

**THE INFLUENCE OF STUDY HABITS ON THE ACADEMIC PERFORMANCE  
OF BUSINESS EDUCATION STUDENTS OFFERING ACCOUNTING  
COURSES IN UNIVERSITY OF BENIN**

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**CERTIFICATION**

We the undersigned certify that this research work was carried out by **GLADYS TUMA ORIBIOYE** with Matriculation Number:**EDU1612451** of the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City

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## **DEDICATION**

This research project is dedicated to **GOD ALMIGHTY**, the one who made it possible for me.

## ACKNOWLEDGEMENTS

The researcher deepest gratitude goes to the Almighty God, the Alpha and Omega for his infinite protection her provision upon my life, and his ability and strength which helped her undertake this research work. The researcher sincere appreciation also goes to her project supervisor **DR. (MRS.) L.E OSHIO** her guidance and suggestions, for helpful information and ideas in writing this project. The researcher thankful for her time in guiding her God bless her richly. She wish to express her gratitude to her project coordinator, Dr. S.B Abusomwan and Dr. R.O Owenvbiugie (H.O.D) of Vocational and Technical Education, Faculty of Education, University Of Benin, Benin city for the genuine support and professional advice. May God bless you continually.

I am equally grateful to my King the Love of my Life my husband **Dcn Blessing E. Okotete** who God used to sponsor me through my educational career. My appreciation also goes to my Children Blessing O. Peculiar, Blessing O Emmanuella, Blessing O, Daniella for all their magnanimity towards making my academic pursuit a success. Also my appreciation goes to Ochei Chikwado Gideon, I say a big God bless you to each and every one of you in Jesus name Amen.

## **ABSTRACT**

This study examined study habit and its influence on the academic performance of students offering accounting courses in university of Benin. The study employed a descriptive research survey type. The population of the study comprises of 500 Business Education Students of the Department of Vocational and Technical Education, university of Benin. Simple random sampling was used to select 200 accounting education students as sample for the study.

The research instrument was named “Study Habits and Academic Performance Questionnaire (SHAPQ)” Data collected were analyzed using simple percentage for the research questions. The descriptive analysis revealed that study habit has strong significant influence on the academic performance of students offering accounting courses in university of Benin. The outcome of this study would be of immense help to undergraduates, help to improve their study habit skills and in turn facilitate student’s performance. Improvement in students academic performance will therefore lead to national development as qualitative manpower will be produced. Also, the school, government and all stakeholders should make facilities and materials that facilitate studying available to students.

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## CHAPTER ONE

### INTRODUCTION

#### **Background of The Study**

Education is undoubtedly the greatest instrument in which man has devised for his own progress. All societies therefore have one form of education or another but; the use in which it is put varies. It is often considered being the only way of getting to the top in Nigeria and so, failure brings untold hardship and frustration to the individual. Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, Counselors, psychologists, researchers and school administrators. This is because of the public outcries concerning the low standard of education in the country.

Research on the correlation between study habit and students' academic performance has for long received attention from scholars and educational agencies. Study habits are learning tendencies that enable students to work privately. The term study habit can be as the students' way of study whether systematic, efficient or inefficient. Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. Study habit are measured directly through reports, examination, assessment and rating. Student's attitude and study habit towards any subject has been described as a function of their belief about the subject and implicit evaluative responses with those beliefs.

In Nigeria, there are so many factors that influence the ability of students to cultivate effective and efficient study habit. Such factors that are capable of influencing the academic performance of university students are state of health, motivation, anxiety, their environment, adequacy of infrastructures like textbooks and well equipped libraries.

Researchers and educators like (Faisaletal; 2017, Sharmaetal; 2017) amongst others have examined the causes of poor academic performance among university undergraduates. Some of these factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and so on. If for instance a child consistently fails or performs poorly in his examination, he presumably may have developed low self-study to pass.

An International Journal of Education Research; volume 4, 2023 identified and categorized factors responsible for students' poor performance. Such factors are problem of teachers, problem of inadequate facilities in the school, problems traceable to students, problems caused by parents and the society at large and problems of government policies and low funding of educational sector (Isiketetal; 2018). In the same vein, Mackenzieetal (2018) also argued that the environment in which the student comes from can greatly influence his performance academically in the school.

However, the concept of study habit is broad as it combines nearly all variables under it such as Reading habits which consist of; study attitude and study method, study technique/skill which consist of study time management, self-motivational techniques and Good Note taking.

Class Attendance and Use of the libraries. Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to great extent. Both reading and academic achievements are interrelated and dependent on each other. Reading habits constitute both study attitude and study methods. According to Braide (2018) reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass Media had continued to influence interest in reading books, magazines and journals, among others. Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing of examinations. Reading habits determine the academic achievement of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Study often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits.

Dean Talbot (2023) recommended that everyday reading activities in which students engage influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good habits of reading and the academic performance of students generally.

A creative and pragmatic education involves the habit of personal investigation. The act of personal investigation requires self-study to be followed by self-thinking and analysis. Self-study, otherwise referred to as reading at one's own accord, requires a habit, which is known as reading habit. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. Books are mirrors, you see in them what you have inside you (Carlos Ruiz Zafon, 2018).

Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, Normal or backward etc. should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Knowledge gained through reading is vital for the cognitive, behavioral, and attitudinal development of learners (Hassan et al.,2021).

Oyewole(2017),Al jarf(2019) recognized that the importance of reading in learning could not be ignored because it is an emancipatory tool that releases students' academic frustration, ignorance and destitution. Effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. Before the advent of the television, both the young and the old found enough time to

read. Apart from teachers, other professionals used to spend their leisure time in reading both English and vernacular literature. English medium schools almost always demanded extra reading from their students. But all these have become a thing of the past.

Study attitude, according to Oli (2018) study attitude is the different individual behavior in relation to studying. It includes behaviors and skills that increase motivation and convert the study into an effective process with high returns, which ultimately increases learning.

