following their personal reading timetables, a much lesser number of learners (9% male and 8% female) indicated that they study everyday but without personal reading timetables; and similar number (9% male and 8% female) stated that they only study when they have a task to do. Interestingly, the numbers of learners (2% male and 2% female) who indicated that their friends always interrupt their personal reading times were the lowest. The t-test analysis of the paired sample mean between responses by gender only showed significant difference ($p < 0.05$) with respect to the statement: I study everyday following my personal study time table. A learner's approach to self-study essentially defines his or her ability to organize and plan learning strategies, and hence, the study habits developed. Good learning strategies involve clarity of purpose and the use of goal-directed actions in the individual's own learning (Deniz, 2013). These strategies are crucial for academic success, especially in today's word characterized by peer pressure and over-involvement in social media among school learners.

3.3. Personal Daily Study Duration Set by Learners in the Study Area

The results of the overall distribution of learners' ($n = 652$) personal daily study duration are presented in **Figure 3** below. The habit of studying for two hours on a daily basis was more pronounced among male learners (25%) than their female (18%) counterparts. However, more female learners (21%) than male learners (16%) indicated that they have daily study duration of one hour. The results further showed that 7% of the male learners and 5% of the female spent

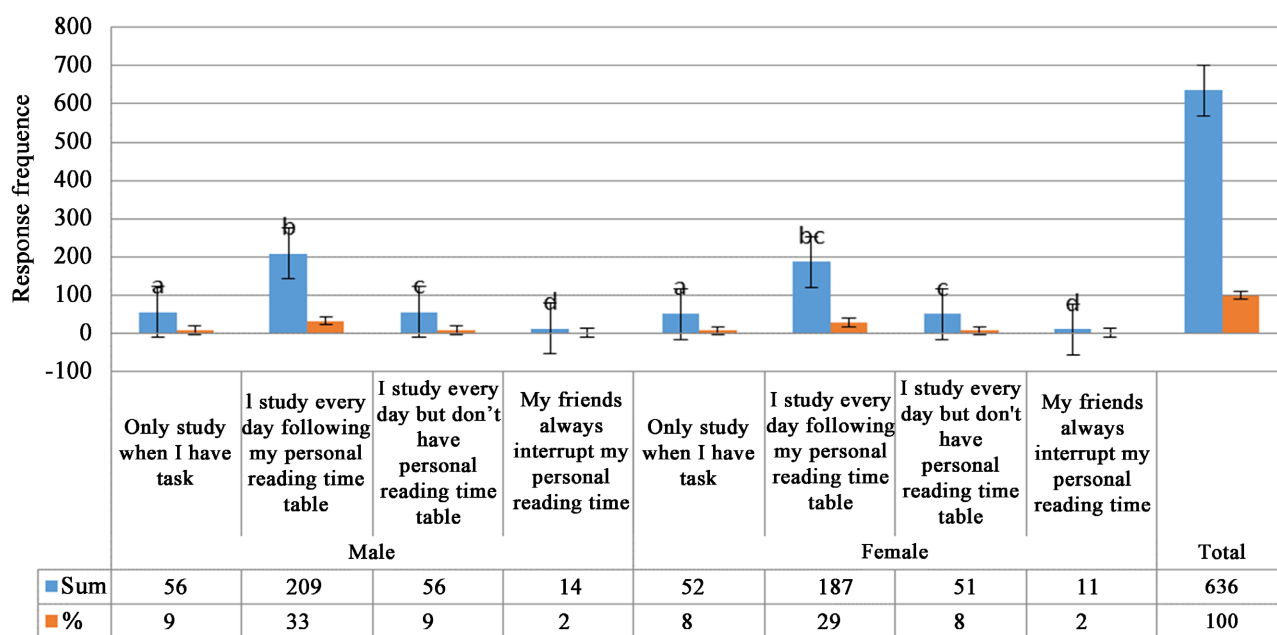


Figure 2. Overall distribution of the learners' approach to self-study ($n = 636$). Bars (paired means) with different alphabets are statistically significant ($p < 0.05$).

