



RESEARCH PAPER

A Correlational Analysis of High and Low Achievers' Study Habits With their Achievement

¹Dr. Farah Deeba ² Dr. Zunaira Fatima Syeda ³Amna Saleem*

1. Assistant Professor, Department of Education, Bahauddin Zakariya University, Multan, Punjab, Pakistan
2. Lecturer, Department of Education, University of Sargodha, Sargodha, Punjab, Pakistan
3. Lecturer, Department of Education, The Women University, Multan, Punjab, Pakistan

PAPER INFO	ABSTRACT
<p>Received: February 07, 2022</p> <p>Accepted: May 22, 2022</p> <p>Online: May 24, 2022</p>	<p>In the present competitive academic scenario, students' academic achievement has emerged as major indicator of their success and failure. Therefore, academic achievement has always been a stressful phenomenon for the students as it leads them towards being high achiever and low achiever or under achiever. The study was carried out to find out a relationship between high and low achievers' study habits and their achievement. Total, 379 students including male and females of 10th class from nine secondary schools targeting two Tehsils of a District in Southern Punjab. Respondents were selected through purposive sampling on the basis of their high and poor performance in previous exam of 9th class. A self-developed study habit scale was administered over the students. Percentage, Mean score, Spearman rho and Multiple Regression were the major data analysis techniques of the study. After analysis, it was concluded that majority of the participants had productive study habits as 71% of students had the habit of timely exam preparation. Female students had more positive inclination towards opting good habits while avoiding faulty habits. In most of the themes of habits a positive and significant relationship was explored. A statistically significant and positive effect of various study habits was found on achievement of students. The study recommends that students should be exposed such activities by the teachers that may foster good and productive study habits in them.</p>
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<p>*Corresponding Author farahgillani@bz u.edu.pk</p>	

Introduction

Students' academic achievement is generally elucidated as evaluation of their learning and academic competence which is appraised through tests and exams (Elango & Manimozhi, 2021). Therefore, academic achievement plays an imperative role in learning process as high level of achievement opens the door of success for advanced studies and professional life. Students' academic achievement has always been linked with approaching success while securing high grades in their exams. Therefore, it is treated as a major goal at all levels of education (Hayat et al., 2020).

Students' success in their academics encompasses academic achievement, accomplishment of ILOs, acquisition of desired level of academic and communication skills. However, achievement is influenced by numerous determinants like students' motivation,

socio-economic status, classroom environment and even their personal traits as their resilience, temperament and choice for study habits (Masud et al., 2019). Study habit refers to the conscious and purposeful use of one's cognitive skills, feelings, and actions to maximize the learning of knowledge and skills for a given task and set of conditions (Bentill et., al.2018)

Study habit has emerged as an influential factor that affects students' achievement both positively and negatively depending on the study habit because study habits are students' specific style of dealing with their studies across various courses and subjects taught in their school. The spectrum of study habits cover students' planning of work, their on-task behavior, reading and note taking styles, attention span, general habits, time management and way of dealing with overall school and home environment. However, their style of study can possibly be systematic, efficient or even inefficient for them causing hindrance in their success (Elango & Manimozhi, 2021).

In view of Islam (2021) study habits have multidimensional properties as by following specific study habits students welcome diversified mechanism to set scheduling a study plan, time management, selection of place of study and behavioral patterns adopted by them. In this way, a student paves the way to self-learning by adopting a structured approach to study accordingly. Students' choice of effective study habits causes their advanced performance.

On the other hand, poor study habits lead to the way of failure. Students' study habits exhibit their predisposition which they develop towards various learning skills based on listening, speaking, reading and writing while for these skills they have different style of dealing with them. Therefore, these habits are always been considered as a gateway of successful accomplishment of any program of study (Kamoru & Ramon, 2017).