Study method on the other hand is defined as the procedure for systematic recording, analysis and critical examination of existing or proposed method/process of doing work for the purpose of development and application of easier and more effective method. It aims to achieve better method of doing work, and for this reason method study is sometimes called work method design. Study method is the knowledge and application of effective study procedures by students. Several study methods have been identified, several effective study methods and skills that could be used by students' base on the learning environment. These study methods include know-what-learn (K-W-) survey-question Read-Recite Review (SQ3R), summarizing and note-taking, using graphic and self-questioning and a host of others.

[Wikipedia April, 2019] define study skills broadly as any skills which boost a person's ability to study, retain and recall information which assists in and passing exams and his could include time management, motivational techniques and good note taking. Study skill are discrete techniques that can be learned, usually in short time and applied to all or most field of study. They must therefore be distinguished from strategies/methods that are specific to a particular

field of study i.e. music or technologies, and from abilities inherent in the student such as aspects of intelligence or learning styles. These skills are generally critical in success in school, considered essential in acquire good grades and useful for learning throughout one's life. Study techniques/skills have been classified into two: Extensive studying is defined as reading a particular textbook, magazine or journal in order to have an idea of the basic information in the material while intensive studying is defined as an in-depth study of a particular material to grasp every bit of information in it.

Study time management as a subset of study techniques/skills is the process of applying skills and techniques to save time, study efficient, set aims and reach study goals effectively. Students that apply study time management will be able to beat procrastination and focus their full attention on their studies, which will finally allow them to spend more time with leisure activities. This skill is a pre-requisite for taking most exams especially on courses with calculations as most students tend to lose track of time while calculating in accounts exams and usually complain at the end of the exams that the time is insufficient for them to finish.

Next is the self-motivation which in its simplest form is the force that drives you to do things. People can be motivated by many things, both internal and external, such as desire to do something, love of something, or need to acquire something. Usually, motivation is a result of several factors. The ability to motivate yourself – self-motivation techniques – is an important study skill. Self-motivation drives people to keep going even in the face of distractions, setbacks, to take up opportunities, and to show commitment to what they want to achieve.

It has been observed in several researches that students tend to experience difficulties while studying accounting at later times especially in cases where students were absent from the class at which such topic was discussed. This in turn tend to discourage them from learning h content of that topic and progresses to other topics which are quite easier to understand but this shouldn't be the case all the time as topics skipped while studying might just be the ones appearing in the exam of that course. Consequently, this will lead to loss of relevant scores in the exam which may negatively affect the students' academic performance in that course.

It is worthy to note that while studying accounting courses, one must be well motivated, persistent and determined in other to understand the technical aspects of certain topic contents.

Also, the ability to take good notes is crucial for learning ad succeeding in school. Whether listening to classroom lectures or reading textbook instruction, students must learn to create useful notes that reinforce understanding and trigger recall of information. Good note-taking requires students to mobilize their attentional abilities. Students must be prepared and focused. They must listen or read actively, pulling out important details and attaching new information to prior knowledge. They must learn to record key fats, concepts, and relationships, so that they can recall this information when rereading their notes.

Good note-taking also depends upon a student's ability to convert information from the classroom lecture or textbook into a cohesive and meaningful written message, often involving complex explanations, technical vocabulary, or numeric information. This conversion requires students to engage their abilities in both language and spatial and sequential ordering.

The mechanical aspects of note-taking often depend upon a student's motor abilities, including the ability to write quickly, easily, and legibly.

Class Attendance is another variable of study habits which expresses the amount of time that students participate in class activities and its measured hours per day, days per week, sessions per month and percentage of time. Academic performance is measured as student's exam performance, student's GPA and class discussions/contribution of the student. Attendance in school is important because students are more likely to succeed in academics when they attend school consistently. Ford and Sutphen (2016) observe that without regular school attendance, learning achievement and growth will stifle. Irregular attendance in school renders all global and national efforts towards universalization of education unproductive. In European Union, it is commonly assumed that university students benefit from attending lectures. This assumption, however, needs to be tested, as developments in information technology are increasingly calling for a reassessment of the traditional approach to university education, largely based on physical attendance of lectures and classes, and a number of alternative weightless educational models, based on distance learning, are being introduced.

Lastly, the use of school libraries is another factor that contributes significantly to students' academic performance in accounting. Although socio-economic factors continue to be the strongest predictor of academic success, school library characteristics may account for up to 8 percent of the variance in reading-related test scores. The library provides both students and teachers with materials, textbooks, journals, internet connectivity to allow students access

information from the internet which may not available in hard copies and a lot more privilege which allows students acquire relevant information related to their field of study. Effective librarians perform a variety of tasks, including student instruction and teacher professional development.

Multiple research works has been carried out on study habits as a broad concepts and its major variables such as Reading habits under which consist of study attitude and study methods, study technique/skill which consist of study time management, self-motivational techniques and Good Note taking, Class Attendance, Use of the libraries etc. and its influences on students grades and academic performance in several universities but no research work has been done to identify the influences of study habits on business education students offering accounting courses in University of Benin whether or not their study habits has positive or negative influences on their grades in accounting and subsequently their academic performance in general as good grades would in turn reflect in the cumulative grade point average (CGPA) all students strive to achieve as high as possible.

It is in this veil this research seeks to explain the influences of effective study habits which to a large extent have effects on the academic performance of students offering accounting courses in University of Benin, Benin city.

## **Statement of the Problem**

The poor performance of students in universities semester examinations is indeed a concern to all involved “parents, guidance, lecturers, course advisers, the department stakeholders of education and also the general public etc.” It is upon this worries that educational researchers have embarked upon multiple researches on the possible causes of poor academic performance of students in accounting. Several researches have been carried on the factors influencing the poor academic performance of students of which their study habit seem to be a major contributor.

The extent to which a student excels or performs in his or her studies depends on the kind of study habits he or she develops and uses to a very large extent. A student who develops and utilizes good study habits is likely to perform better in his studies when compared with the one who has bad study habits. Thus, study habit is very instrumental to the academic success of every student at all levels.