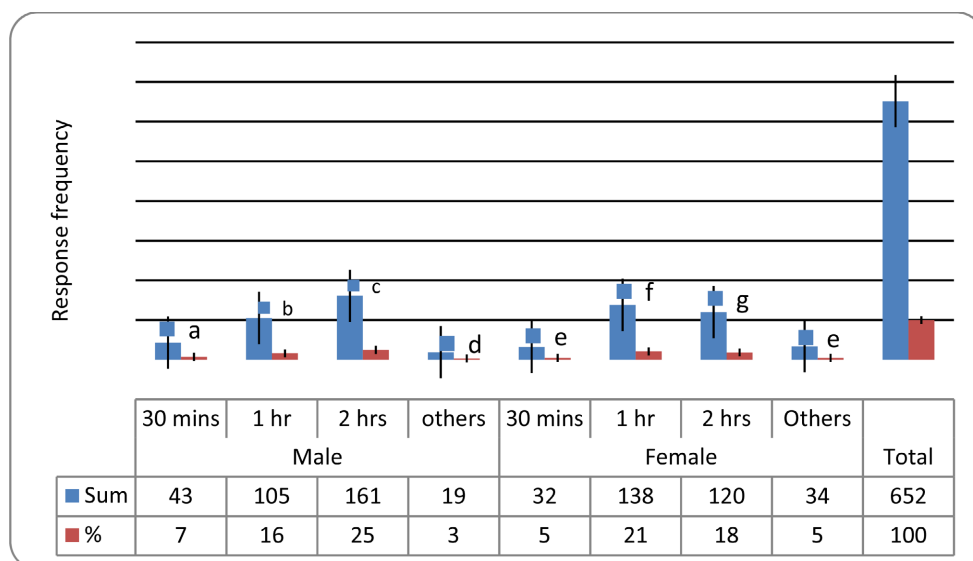


Figure 3. Overall distribution of learners' personal daily study duration ($n = 652$). Bars (paired means) with different alphabets are statistically significant ($p < 0.05$).

30 minutes each in their personal daily study while 3% (male learners) and 5% (female learners) do not keep time of their personal daily study. The t-test analysis of the paired sample mean between the male and female learners' personal daily study duration differed statistically by gender ($p < 0.05$). In any school system generally, academic performance is the most important priority to learners. Thus, learners often create specific time to engage in personal studies to revise and follow up on what have been taught in classes, solve assignments, prepare for tests, and even examinations. In personal study, it does not really matter whether learners chose to: 1) study at the same time each day; 2) avoid external distractions such as peer-pressure, radio or television, and social media while on personal study; 3) use supplementary materials in their personal studies. For many learners however, the length of time spent on personal study is critical for meaningful academic achievement. It has been postulated that quantifying the effect of study time on achievement seems important from at least two perspectives: the instructor perspective who creates classroom learning, experiences and measures learning outcomes; and the student perspective who seeks to balance competing personal goals (Ukpong & George, 2013). Moreover, keeping specific time duration of a study activity is important for personal commitment and motivation towards the set learning goal. It is important for students to know how to allocate their time most efficiently to maximize high academic performance (Grave, 2010). Time use for self-study is positively associated with grades and the effect is similar by gender, ability, and field of study (Grave, 2010). Other studies have also shown that factors such as motivation and study time have positive impacts on students' achievement (Cole & Levine, 2000; Singh et al., 2002). Using the hierarchical regression model to analyse the personality variables of 228 universities students, the study reported revealed that self-reported time per credit hour spent on academic activities outside of classroom explains a significant portion of the variation in the semester grade point average for senior students (Nonis & Hudson, 2005). The indication by majority of the participants (both male and female learners) in the present study that they spent 2 hours in their personal daily study is thus very encouraging as it could impact positively on the learners' academic achievements in the long run, if such personal study time is maximally utilized.