Differentiating good and bad study habits Jafari et al. (2019) presented various good study of students who even give importance to choice of place for the study. If a student avoids interruption of noise by the people around him and other sources like TV and mobile phones to concentrate and he sits at a quieter place, take notes on regular basis, arranges his notes in an organized manner, avoids cramming, prioritizes advanced approach of study then we can say that he has tendency towards healthy and productive study habits.

Contrary to it, Jafari et al. (2019) consider procrastination and evading the studies as the worst study habits. If students are habitual of watching TV or indulge themselves in net surfing during their study time along with loud music then definitely it will detract them as these are not healthy habits. Keeping in view the future prospects of healthy study habits across the world, prestigious universities even teach students about study habits and take measures to foster good study habits in them for their ultimate success. Individuals differ in their choice of study habits as effect of individual differences found in us is undeniable. Our general pattern of behavior also directs our study habits. However, in an academic scenario, study habits ultimately target our achievement in studies while exhibiting us as high achiever or low achiever.

Although various factors are involved in labelling students as high or low achiever, however along with other factors students' study habits are the most persuasive for their improved or decreased performance. Even naturally bright students are unable to perform well because they give priority to worst study habits. They cannot differentiate that which habit is cause of their failure. They are poor in planning, setting goals, self-regulation and

self-appraisal. They do not revise their lessons on regular basis, avoid to pay attention to important points related to exam, unable to prepare their own notes, avoid book reading and prefer to have readymade notes by someone else. They have no idea that their study habits are part and parcel for being successful in their studies (Bibi et al., 2020). In view of Svartdal et al. (2021) students involve themselves in negligent behavior often delaying academic tasks unnecessarily. It is the habit of procrastination which is maladaptive in the long run, with negative consequences such as missing deadlines.

Students' study habits make them high and low achiever. If high achievers are compared with low achievers we find that high achievers have favorable habits like scheduling their time, organized note taking, thorough book reading, not neglecting minute part of the content, avoiding noise in the environment for concentration and preferring quiet places to study for enhanced attention span, prioritizing cognitive skills as analysis, synthesis, evaluation, self-regulation and self-appraisal. High achievers attribute their success to their consistent effort and ability while low achievers consider that their result in exam is due to luck and increased difficulty level found in paper rather realizing their own destructive study habits. They are even less motivated to learn and ultimately quit to move forward as they rely on their teachers and peers for help rather setting their own goals and making their way to success (Likupe & Mwale, 2016 & Samperio, 2019).

It has been observed that study habits have robust connection with success and failure of students as revealed by numerous researchers in field of learning and psychology like Bibi et al. (2020) found a significant relationship between these two constructs; study habits and academic achievement while exposing the relationship of performance of high and low achievers with their study habits. It was also revealed that that high achievers had good study habits.

In the same context, Malik and Parveen (2016) worked on various study habits of high and low achievers as students' time management, punctuality and even concentration level and in all these themes high achievers were found to be far better in their performance as compared to low achievers due to their right choice of study habits. Therefore, their study results concluded that low achievers were poor in their study habits as they had inclination towards wasting time in social pursuits rather concentrating on their academic targets which caused them problems in their studies.

Contrary to these results, some of the researchers found no significant relationship between study habits and achievement of students like Okake and Ukoh (2020) detected no significant correlation in study habits of the respondents with their academic achievement. Sherafat et al. (2016) found that 71% of respondents of their study had poor study habits. However, students having good study habits performed well in their studies as compared to students of poor study habits. The possible reason of this imbalance of study habits found in students can be their natural individual differences as all students are not the same even gender based differences in terms of habits are present. Boys and girls have their own unique and distinct habits. What be a good study habit for a specific student may be not a favorable habit for other students (Oliva, 2021).

The above stated scenario presents a clear picture of importance of study habits and its correlational nature that how it has direct and significant relationship with achievement of students. However, a study gap emerged after literature review that indicates no research study has been carried out yet in Pakistan regarding finding study habits of students of 10th grade enrolled in secondary schools of Southern Punjab especially its underdeveloped tehsils which were delimited by the researchers of present study. It was

thought appropriate to highlight the desirable and undesirable study habits of students of this area especially targeting habits which make students high and low achievers.