The primary rationale behind this study is to seek to investigate on the influences of students’ study habit on their academic performance in accounting courses in University of Benin, Benin city and identify possible recommendations for any negativity identified.

## **Purpose of the Study**

This study seeks to investigate the determinants of study habit among undergraduate and its effects as it influences students’ academic performance in accounting courses in University of

Benin. Variables such as Reading habits under which consist of; study attitude and study method, study technique/skill which consist of time management, motivational techniques and good note taking, Class Attendance, Use of libraries were looked into and to know on the other hand how they influence academic performance. Summarily, this study sought to find out;

1. The relationship between study habit and academic performance
2. The effect of study habits on academic performance of business education students offering accounting courses in University of Benin.
3. The influence of reading habits on the academic performance of business education students offering accounting courses in University of Benin.
4. The influence of business education student's application of various studying techniques/skills on their academic performance in accounting courses in University of Benin.
5. The influence of class attendance on the academic performance of business education students offering accounting courses in University of Benin.
6. The effects of use of libraries on the academic performance of business education students offering accounting courses in University of Benin.

## **Research Questions**

The following research questions will be raised to guide the study;

1. Is there a relationship between (Students') study habits and academic performance?
2. Does study habit have effect on academic performance of business education students offering accounting courses in University of Benin?
3. To what extent does reading habits significantly influence the academic performance of business education students offering accounting courses in University of Benin?
4. To what extent does business education student's application of various studying techniques/skills influence their academic performance in accounting courses in University of Benin?
5. To what extent does Class Attendance of business education students significantly influence their academic performance in accounting courses in University of Benin?
6. To what extent does use of quiet study areas such as the libraries influence the academic performance of business education students offering accounting courses in University of Benin?

## **Significance of the Study**

To the knowledge of the investigator, this is a study regarding the effect of study habits on academic performance conducted with Business Education Students of the Department of Vocational and Technical Education of University of Benin, Benin City. Most studies up-to-date have been conducted in mono-cultural classrooms, where students and professors are from the

same country, with students in secondary and primary schools. Several of those studies are archival reviews of previous research. None of the previous studies, relevant to this investigation, found in the existing literature addresses the issue of the influence of study habits on academic performance from the perspective of business education students taking accounting courses in University of Benin.

Education institutions as well as students and society may benefit from the results of this investigation. Institutions may benefit with data that may allow them to evaluate their current admission policies and counseling programs, teachers/lecturers may find this research useful to design more suitable classroom practices and students may have a clearer idea of the challenges they may face based on their current study habits and hence prepare better to perform well during the whole study period, and finally, society may benefit by receiving young professionals that are better prepared for the day-to-day challenges on global working environments.

### **Definition of Terms**

- **Study Habit:** Behaviors used when preparing for a test or learning academic materials.
- **Study Skills:** Study skills refer to the student's knowledge of appropriate study strategies and methods and the ability to manage time and other resources to meet the demands of the academic tasks.
- **Academic Performance:** The extent to which a student, teacher or institution has achieved their short or long term educational goals.

- **Accounting Course:** A professional education for the systematic and comprehensive process of identifying, recording, measuring, classifying, verifying, summarizing, analyzing, interpreting and reporting of financial transactions pertaining to a business.
- **Successful Students:** Different education institutions form different standards to measure students' performance. For the purpose of this investigation, successful students are defining as those who, based on standards of the institutions where this research took place, reached grades of 60 or above in 100% of the required courses and in at least 50% of elective courses.
- **Multicultural Classroom:** Within the framework of this investigation, multicultural classroom refers to classroom where students and professors are from different cultural backgrounds.

### **Scope of the Study**

The study is delimited to the determinants of study habit (Reading habits under which consist of; study attitude and study method, study technique/skill which consist of time management, motivational techniques and good note taking. Class attendance, use of quiet study areas such as the libraries and its effects as influence on the academic performance of business education students offering accounting courses in universities. It was limited to Business Education Students of the Department of Vocational and Technical Education, University of Benin, Benin City.

**Scope and Delimitations:**

The present study is limited to the study variables namely Reading habits under which consist of; study attitude and study method, study technique/skill which consist of time management, motivational techniques and good note taking, Class Attendance; Use of quiet study areas such as libraries.

It is confined to the Business Education Students of the Department of Vocational and Technical Education, University of Benin, Benin City only.

The population size of the present study is limited to 500 students of Business Education (100 through 400level)

The present study is limited in its design, method, measuring devices and statistical techniques.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This literature review tends to examine the following

- Theoretical frame work
- Study Habit – A Long Term Process
- Formation of Study Habits
- Effective Study Habits
- Study Habits and Academic Achievement
- Empirical Review (Chronology of the Study of Study Habits)
- Importance of Study Habits Constructs.
- Characteristic of High Performing (Successful) Students
- Characteristic of Low Performing (Poor) Students
- Consequences of inefficient study Habits to Students
- Relevance of Study Habits to Students
- Summary of Literature

#### **Conceptual Frame Work**

#### **Theories Suitable to this Topic**

Study is a part of life for anyone who goes to school or college and every person studying in different ways to some degree or the other. Webster's New World Dictionary defines 'study'

as following: “the act or process of applying the mind so as to acquire knowledge or understanding, as by reading investigating, etc. or careful attention to, and critical examination and investigation of, any subject, event, etc.” This definition makes it clear that study is an intellectual activity involving the application of our minds for the purpose of gaining knowledge or understanding.

Jafari (2019) states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing and synthesizing.

Habits help the individual to do something with less effort and thought. They are important and play a crucial role on shaping the personality of the individual. In the field of education habits of thinking regularly, proper reasoning, concentration on study, punctuality etc., help the students in their proper adjustment and learning.

According to Kumar (2015), study habits are the habitual tendencies and practices that students depict during the process of gaining information through learning. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one’s life. The success of an individual depends upon his study habits.