3.4. Learners Preferences for Personal Study Venues in the Study Area

Figure 4 below shows the results of the overall learners' ($n = 644$) preferences for personal study venues. An empty classroom was the most favoured place for studying by both male (35%) and female (31%) learners while the library came second (9% male learner and 10% female learner). After the home (6% each, by male and female learners), hostel was the least (1% male learner and 2% female learner) preferred venue to study. The t-test analysis of the paired sample mean between the male and female learners' preferences for personal study venues

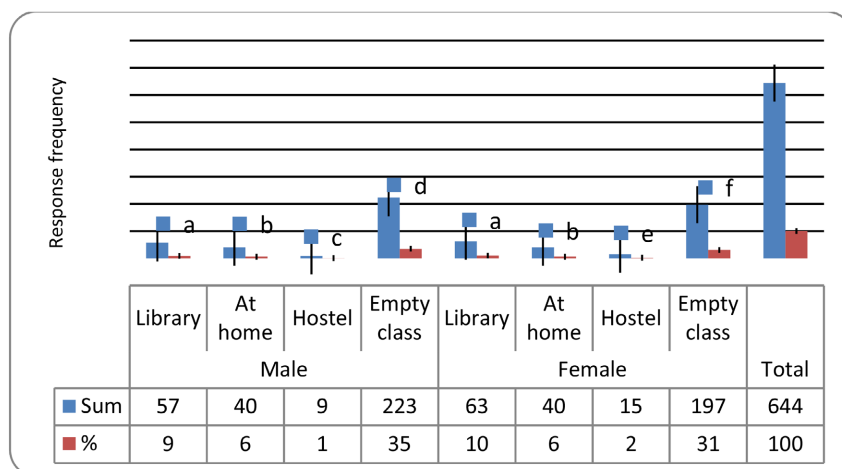


Figure 4. Overall Learners' preferences for personal study venues ($n = 644$) Bars (paired means) with different alphabets are statistically significant ($p < 0.05$).

differed statistically by gender ($p < 0.05$). Generally, the choice of empty classroom as the preferred venue for personal study by majority of the participants is worrisome and casts doubt on the seriousness of the learners with their personal study time. This is because an empty classroom can be accessed by different learners with different intentions other than private study, thereby making it prone to external disturbances which distract learners' concentration on studies. In an empty classroom space, a learner is most likely to do just the minimum he or she must complete and leave, and is less likely not to engage in deep study. Issues such as noise, temperature, and (surprisingly) sitting arrangement have been identified and listed as factors that can interfere the most with private learning in classroom space (Uncapher, 2016). In addition, students who study in a positive learning environment have shown to be more motivated, engaged, and have a higher overall learning ability (Hendrix, 2019). On the other hand, students learning in poor environments—those that are uncomfortable, loud, or full of distractions—find it far more difficult to absorb information and stay engaged (Hendrix, 2019). Another study report maintains that a well-designed learning environment supplements evidence-based pedagogy and curriculum design (Uncapher, 2016). In this regard, the participants in this study who indicated that they prefer using library space for their personal study are most likely to engage in deep studies with higher academic achievements since library is traditionally designed to maximize deep study and engage learners. In a study on the impact of quality space on students' academic achievement, Laiqa et al. (2011) reported significant difference between the academic achievement of students of control and experimental groups by post-test score and concluded that quality space affects students' academic. In a similar study conducted in the United States of America, it was observed that students' perceived library as a place where they can concentrate and complete their works, and concluded that the students' library experience was associated with their academic achievements (Scoulas & De Groote, 2019).