Academic failure of students raises questions of causes of poor performance of students. Answering these questions, various factors are blamed like poor self-beliefs, poor teaching methodology, difficulty level of tests and exam and last but not the least students' own study habits or strategies they opt to study. Therefore, the aim of the present study was to find out the correlational effect of students' study habits on their academic achievement. Secondary level works as the foundation of higher secondary level and furthermore higher education. At this level, first time students have to appear in exams conducted by Board of Intermediate and Secondary Education. Therefore, teachers and parents are more concerned about their achievement. Keeping in view this ever concerning issue of academic achievement the present study was carried out to highlight the vital factor of effecting students' achievement that is their own study habits which are the prime cause of their good and poor performance. Working on all other contributing factors of achievement, role of students' own study habits is crucial as if they are non-serious towards their studies, take their studies casually without any planning and time-management, they face academic problems which ultimately cause poor performance by the students.

Material and Methods

A correlational research design was opted for the present study keeping in view the core objective of the study that was finding relationship between achievement and study habits of high and low achievers therefore, after delimiting two tehsils and differentiating boys and girls schools screening of high and low achievers was conducted. For this purpose, students who obtained 80% in their exam of 9th class under BISE were considered as high achievers while students with 40% marks or less than were considered as low achievers. Results were verified from the Gazette of BISE. Arrangement of participants is shown in following table.

Table 1
Summary Statistics of Participants

Gender	High Achievers	Low Achievers	Total
Male	82 A+	80 D	162
Female	141 A+	83 D	224
No Response	02	05	386-7=379

To explore students' study habits, a self-developed study habit scale was employed comprising of two sections which was set after extensive literature review and got validated after the suggestions of experts in the field of study habit scale development. Section-A of the scale was option based in which there were 14 items based on general study habits. In each item students were presented with four options from which they had to select their study habit which indicated their own study habit like:

Before starting to study

- I make plan
- I set goals
- I set targets
- I give myself deadlines to meet

Section-B was based on 4 point scale ranging from always, often, sometimes, and rare. Students had to rate the degree of occurrence of any habit. There were 23 items in this sections under eight major themes as planning time, previewing text book, reading text book, remembering, listening and taking class notes, classroom involvement, preparing for text and taking test.

A translated Urdu version of the scale was administered over the respondents by taking prior permission of school authorities. For the analysis of data, both descriptive and inferential statistics were employed. Percentage, Mean Score, Spearman's correlation coefficient and Multiple Regression were the major data analysis techniques of the current study.

Results and Discussion

Table 2
Results of option based items

S. No	Items	Highest%	Lowest%
1	Preferable duration to start studying before finals	71% Before one Month	06% Before one day
2	Preferable time to study	77% Evening	07% Afternoon
3	Per day average study hours	35% Around 5 hours	11% 10-15 hours
4	Preferable style of study is	41% Loudly repeating major points	15% Studying in groups
5	Favorite place to study	61% Own bedroom	7% School Campus
6	Favorite way of study break	71% Doing workout and watching TV	11% Internet Surfing
7	Preferable way of reading	68% Silently	04% While Watching TV
8	Before starting to study	40% Making plans	11% Setting of goals
9	During studies I keep with me	40% A Lead pencil	25% A highlighter
10	Prefer to study with the help of	46% Teacher made notes	10% Study Guides
11	Easily get disturbed and detracted while studying due to	58% Noise	17% Phone bell and door bell
12	Prefer to study	50% At a quieter place	16% On a Study Table
13	When get confused and stuck at any point preferable source to contact	58% Friends & Teachers	05% Tutors

Table no 2 reflects the highest and lowest percentage of students' study habits as 71% students start to study one month before their final exams on the other hand there are only 6% students who start preparation of exams just before one day of their exams. Likewise, majority of students 68% prefer to study silently and 58% students get disturbed due to the noise created in their environment. Therefore, 50% of respondents showed their

preference to study at a quiet place. Overall, 58% students when get confused during studies they contact their friends and teachers to clear their confusion and move forward.