“General ability is mostly concerned with an innate ability while habits are generally formulated, acquired, cultivated and fixed by repeated effort. There may be a sizable number of pupils below the line of average general ability. However, they might get good scores in their school achievement because of their good study habits. Not all pupils having above average general

ability with poor study habits may be expected to do better in the studies. Their potential general ability I got to be transmuted into a kinetic one. The medium through which this transformation is possible is study habits”.

Studying is a skill process. Like any other process, studying has certain characteristics. They are as follows;

- a. An individual makes use of an appropriate study skill in various stages of his life.
- b. Studying is not to study harder, just smarter.
- c. Studying is breaking a complex process into easy-to-follow simple steps.
- d. Studying is more difficult if one is tired, hungry, unhealthy, drunk or stoned. So Studying needs usage of common sense.
- e. A good Studying needs one’s responsibility for creating his own study system.
- f. An effective Studying is based on the usage of available study time.
- g. Studying prefers ‘listening’ to seeing, to have little problem on getting the necessary knowledge”.

According to L. Saunders (2020), “the task of learning is not dependent on the teacher alone. It is not only the teacher’s responsibility, but also the responsibility of the students. Efficient learning depends not on good teaching alone, but on satisfactory learning procedures also. Efficient learning depends on the learner’s ability to schedule his time, the plan of his study, the habit of concentration, note-taking, mental-review, over-learning, the judicious

application of whole and part method, massed and distributed learning and so on. In other words, learning involves the development of proper study habits and skills”

### **Study Habits – A Long Term Process**

Education is not received, but achieved and so are study habits. Good study habits are to be achieved by an individual in his academic period for bright future. Developing good study habits insure a good chance for school success. The least objective used by many experimentalists and educationist to study human development is one’s study habits, which decide the totality of learning.

Learning is a fundamental developmental process. Human learning is an active process rather than a passive process. Habitation and observational learning for example require student to actively attend to the environment and to retain what they have experienced to show any evidence of learning. Moreover, human studying is often a cognitive process rather than a non-cognitive, reactive one in which responses are “stamped in” or “stamped out” by their reinforcing or punishing consequences. According to these responses, they themselves achieve certain stud habits.

According to Matt Wotton (2023), student’s understanding of their learning style is a powerful tool that enhances his or her educational and professional journey. Thus attending to good study habits can be an ongoing consideration and aid in attacking new or difficult learning situations and the processing of information. Science educators can utilize such findings in small but significant ways; and while many elements of individual learning styles

may be obvious to educators, students may not be aware or appreciative of them. Thus it is important for educators to help individual student to discover, utilize and appreciate their own unique learning styles.

Learning how to study is really a long-term process. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the need of the time.

The study habit of a learner denotes the ability to schedule his time, the pan of his study, the reading style, the habit of concentration, note making, mental review and the judicious application of various methods of survey, such as whole and art method, issued a distributed learning.

### **Formation of Study Habits**

An individual may be doing poorly in school though actually putting in a reasonable amount of study time, on account of poor study habits. No one knows where or when he acquired them, but failure has, to some extent, become a habit. Not only can bad habits be broken, but they can be replaced by good habit relatively easily. The steps by which good study habits can be formed are given below:

- i. It is much easier to replace one of our habit than to break it entirely. So, one should not attempt to stop poor stud habits, but just to learn the good ones that substitute them.
- ii. Go on practicing. There is no way around it. The more we do something, the more ingrained it becomes.
- iii. It is better to seek the help of friends, family, teachers and counselors to look into one's new practice of a study habit regularly followed. Added pressure by others is a good motivator.

### **The Teacher's Role in Developing Study Habits**

The teacher's emphasis will change the way of one's study. Effective teaching with its four components, knowledge, understanding, application and skill fulfilled, can definitely elevate one's study habits. Some teachers encourage the students to memorize and some others emphasize the need for learning by understanding avoiding memorization. Hence, in developing a study habit, it's not only a student who performs, but also a teacher.

Teachers are unique in their teaching approach. Accordingly, a student adopts a particular approach in a particular class. As is the teacher, so is the student.

### **The Parent's Role in Developing Study Habits**

Nand Kishor (2021) says, "The parent's involvement is absolutely essential to a child's eventual success. A parent not even for a minute, underestimate the importance of his commitment to his child's success".

Parents can help improve their children's behavior in school by becoming more involved in their education, monitoring their actions, and helping to increase their achievement, educational expectations, and positive self-perceptions".

### **Effective Study Habits**

There are many different types of effective studying techniques. The technique suitable for one is not suitable for others. It is important to find study habits that work well for an individual and provide the results that one expect.

One popular study technique is called the SQ3R method. The "S" and "Q" stand for "survey|" and "question", and the "3R" stands for "read", "recite", and "review". This technique is taught in many introductory Psychology courses and is a good way to prepare for test in almost any course.

Before plunging into the reading itself, the topic headings in the chapter should be glanced over, so that a general overview of the material is got. On looking at the heading of the first section, it can be converted into a question.

Then, asking questions relevant to the chapter gets one actively involved in reading and helps to identify the main ideas.

Only the specific section that one has decided to tackle should be read. Reading is to be with an eye toward answering the questions, which have been just formulated.

The key question could be answered, reciting the answer out loud In ones' own words. Until the first section is fully digested with all the main ideas, the next section should not be moved on to

After reading the entire chapter, it is necessary to refresh one's memory by going back over the key points, for the retention of the main ideas.

The SQ3R technique does not have to be applied rigidly. One can be flexible in the use of the SQ3R technique realizing the nature of the topic, degree of task-orientation and so on. So, study habits should be acquired gradually, with practice.

### **Tips to Increase Concentration in Study**

A few other things that help to concentrate better and study better are

- (i) Having a place set apart for studying which is away from the busiest
- (ii) Having a regular routine of reading and studying
- (iii) Having all things in the room like water, books, pencils etc.,
- (iv) Taking rest breaks
- (v) Revising
- (vi) Over learning and
- (vii) Other memory – increasing measures like involving as many senses activities as possible in the process of studying/learning.