3.5. Learner's Attitude during Personal Reading Time in the Study Area

Figure 5 below displays the results of the overall learners' ($n = 654$) attitude during personal reading time. The results revealed that the attitude of taking short rest and coming back to read the subject again highly prevailed in both groups (27% male and 23% female learners). This was followed by the attitude of immediately changing to another subject (20% male and 21% female learners) when the learner is bored with the subject being read but the attitude of continuing to read the subject is less considered by both male (3%) and female (3%) learners while stopping the reading that day was least (2% male and 1% female). The t-test analysis of the paired sample mean between the male and female learners' attitude during personal reading time was not statistically significant ($p > 0.05$), except in taking short rest. These findings are not surprising as it was earlier reported in the present study that majority of the participants prefer empty classroom space for personal daily study. In such environment, the tendency for a learner to be distracted by external factors such as noise is very likely, and this can affect concentration as well as mood swings during study. During personal study, abrupt change of subject being read, frequently taking rest within the study duration, and just stopping the reading before the set time may be associated with mood swings and lack of concentration. By contrast, the attitude of continuing to read the subject despite any possible sources of distraction (which unfortunately, was indicated by less number of the participants) is a good sign of full concentration and deep engagement with the study. When studying,

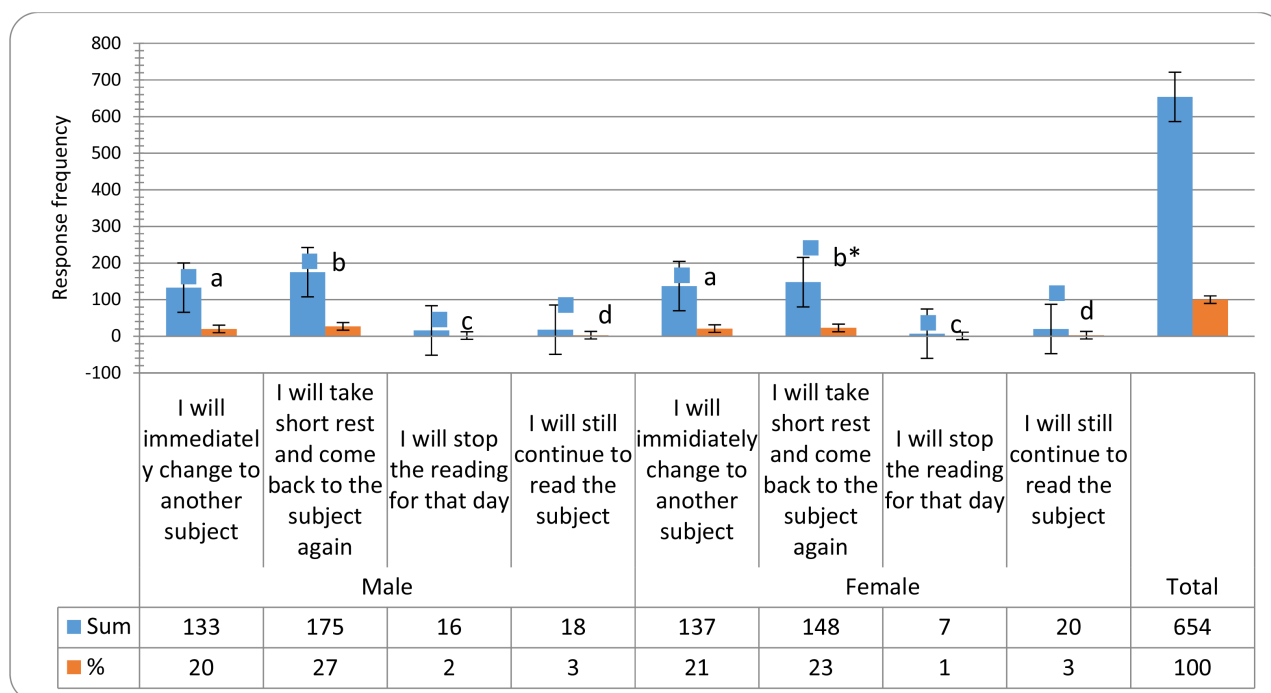


Figure 5. Learners' overall attitudes during personal reading time ($n = 654$) Bars (paired means) with different alphabets are statistically significant ($p < 0.05$).

positive mood is needed to facilitate complex cognitive functions requiring flexibility, integration, as well as utilization of cognitive material such as memory, categorization, creative problem solving, decision-making, and learning (Febrilia & Warokka, 2011).