Table 3
Result of High and Low Achievers' study Habits

S. No	Items	% of Lack of Study Habit	% of Low Achievers	% of High Achievers	Mean Score
1	Keeping up to date with assignments	20	31	49	3.34
2	Using schedules to organize the time	19	30	51	3.18
3	Looking over the text as a whole before dealing with individual chapters.	24	29	47	3.19
4	Making headings before studying a chapter or an assignment in detail	27	26	47	2.96
5	Looking for three main ideas in what is read.	21	29	50	3.18
6	Reading section by section and then study that section before going on.	18	31	51	2.99
7	Underline or highlighting textbook, making notes in the margin and question myself on what has been just read.	25	30	45	3.18
8	Organizing material to make it easier to remember.	19	32	49	3.32
9	Quizzing myself while studying material to be remembered	22	28	50	3:00
10	Taking notes in class, refining and studying them soon after class, and reviewing them frequently.	27	26	47	3.09
11	Searching for main idea during class	29	28	43	2.91
12	Asking questions in class talking to teacher about the course	26	28	46	3.06
13	Attending classes regularly	8	37	55	3.49
14	Distributing time over several sessions for the preparation of a test	16	32	52	3.34
15	To over learn the material. before a test	21	31	48	3.16

16	Involving myself in mock tests	22	28	50	3.07
17	Feeling confident and relaxed when taking tests.	18	31	51	3.25
18	Reading the instruction and test questions attentively at the start of a test	17	32	51	3.33
19	Making plans for distributing the time among the questions.	27	27	46	2.91
20	Making outline or headings of the answer before starting to answer subjective type questions	32	22	46	2.91
21	Proof reading to check the answers at the end of test	18	32	50	3.28

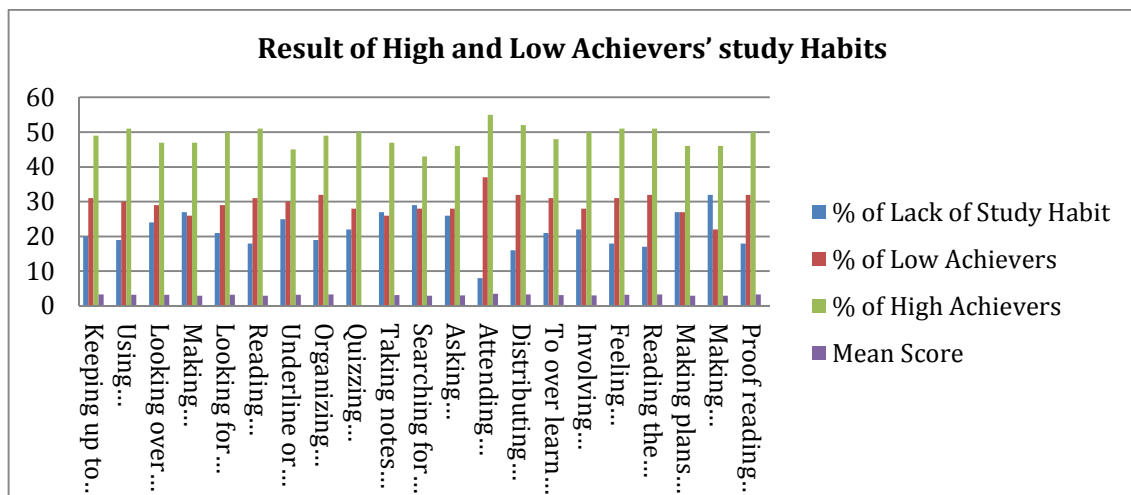


Table no 3 reveals the difference of percentage of high and low achievers for the study habits. High achievers were found to be good in selection of their study habits as percentage of high achievers is greater than low achievers in all the relevant items. They were academically good and in the scale they also showed their likelihood towards all habits like 51 % high achievers prefer to use schedules to organize their time while only 30% low achievers had this habit. However, 20% high and low achievers did not have this habit. Overall 55% high achievers are academically excel because they attend their classes regularly. On the other hand, only 37% low achievers attend their classes regularly

It was found that on five (5) statements (23.80% of the scale), students' mean acceptance level was low (i.e. mean score less than 3.00), while on remaining statements (76.20% of the scale), the mean score was moderately high (i.e. mean score greater than 3.00).