## **Study Habits and Academic Achievement**

The extent of student learning in academics may be determined by the grades, a student earns for a period of learning has been done. It is believed that a grade is a primary indicator of such learning. If a learner earns high grade it is concluded that he may also have learned a lot while low grade indicates lesser learning. However, many experiences and studies found that there are also several factors that would account for the grades. No single factor can be definitely pointed out as a predicting grade. It has been interplay of so many factors – gender, IQ, study habits, age, year level, parents, educational attainment, community, number of siblings, birth order etc. In fact, almost all existing environmental and personal factors affecting the academic achievement of students.

## **Chronology of the Study of Study Habits**

Previous proposed constructs to explain low academic performance include study skills, study habits, study attitudes, study motivation, meta-cognitive skills, study anxiety, procrastination and depth of processing. These are individual difference factors that have been grouped into intellectual (cognitive) and non-intellectual (non-cognitive) factors.

Previous to this investigation, the most recent research on study habits and attitudes of college students as conducted by Ivan Montes in Spain (2021). Montes tracked changes in study habits in college students from the time they entered the program to the time of graduation. Previously, to Montes, Darwing conducted a study on the topic of study habits with sophomore students whose major was accounting. Luisa Baquiram L.A also in the Philippines, conducted a

similar study with freshman students from different majors. Greene, Marti and McClenney conducted a cross-cultural study focused on effort of African American and Hispanic college students. Gilbert Wrenn C. C published one of the first study habits inventories in the United States. Wrenn C. C.'s inventory was originally designed for men, but was modified later for women. He suggested that study habits might correspond to academic success if ability was controlled. All studies conducted after Wrenn C. C. and Brown W. F utilized slight modifications of the existing SSHA developed by Wrenn, C. C. and later modified by Brown, W. F. They all agreed that study habits significantly influence academic performance.

Noel Entwistle reviewed existing literature and made evaluations of 22 study skills course. He concluded that a study skills course will usually be followed by improvement, a course will be most beneficial for students desiring to take it. Students wishing to take a study skills course but prevented from doing so, and therefore presumably of comparable motivation to those enrolled, fail to show significant improvement, and that any gains noted will not necessarily be related to either the content or the duration of the course.

The Brown W. F. Holtzman Survey of Study Habits Attitudes (SSHA) Inventory is generally acknowledged as one of the best study habit attitude inventories in the United States. They introduced a questionnaire concerning study habits and attitudes; the original inventory had 75 items. This inventory, which is widely used as a research tool, has four scales:

1. Work methods – use of effective study procedures, skill and efficiency in doing academic assignments.
2. Delay avoidance – promptness in completing assignments and ability to resist distractions.
3. Teacher approval – feelings and opinions about teachers, their classroom behaviour, and their methods.
4. Educational acceptance – approval of educational objectives, practices and requirements.

Throughout the history, there has been great emphasis on the effective and efficient management of time, which has also been considered the key to success (Pugh and Nathwani, 2017). In their study of time management skill of undergraduate business students, found that study habits and total time spent studying do affect grades. On the other hand, Nonis and Hudson found that the amount of time spent studying measured during the ninth week of a 15-week semester, has no direct influence on academic performance, although it interacted with academic ability to affect academic performance.

Frederick Winslow Taylor gave the concept to the use of time management for analyzing time and motion studies in students with the aim to decrease time wasting and unproductive work (Savino, 2016).

Studies conducted after the 70's make use of this construct to evaluate what habits of students at different levels have. The majority of studies have been conducted with students in

primary and secondary education levels, some with junior-high school students and few with university students.

Study habit is; buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self – limiting in life. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. Study habits contribute significantly in the development of knowledge and perceptual capacities. Out of the chosen few parameters for this study are the basic variables of study habits such as Reading habits which constitute study attitude and study method, study technique/skill which constitute study time management, self-motivational techniques and Good Note taking, Class Attendance, Use of the libraries.

Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving.

Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. It has also been advised to start practicing time management from the early student life or childhood (Valle et al, 2016). To know about the world and its environment, a child helps himself through reading books, newspapers and other magazines. Once the child has been taught to read and has developed the love for

books, he can explore for himself the wealth of human experiences and knowledge through reading. Reading is an intellectual action which is possible only if a man forms a habit of reading and practices these from childhood. Reading habits, therefore, play a very crucial role in enabling a person to achieve practical efficiency.

Every reading consists of individuals' reading activities for a variety of purposes, such as for relaxation of information (Issa. et al, 2021). They believe that from middle childhood through adulthood, reading becomes a major component of studying, and much information learned through studying is initially acquired through reading. Thus everyday reading activities in which students engage may considerably influence their studying skills and subsequent academic performance. Howley (2015) sees the act of reading as a creative process in which the reader constructs reading by interacting with the text. It is a process of interaction between the reader and text. (Issa et al 2021) further explain that reading is usually associated with books as only the written words provide a complete picture of the act of reading. It means that through reading, the individual is able to build or fix things, enjoy stories, discover what others believe and develop ideas or beliefs of their own. Thus, reading provides the key to all forms of information necessary for our day-to-day survival and growth.

It follows then that if you are in the practice of reading regularly without thinking about it because of the permanence of its continuity, one can conclude that good reading habits have been formed. This is because a habit is formed unconsciously when an individual does something

many times, and becomes part and parcel of such a person's life. Incidentally, many students do not belong in the category of those with good reading habits.

The setting of "crashed programmes," quite prevalent in the school systems today has not been supportive in the development of the good practices of reading. Thus, the enthusiasm associated with the urge to engage in reading practices voluntarily, pleasurable and extensively is almost nearly absent among the greater number of students in the schooling system today.

Reading culture according to Nyam (2015) is the use of reading as a regular activity, and thus the cultivation of an attitude and the possession of skills that make reading a pleasurable, regular and constant activity.