3.6. Learner's Ability to Find Time to Engage in Personal Reading after School in the Study Area

Figure 6 below depicts learners' ($n = 660$) overall ability to find time to engage in personal reading after school. Whereas few (18% male and 20% female) learners were able to find time to engage in personal reading after school, the majority learners (34% male and 28% female) indicated that they were not able to do so. The t-test analysis of the paired sample mean between the male and female learners' ability to find time to engage in personal reading after school was not statistically significant ($p > 0.05$). These findings suggest a poor time management attribute by the learners. Time management has been viewed as "behaviour that aims at achieving an effective use of time while performing certain goal-directed activities" (Claessens et al., 2007). As a learner, good time management skill is critical for planning and prioritizing school tasks, setting goals and revising lessons taught, as well as completing assignments on time. With effective time management, learners will be able to stay focused and complete more tasks in less time, set aside time needed for different school activities, including participating in extra curricula activities which are important for overall cognitive development. In addition, good time management can help learners avoid the dreaded procrastination problem, which can be a slippery slope to stress, frustration, and poor academic performances (Yadav, 2019). In a recent cross-sectional study on the impact of time-management on students' academic performance, it was reported that students with positive attitudes, who managed

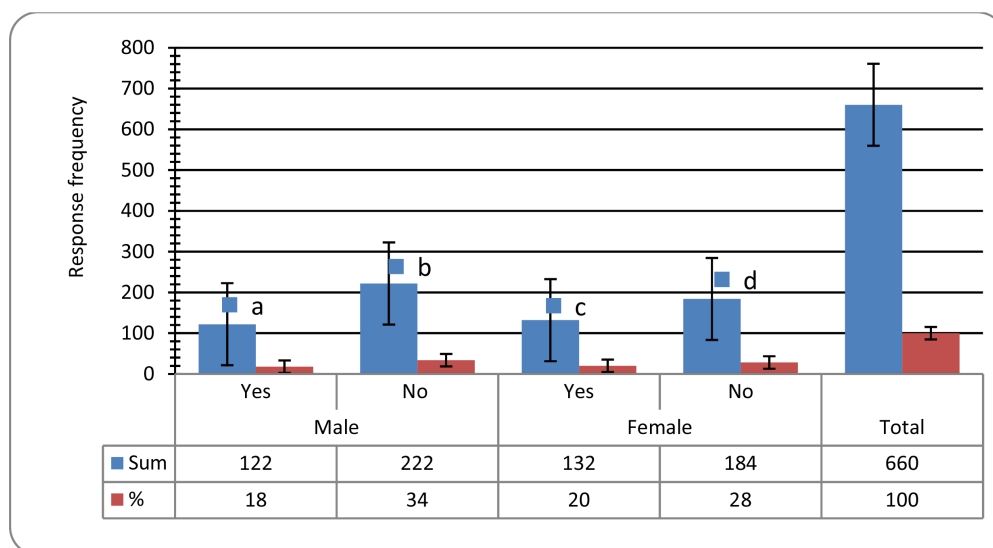


Figure 6. Learners' overall ability to find time to engage in personal reading after school ($n = 660$); Bars (paired means) with different alphabets are statistically significant ($p < 0.05$).

their time effectively and meet their school works deadlines had academic grades (Alyami et al., 2021). Effective time management is associated with low anxiety and greater academic achievement among students (Jenaabadi et al., 2016). In a study on the “effect of time management practice on academic achievement: A Case of Dire Dawa University, Ethiopia,” the author reported the important role time management has in academic achievement. The study stressed that learners who are unable to manage time well may be at risk of underachievement (Nigussie, 2019). This is likely the situation in this study considering the majority of the participants who are unable to invest time in their personal study after school hours.