Table 4
Study Habits of Male and Female, Low and High achievers

No.	Items	Lack of Study Habits	Low Achievers		High Achievers	
		(%)	Male (%)	Female (%)	Male (%)	Female (%)
1	Keeping up to date with assignments	20	15	16	20	29
2	Using schedules to organize time	19	15	15	19	32
3	Looking over the text as a whole before dealing with individual chapters.	24	15	14	17	30
4	Making headings before studying a chapter or an assignment in detail	26	13	13	17	31
5	Looking for three main ideas in what is read.	22	15	13	20	30
6	Reading section by section and then study that section before going on.	08	16	15	19	32
7	Underline or highlighting textbook, making notes in the margin and question myself on what is just read.	25	14	16	17	28
8	Organizing material to make it easier to remember.	19	16	16	17	32
9	Quizzing when studying material to be remembered,	22	15	13	20	30
10	Taking notes in class, refine and study them soon after class, and reviewing them frequently.	26	12	15	19	28
11	During class, searching for main idea.	29	13	15	16	27
12	Asking questions in class and talking to teacher about the course	25	16	12	21	26
13	Attending classes regularly.	07	19	18	21	35
14	For the preparation of a test, distributing time over several sessions.	15	16	16	21	32

15	Before a test to over learn the material.	20	16	16	18	30
16	Involving myself in mock tests.	21	15	13	18	33
17	Feeling confident and relaxed when taking tests.	19	16	14	20	31
18	At the start of a test, reading the instructions and test questions attentively	17	16	16	18	33
19	Making plans for distributing time among the questions in paper	28	14	13	17	28
20	Making outline or headings of the answer before starting to answer subjective type questions	31	10	12	17	30
21	Proof reading to check the answers at the end of a test	18	17	15	19	31

Table no 4 shows study habits of male and female high and low achiever participants respectively. Table shows not significant difference of percentage in male and female low achiever and 19% students do not have this this habit In case of male and female high achievers female high achiever's percentage is higher than their male counterparts like 32% female students use schedules to organize their time while only 19% males do so. Overall, 33% female students involve themselves in mock test like they ask expected question from themselves before test while only 18% male students do so and 21% do not have this habit.