In Ailakhu and Unegbu(2017), reading culture is having the habit of reading in everyday life and not just for school purpose. They however, emphasized that over time reading ceases to become the uphill task of reading to pass examination, rather it takes on an intrinsic value, reading for the sake of reading until an inclination to further reading is developed.

Attitude is a mental and natural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations with which is related. Attitude toward study has great contribution in academic achievement and good study pattern. Successful learners adopt positive attitude towards study and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude and motivation usually is positive and if the learning experience is not pleasant he tends to avoid

it. In order for one to develop interest and find learning pleasant, one must first develop a good reading habit to assist in his learning tendencies.

Negative attitude towards study sometimes finds expression in comment such as “I study but cannot remember what I study”, or “the lessons are too long”. Attitude serves as index of how we think and feel about people, objects and issues in our environment. Study attitude refers to predispositions which students have developed towards private readings through a period of time. Study attitude offers great possibilities for successful achievement in studies.

On the other hand, study method is defined as the procedure for systematic recording, analysis and critical examination of existing or proposed method/process of doing work for the purpose of development and application of easier and more effective method. It aims to achieve better method of doing work, and for this reason method study is sometimes called work method design. Study method is the knowledge and application of effective study procedure by students. Several study methods have been identified, several effective study methods and skills that could be used by students based on the learning environment. These study methods include: Know-what-learn (K-W-L) Survey-Question-Read-Recite Review (SQ3R), summarizing and jotting down read items, using graphics and self-questioning and a host of others.

Another variable of study habits is the study skills. Study skills broadly are any skills which boost a person’s ability to study, retain and recall information which assists in and passing exams and this could include time management, motivational techniques and good note taking. Study skills are discrete techniques that can be learned, usually in a short time and applied to all

or most field of study. They must therefore be distinguished from strategies/methods that are specific to a particular field of study i.e. music or technologies, and from abilities inherent in the student such as aspects of intelligence or learning styles. These skills are generally critical in success in school, considered essential in acquiring good grades and useful for learning throughout one's life. Study techniques/skills have been classified into two: Extensive studying and Intensive studying. Extensive studying is defined as reading a particular textbook, magazine or journal in order to have an idea of the basic information in the material while intensive studying is defined as an in-depth study of a particular material to grasp every bit of information in it. Study skills/techniques consist of: time management, motivational techniques and good note taking etc.

Study time management as a subset of study techniques/skills is the process of applying skills and techniques to save time, study efficient, set aims and reach study goals effectively. Students that apply study time management will be able to beat procrastination and focus their full attention on their studies, which will finally allow them to spend more time with leisure activities. This skill is a pre-requisite for taking most exams specially on courses with calculations as most students tend to lose track of time while calculating in account exams and usually complain at the end of the exams that the time is insufficient for them to finish. Applying proper study time management strategies can help you to save time and stress; plus: it will enable you to spend more time on your hobbies and spare-time activities. Furthermore, it will help you to empower your study efforts as you will be able to spend more time on important subjects.

Next is the Self-motivation which in its simplest form is the force that drive you to do things. People can be motivated by many things, both internal and external, such as desire to do something, love of something, or need to acquire something. Usually, motivation is a result of several factors.

Motivation is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life.

Understanding and developing your self-motivation can help you to take control of many other aspects of your life.

Motivation is one of the three areas of personal skills that are integral to the concept of emotional intelligence.

Daniel Goleman, the author of several seminal books on Emotional Intelligence, identified four elements that make up motivation:

- Personal drive to achieve, the desire to improve or to meet certain standards;
- Commitment to personal or organizational goals;
- Initiative, which he defined as ‘readiness to act n opportunities’; and
- Optimism, the ability to keep going and pursue goals in the face of setbacks. This is also known as resilience.

The ability to motivate yourself – self – motivation techniques – is an important study skill. Self-motivation drives people to keep going even in the face of distractions, set-backs, to take up opportunities, and to show commitment to what they want to achieve.

It has been observed in several researches that students tend to experience difficulties while studying accounting at later times especially in cases where students were absent from the class at which such topic was discussed. This in turn tend to discourage them from learning the content of that topic and progresses to other topics which are quite easier to understand but this shouldn't be the case all the time as topics skipped while studying might just be the ones appearing in the exam of that course.

Also, the ability to take good notes is crucial for learning and succeeding to school. Whether listening to classroom lectures or reading textbook instruction, students must learn to create useful notes that reinforce understanding and trigger recall of information.

Good note-taking requires students to mobilize their attentional abilities. Students must be prepared and focused. They must listen or read actively, pulling out important details and attaching new information to prior knowledge. They must learn to record key facts, concepts, and relationships, so that they can recall this information when rereading their notes.

Good note-taking also depends upon a student's ability to convert information from the classroom lecture or textbook into a cohesive and meaningful written message, often involving complex explanations, technical vocabulary, or numeric information. This conversion requires students to engage their abilities in both language and spatial and sequential ordering.

The mechanical aspects of note-taking often depend upon a student's motor abilities, including the ability to write quickly, easily, and legibly. Below are few note-taking skills identified by the researcher;

### **Identifying Important Information**

- Help students learn how to pick out the salient, or important, information from class lectures and textbooks.
- Teach students how to look for and listen for verbal organizational cues embedded in text and lecture: “In summary...”, “the five reasons are...”,
- To model effective highlighting strategies, provide the student with the highlighting already started as a guide.
- Have students talk about their strategies for deciding which information to underline or highlight and which to disregard. This type of exercise can be incorporated into any activity, e.g., math story problems, a story being read, writing a brochure, following directions in a science experiment, etc.
- Teach students to use a colour coding system as they underline or highlight. For example, they might underline main ideas in red, details in blue, etc.
- Have students practice both picking out the main ideas or important details, and also restating them or putting them into their own words.