3.7. Engagement in Study Groups by Learners in the Study Area

Figure 7 below shows the learners’ (n = 649) overall engagement in study groups. Only few learners (21% male and 23% female) indicated that they engaged in peer group study, and majority learners (31% male and 25% female) indicated that they did not engage in peer study groups at all. This suggests that more learners in the study engage themselves in individual study during private study time. However, research report indicates that student’s academic performance correlates with the group to they belong, noting that stronger students have an impact on their peers and actually help improve their overall academic performance (Filade et al., 2019). In a different study, it was noted that peer influence can inspire student’s academic vigour and motivation for achievement (Lashbrook, 2000). This is particularly important for weak learners who might need a helpful push to action by their peers. Stressing the positive benefits of a group, a study report held that through observing and imitating the behaviour of others, learners can avoid much wasteful random behaviours and come close to reproducing the behaviours of which members are recognized (Ajibade, 2016). In this way, a study group peer can act as positive role model, and if a weak learner is involved with a group that is ambitious and working hard to attain high academic goals, he or she might feel pressured to follow suit to avoid feeling

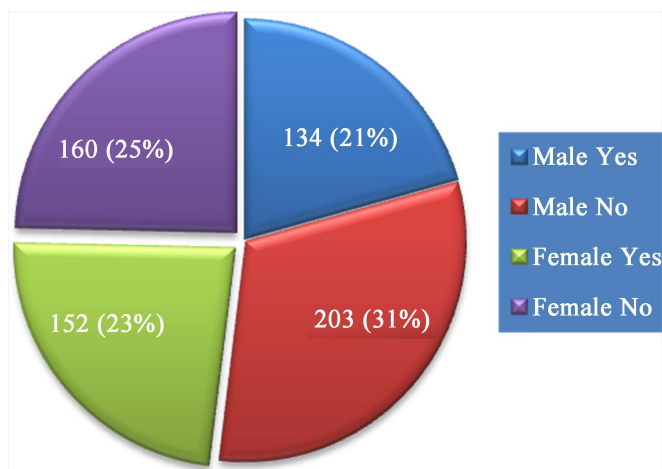


Figure 7. Overall engagement in study group by the learners.

excluded from the group (Filade et al., 2019). Thus, a weak learner could be spurred into an academically-sound individual by a peer study group which has positive study habits. Depending on peer group's heterogeneity in ability, lower-ability students benefit from high-ability students (Jain & Kapoor, 2015). It has been argued that, "for many students, friendships are critical interpersonal vehicle that move them towards psychological growth and maturity, allowing social compassion which influences the development of self-evaluation" (Lavy & Shlosser, 2007). These attributes could manifest in learners' attitude towards educational activities and careful consideration of these elements has shown that they reflect in the academic performance of students (Filade et al., 2019). In their empirical study that investigated the influence of peer group on the academic performance of students, it was reported that peer's relationship influences academic performance of students (Bankole & Ogunsakin, 2015). Generally, grades tend to be higher when students have unusually academically strong peers (Sacerdote, 2001). In a study group generally, a learner might be better at explaining a particular concept to his or her peers, and this makes the group a built-in tutoring session with mutual benefits including helping the better learner to review and refine his or her understanding of the concept, as well as helping learners who are struggling with understanding the concept to gain a fresh perspective (different from those of the subject teacher), to suit their learning style. Learners in the study area should thus, be mentored to form committed study groups with clear focus on academic achievement, and improving the group's overall performance.

3.8. Frequency of Consulting Teachers for Assistance among Learners in the Study Area

Figure 8 below shows the overall learners' (n = 615) frequencies in consulting teachers for assistance when they do not understand what they have read. Majority (47% male and 34% female) learners frequently consulted teachers for