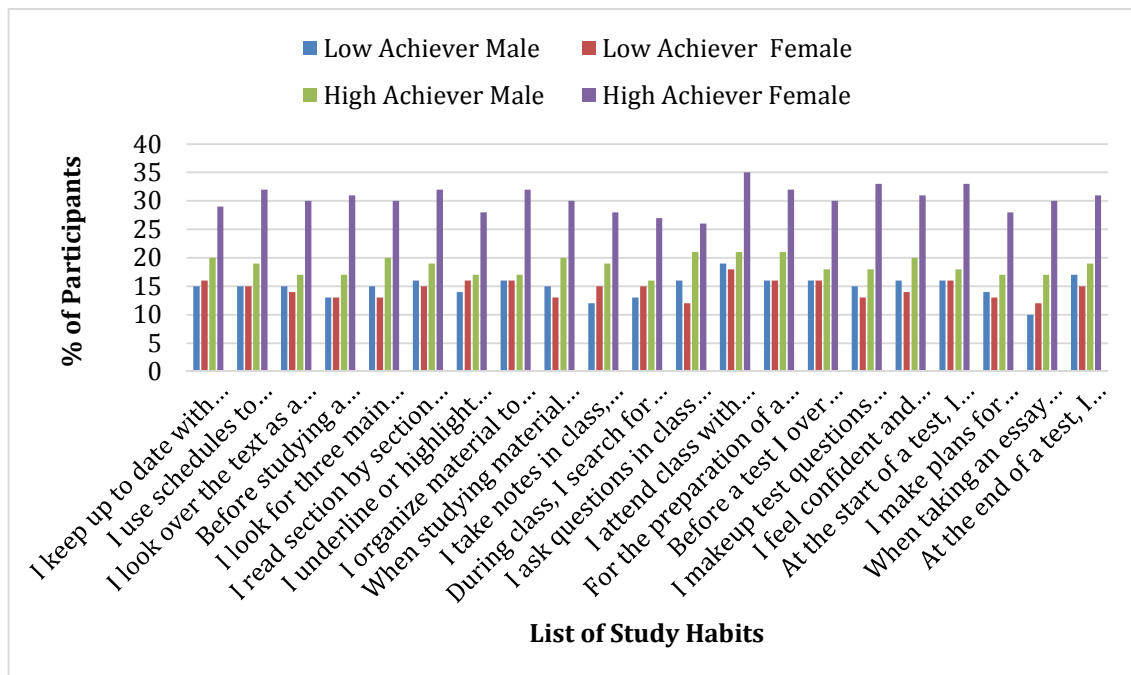


Table 5
Item wise Spearman rho correlation coefficient between study habits and academic achievements

	Statements	r	p
1	Keeping up to date with assignments	.170**	.001
2	Using schedules to organize time	.039	.445
3	Looking over the text as a whole before dealing with individual chapters.	.099	.055
4	Making headings before studying a chapter or an assignment in detail	.090	.081
5	Looking for three main ideas in what is read.	.216**	.000
6	Reading section by section and then study that section before going on.	.102	.048
7	Underline or highlighting textbook, making notes in the margin and question myself on what has been just read	.165**	.001
8	Organizing material to make it easier to remember.	.015	.769
9	Quizzing when studying material to be remembered,	.209**	.000
10	Taking notes in class, refine and study them soon after class, and reviewing them frequently.	.091	.077
11	During class, searching for the main idea	.040	.436
12	Asking questions in class and talking to teacher about the course	.103*	.045
13	Attending classes regularly	-.017	.743
14	For the preparation of a test, distributing time over several sessions	.176**	.001
15	Before a test to over learn the material	-.043	.405
16	Involving myself in mock tests.	.244**	.000
17	Feeling confident and relaxed when taking tests.	.052	.312
18	At the start of a test, reading the instructions and test questions attentively	.123*	.016
19	Making plans for distributing time among the questions in paper	.079	.125
20	Making outline or headings of the answer before starting to answer subjective type questions	.204**	.000
21	Proof reading to check the answers at the end of a test	.078	.131

Table no 5 presents that there was statistically significant positive correlation between keeping up to date with assignments and academic achievement ($r=.170$, $P=.001$). There was statistically significant positive correlation between looking for three main ideas and academic achievement ($r=.216$, $P<.001$). There was statistically significant positive correlation between underline or highlight textbook, making notes in the margin and question myself on what has been just read and academic achievement ($r=.165$, $p=.001$).

Similarly, there is statistically significant positive correlation when studying material to be remembered, quizzing, asking questions in class and/or talk to teacher about the course, for the preparation of a test, distributing time over several sessions, involving in mock tests, at the start of a test, reading the instructions and test questions attentively and when taking an essay test, making outline of answer to a question before starting to answer it with academic achievement.