- Have students write down the information they think should be remembered from a lesson (on a scratch pad or piece of paper). Then help them place the information in a form that is organized based on importance.
- During instruction, provide students with outlines of lectures so they can follow along and fill in blanks with lesson details.
- Discuss key words that provide specific directions for tasks in a test, e.g., circle, underline, list, compare, contrast, etc.
- Have students practice identifying key information at each step, before continuing an activity, e.g., underlining key words in directions, etc.
- As a pre-reading activity, have students scan each chapter in their textbook before reading the chapter. For example, have them survey the text for introductions, headings, sub-headings, bold-face/italic type, key terms list, a summary, conclusions, reading/learning goals, and repeated material.

### **Becoming an Active Listener**

- Help students learn active, critical listening by encouraging them to summarize main points, compare and contrast ideas with their prior own knowledge, and try to anticipate what is coming next. Prompt students for these activities, e.g. “Now is a good time to summarize the points thus far by jotting them down in your notebook”, “Tell me what you already know about...”, “Based on the activity we just finished, what do you think we’re going to do next”, etc.

- Use practice listening and reading activities to help students develop their paraphrasing and summarizing skills.
- Teach students to use self-monitoring techniques to be sure they are actively listening. For example, thinking of the word FACT (Focus attention, Ask yourself questions, Connect ideas, Try to picture important ideas).
- Teach students to engage in the following post-listening strategies: (1) Review notes from a lecture as soon as possible after class, (2) Relate what you heard today to information that is already in your notes, (3) Check to see if there is anything that you don't understand, if so get immediate clarification, (4) Draw up a summary statement from the lecture, and (5) Read the summary statement as a pre-listening tool at the beginning of the next class session.

### **Organizing Information**

- Teach students how to create their own concept maps as one way to organize lectures, reading and study material. Concept maps are an excellent way to show students how a broad topic, e.g., is connected to sub-topics, e.g. their own guitar lessons.
- Encourage students to use computer applications that include word processors with spell checkers, and programs that guide outlining and graphic organizing. Programs with concept organizing templates that allow students to move back and forth between an outline form and a concept map are particularly helpful for building organizational skills.

- When teaching students how to create and organize concept maps, begin with materials/content that students can use independently to be sure students can attend to the details of the strategy of making a concept map. Initially, keep the maps you use as models and student generated maps simple.
- Have students create graphic representations of information they have heard or read, including flow charts (e.g., to show the steps required for a bill to become a law or the process of photosynthesis), tables (e.g., to compare and contrast key concepts in a chapter), and diagrams (e.g., Venn diagrams to illustrate overlapping sets of social groups).
- Teach students to recognize the different patterns of organization found in textbooks: definition/example, compare/contrast, cause/effect, sequence (time-related, procedural, importance), listing, description. Help students find examples of each pattern in their texts and reading materials. Use content area textbooks (math, social studies, language arts, etc.) to accentuate the similarities and differences in text organization.

### **Taking Notes**

- Have students practice note-taking, outlining and concept mapping techniques that are best suited for the different organizational patterns found in textbooks.
- Introduce students to note-taking techniques that may be helpful for a variety of materials. For example, a flow chart can be used to show causal relationships. Such a chart might

be useful to illustrate narrative happenings in a story, events in history, procedural sequences in science, etc.

- As students read, have them develop a list of their own questions to answer, incorporating these questions into their notes.
- Provide students with specific strategies to use to guide their note-taking.
- One strategy to consider is the SQ3R. Reading and Study Strategy (Survey the material by looking at title, headings, introductory paragraph, and summary paragraph-Turn headings and sub-headings into Question Format- Read the text, actively looking for answers to the Questions you formed- Recite important points and major concepts- Review a final time) The SQ4R version of this strategy adds an additional note-taking step: (Survey- Question- Read- Recite- Write down key terms and a summary of the important points- Review
- Another example is the Five R's Note-taking strategy (Record information on paper- Reduce by rewriting into an outline or summary form-Recite important points-Reflect, or check your notes for accuracy-Review a final time)
- Teach alternative note-taking and outlining techniques based on student strengths and class demands. Examples may include index card use annotation, column notes, notes from front page only, etc.

The Cornell system for taking notes is one technique to consider.

**To Prepare:** Use a large, loose-leaf notebook. Use only one side of the paper (so that you can lay your notes out to see the direction of a lecture.) Draw a vertical line 2 ½ inches from the left side of your paper (law ruled paper is already designed this way). This left side column is the Recall column. Later key words or phrases will be written in the Recall column. Notes will be taken to the right of this margin.

**During the Lesson:** Record notes on the right side in paragraph form. Capture general ideas, not illustrative ideas. Skip lines to show end of ideas or thoughts. Use abbreviations to save time.

**After the Lecture:** Read through your notes and make them more legible if necessary. Now add information to the Recall column by jotting down key words or questions that give you the idea of the paragraph. Take time to REDUCE – reread the teacher’s ideas and restate or explain them in your own words.

**To Study:** Cover up the right-hand portion of your notes and use the Recall notes to trigger the general ideas and concepts of the lecture. Overlap your notes showing only the Recall columns to do a comprehensive review.

Finally, learning to take good notes is a complex process requiring students to think critically, to organize and manipulate concepts, and to monitor the ongoing effectiveness of their note-taking strategies.

Class Attendance is another variable of study habits which expresses the amount of time that students participate in class activities and its measured hours per day, days per week, sessions per month and percentage of time. Academic performance is measured as student's exam performance, student's GPA and class discussions/contribution of the student. Ford and Sutphen (2016) observed that without regular school attendance, learning achievement and growth will stifle. It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. In European Union, it is commonly assumed that university students benefit from attending lectures. This assumption, however, needs to be tested, as developments in information technology are increasingly calling for a reassessment of the traditional approach to university education, largely based on physical attendance of lectures and cases, and a number of alternative weightless educational models, based on distance learning, are being introduced. Class Social Studies, it has further shown that gender factor is also crucial in analyzing class attendance problem and eventual student achievement in Social Studies. Academic freedom in tertiary educational institutions provides students with opportunities to absent themselves from classes. The rates of absenteeism defer from one institution to another and various reasons are being adduced for this. One of the crucial factors for students' learning achievement is attendance at class (Ajiboye and Tella).