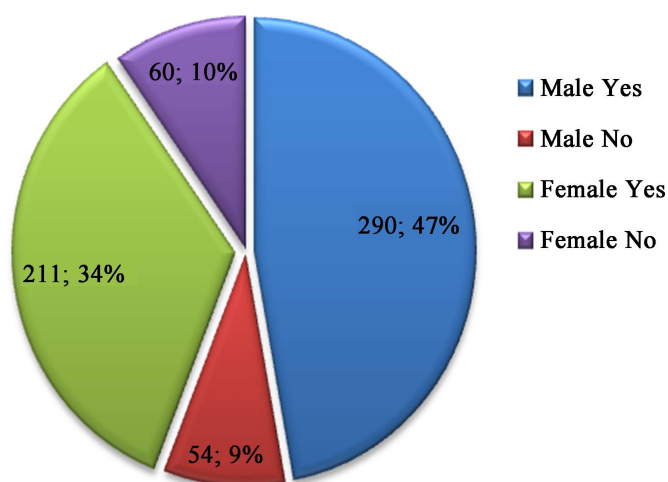


Figure 8. Overall learners' frequencies in consulting teachers for assistance when they do not understand what they have read (n = 615).

assistance when they did not understand what they have read as compared to the few (9% male and 10% female) who did not. This finding suggests that in the study area, there exists a largely healthy teacher-learner relationship with supportive learning environment. It has been observed that the effect of teacher-learner relationships on the student learning has received significant attention, and the teachers have a vital role to play in determining and assisting learners to achieve their learning success goals (Liberante, 2012). For a learner desirous of making the best of any teaching activity the teacher provides, follow up consultation is critical as it permits additional explanation to be provided on the same concepts already taught in the classroom, which ultimately enhances or deepens learner's knowledge of the concept. Moreover, supportive learning relationships with teachers play an important developmental role during the transition to and through the school system (Davis, 2015). A study report maintains that the learners' ability to connect with their teachers is one of the factors that can make great difference in the learning environment (Pianta, 2006). Thus, developing a healthy and supportive teacher-learner relationship is needed to create a safe learning environment that motivates learners to engage in constructive consultations capable of impacting positively on their learning experiences. It was also argued that learners who enjoy close and supportive learning relationships with teachers are more involved in their learnings, works harder in the classroom learning, persistence in the face of difficulties, and cope better with the learning challenges in the classroom activities (Knoell, 2012).

4. Conclusion

The results of the study revealed that the current Grade 12 learners in the study area had different personal study habits which could have different implications for their academic achievements. Notably, the habits of setting personal targets for the marks and grades that the learners wish to score in their tasks, studying everyday following their personal reading timetables, and consulting the teachers for assistance when the learners did not understand any concepts are good personal study habits which have potentials for higher academic achievements. However, it is worrisome that majority of the participants preferred to do their personal studies in empty classrooms instead of library, were unable to find time to study after school, and did not engage in peer study group at all. Empty classrooms are prone to external disturbances and sources of distractions at any point in time, and hence cannot be considered as dedicated space for effective personal study. Considering that most of the participants indicated that they are unable to find time to engage in personal study after school, the school managers should design counselling services to guide the learners in effective planning and utilization of after school hours to engage in personal study in a dedicated study space such as library, which is traditionally designed and equipped to support private studies. It is also important to sensitize the learners on the importance of engaging in peer study groups, as some groups have built-in tutoring sessions.

Significant Statement

With the dynamics of teaching and learning in the 21st century education, learner's positive self-study habit is a necessity for good academic performance and scholarship. In the study area—the Zambezi Region of Namibia, which has been in the spotlight for Grade 12 learners' consistent poor academic performances in the NSSCO within this decade, it has become crucial to interrogate the learners' self-study habits and identify intervention needs to sensitize the learners on the best practices of positive self-study habits to enable them study smarter, but not just harder. Interestingly, results of the study revealed that the current Grade 12 learners in the Zambezi Region had different self-study habits which could have different implications for their academic achievements. While the Grade 12 learners' self-study habits such as setting personal targets, studying everyday following their personal reading timetables, and consulting the teachers for assistance have potentials for higher academic achievements, it is worrisome that majority of the participants preferred empty classrooms as venues for self-study instead of library, were unable to find time to study after school, and did not engage in peer study group at all. Thus, it is urgently necessary to sensitize the learners on the best practices of positive self-study habits, which are characteristically result-oriented. This study contributed the Zambezi Region's perspective of Grade 12 learners' self-study habits to the existing literature in the research field.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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