Table 6
Theme Wise Spearman Correlation coefficient between study habits and academic Achievement

Variables	1	2	3	4	5	6	7	8
1. Academic achievement	-							
2.Planning Time	.13*	-						
3. Reviewing. Text book	.15**	.30**	-					
4.Reading text book	.23**	.26**	.29**	-				
5.Remembering	.13*	.34**	.29**	.34**	-			
6.Taking Class notes	.09	.27**	.24**	.36**	.24**	-		
7.Classroom involvement	.07	.24**	.26**	.24**	.26**	.21**	-	
8.Preparing for test	.18**	.26**	.26**	.34**	.35**	.25**	.31**	-
9.Taking tests	.19**	.31**	.29**	.24**	.43**	.29**	.41**	.50**

*p<.05, **p<.01

Table no 6 presents Spearman coefficient of correlation between study habits and academic achievement. There was highest statistically significant correlation between reading text book and academic achievement (r=.23, p<.01). There was 2nd highest statistically significant correlation between taking tests and academic achievement (r=.19, p<.01).3rd highest statistically significant correlation was found between preparing for test and academic achievement (r=.18, p<.01).

There was lowest correlation between reading text book and academic Achievement (r=.07, p>.05). There was 2ndlowest correlation between taking class notes and academic achievement (r=.09, p>.05). There was 3rd lowest statistically significant correlation between remembering and planning time with academic Achievement (p<.05).

Table 7
Theme Wise Spearman Correlation coefficient between study habits and Achievement Scores of Male participants

Description	1	2	3	4	5	6	7	8	9
1.Achievement Scores	-								
2.Planning Time	.130	-							
3. Reviewing. Text book	-.003	.279**	-						
4.Reading text book	.084	.220**	.289**	-					
5.Remembering	.040	.292**	.372**	.380**	-				
6.Taking Class notes	.253**	.189*	.271**	.396**	.339**	-			
7.Classroom involvement	.005	.205**	.170*	.203**	.180*	.180*	-		
8.Preparing for test	.007	.111	.176*	.151	.282**	.149	.269**	-	
9.Taking tests	.094	.122	.291**	.168*	.357**	.248**	.378**	.522**	-

*p<.05, **p<.01

Table no 7 indicates Spearman coefficient of correlation between study habits and academic achievement of male participants. There was highest statistically significant correlation between taking class notes and academic achievement (r=.253, p<.01). There was no statistically significant correlation between all study habits except taking class notes and academic achievement (p>.05).

Table 8
Theme Wise Spearman Correlation coefficient between study habits and Achievement Scores of Female participants

Description	1	2	3	4	5	6	7	8	9
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1.Achievement Scores								
2.Planning Time	.118							
3. Reviewing. Text book	.263**	.301**						
4.Reading text book	.337**	.285**	.287**					
5.Remembering	.176*	.361**	.223**	.297**				
6.Taking Class notes	-.070	.298**	.185**	.296**	.134			
7.Classroom involvement	.117	.266**	.347**	.285**	.323**	.231**		
8.Preparing for test	.287**	.339**	.290**	.464**	.375**	.312**	.368**	
9.Taking tests	.229**	.382**	.256**	.251**	.477**	.289**	.443**	.420**

*p<.05, **p<.01

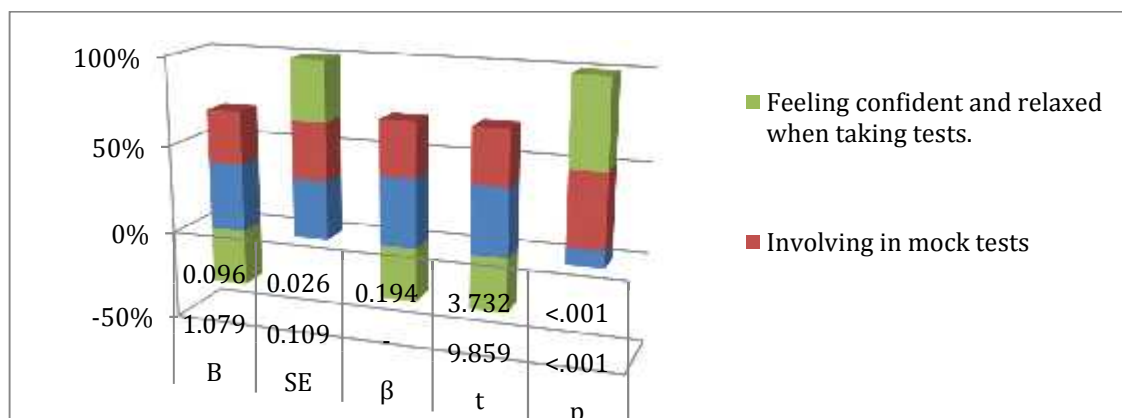
Table no 8 shows Spearman coefficient of correlation between study habits and academic achievement. There was highest statistically significant correlation between Reading text book and Academic Achievement (r=.337, p<.01). There was 2nd highest statistically significant correlation between Preparing for test and academic Achievement (r=.287, p<.01). There was 3rd highest statistically significant correlation between Reviewing. Text book and academic Achievement (r=.263, p<.01).

There was lowest correlation between taking class notes and academic achievement (r=-.07, p>.05). There was 2nd lowest correlation between classroom involvement and academic achievement (r=.117, p>.05). There was 3rd lowest statistically significant correlation between planning time with academic Achievement (r=.118, p<.05).

Table 9
Summary of Multiple Regression Effect of study habits on students’ achievements

Statements	B	SE	β	t	p
(Constant)	1.079	.109	-	9.859	<.001
I look for three main ideas in what is read.	.096	.026	.194	3.732	<.001
When taking an essay test, I make outline of answer to a question before I start answering it.	.072	.025	.161	2.836	.005
Involving in mock tests	.057	.025	.129	2.306	.022
Feeling confident and relaxed when taking tests.	-.059	.026	-.124	-2.234	.026

Note. F(4,374)-9.56, P<.001, R²=0.093



Results of multiple regression in table 9 shows that there is positive statistically significant effect of looking for three main ideas on students’ achievements (β=.194, p<.001) that there is positive statistically significant effect of taking an essay test, making

outline of answer to a question before starting to answer it on students' achievements ($\beta=.161$, $p=.005$).

There is positive statistically significant effect of mock tests on students' achievements ($\beta=.129$, $p=.022$). There is negative statistically significant effect of feeling confident and relaxed when taking tests on students' achievements ($\beta=-.124$, $p=.026$).

Discussion

The major purpose of the study was to highlight study habits of high and low achievers and to further correlate it with students' achievement. Overall, statistically significant and positive correlation was found between both the studied variables statistically significant interplay emerged even in theme wise analysis. In majority of items students showed strong agreement towards the good study habits. They were found poor only in making plans and making outline or headings while attempting a subjective type question in exam. Otherwise, they had inclination towards keeping themselves up to date with assignments and they prefer to use schedules to organize their time. Female students had more good study habits as compared to male students.

Results are in line with other studies of similar pattern like Bibi et al. (2020) found female participants to have better inclination towards good study habits as compared to male students. Chawla (2016) also found significant relationship although he correlated study habits of 9th class students with their achievement in Chemistry. Female participants of the present study had significant relationship in dimensions or themes of habits with their achievement. This result is concurrent with study result by Islam (2021) whose female participants' study habits overall and their five dimensions (i.e. setting up a schedule for studying, selecting a definite place to study, the reward for studying, preparation for the examination, setting techniques and strategies for studying) was significant with academic achievement. The reason behind this result is revealed by Islam (2021) as in his view girls succeed over boys in school because they are more apt to make plans in advance, set academic goals, and put more effort into achieving those goals. Svartdal et al. (2021) propose smart study habits such as practicing self-test, preparing before lectures, and participating actively in seminars and discussion groups.

Recommendations

- Students' study habits be measured time to time during their studies so, on the basis of results, they should be trained for opting productive study habits and be aware about various study habits related to their field of studies.
- Teacher should train students in note taking skills.
- Teachers should focus on cognitive and Meta cognitive skills and self-regulation skills to make them successful in their academics which may enable them to outperform in their exams.
- Schools can get help from psychologists and academic counselors to involve the students in well-defined study habits programs.
- Students should be motivated to use library by giving them such assignments that are based on library work to foster reading habits.

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