Today, the study of school attendance/absenteeism comprises many disciplines such as child development, criminal and juvenile justice, economics, education, epidemiology, law, leadership, nursing, medicine, political science, program evaluation, psychiatry, psychology, public and educational policy, school counselling, social work and sociology amongst others.

These approaches can be divided generally into systemic perspectives that focus on overarching contexts and structural concerns as well as analytic perspectives that focus on specific contexts and individual concerns (Kearney 2021).

Lastly, the use of school libraries is another factor that contributes significantly to students' academic performance in accounting. Although socio-economic factors continue to be the strongest predictor of academic success, school library characteristics may account for up to 8 percent of the variance in reading-related test scores. The library provides both students and teachers with materials, textbooks, journals, internet connectivity to allow students access information from the internet which may not be available in hard copies and a lot more privilege which allows students acquire relevant information related to their field of study. Effective librarians perform a variety of tasks, including student instruction and teacher professional development

Drawing conclusions from the above research works of several authors, it can be deduced that Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. Therefore, it is assumed that study habits are correlates of scholastic or academic achievement.

## **Importance of Study Habits Constructs**

Although written tests do not necessarily express the level of understanding of the subject, they are still highly valued as a measure of content assimilation and academic performance. But scores from written examinations on their own do not provide us with a full understanding of why success or failure occurs. Hence, it is important to develop constructs that may help education institutions to identify factors affecting performance in test, since how students prepare for exams is determined by study habits. This research focuses on finding out what students do to prepare for mid-semester and final exams.

One of the purposes of the SSHA (students' study habits and attitudes) is to identify students whose study habits and attitudes are different from those students who earn high grades. The reasoning for using study methods as a predictive variable in college is related to the environmental differences between high school and college. Coming to college, students may assume that their study habits and high school success will easily translate to a college setting. However, students soon realize that college is very different from any other environment they have previously experienced.

On study skills and habit, the results from different studies vary depending on which specific study habits were measured. Schuman, Walsh, Olson and Etheridge examined group studying, cramming, degree of note-taking, review of past exams, and going over readings twice, but they concluded that none of these variables have been found to have a direct effect on grades. On the other hand, positive results were found when some combination of study behavior such as

attendance, homework turned in, and use of study guide, prior preparation for the class, participating in class, and coming to class on time were used. Group learning activities can result to an increase in students' deep learning approach, which has been known to improve analytical thinking (De Hei et al 2016).

Another aspect listed by some scholars regarding what affects academic performance is time spent studying. When considering the relationship between study time and performance, it is not only how much time a student spends studying but also how effectively this time is spent that influences academic performance.

The environment where the program takes place also seems to impact academic performance. Within a country's educational system, the relevant institutions and policies include the ways in which a society finances and manages its schools, how a society assesses student performance, and who is empowered to make basic educational decisions, such as which curricula to follow, which teachers to hire, and what textbooks to purchase.

### **Characteristic of High Performing (Successful) Students**

Readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations with which is related. Attitude toward study has great contribution in academic achievement and good study pattern.

Successful learners adopt positive attitude towards study and do not waste time energy over what they have to do. If the learning experience is pleasant, the learner's attitude and

motivation usually is positive and if the learning experience is not pleasant, the learner tends to avoid it.

Students high in meta-cognitive and self-regulatory abilities are thought to be characterized by active involvement in their own learning process, continuous planning, and carefully monitoring of the task that they are required to complete, their own study behaviours, and the match between task and study behavior. Effective studying requires not only that the student possess knowledge of appropriate studying techniques and practices (study skills), but also sustained and deliberate effort (study motivation), self-regulation, ability to concentrate, self-monitoring (study habits), and a sense of responsibility for and value in one's own learning (study attitude).

Other researchers found that high performing students don't put all subjects in one study session, plan when they will study, study at consistent times of the day/week, have specific goals for study sessions, never procrastinate a study session, start with the most difficult subject first, review notes before starting an assignment, avoid being disturb during study sessions, use study groups effectively (to study), review notes, schoolwork and other materials over the weekend and don't cheat in exams (10 Habits of High Effective Students). These habits were observed during classroom observation in the progress of this investigation. Helsel and Miles mentioned that high performing students are able to make distinctions of sensitive important points during lectures. Beside the above aspects, the researcher lists aspects from field observation of international students that add to the understanding of the issue.

## **Characteristics of Low Performing (Poor) Students**

Many circumstances may put a college student at risk of performing low in their academic life, those circumstances include, but are not limited to, socioeconomic status (SES), poor high school grades, lack of social integration, low adaptability to foreign environments, parents who never attended or graduated from college, attending a low performing high school, low self-efficacy. In the case of international programs, low capacity to develop networks with students from different countries and cultural background may negatively affect academic performance. Some at-risk students come from backgrounds that include a combination of these issues.

Negative attitude towards study sometimes finds expression in comment such as “I study but cannot remember what I study”, or “the lessons are too long”. In their research on study habits of agronomic students, Helsel and Miles identified other characteristics of low performing students include: only 10% of instructional materials only previous an exam, only 18% of students use dictionary to understand concepts, only 20% of students ask questions to instructors, over estimation of time of concentration, and that only 25% of students keep pace with reading assignments.

## **Consequences of the Inefficient Study Habits to Students**

1. Stagnancy: Do not study (formally or informally) and you will stay as you are.
2. You may fail to thrive.
3. You may regress.

4. You may unwittingly be blinkered and prejudiced.
5. You may remain more dependent on teachers, lecturers to consistently guide and teach you every bit of information you can apply and may have difficult working alone at different times.
6. You are more likely to feel trapped like a cog in a wheel rather than like the person steering the bike which is far from the purpose of education as education serve the purpose of behavior modification with high degree of independence in handling school works especially during a test or an exam.

### **Relevance of Study Habits to Students**

1. To understand/Manipulate the system of various things about life: As children we learn the basics of life – how to keep live, to thrive, to socialize, and to cooperate; with the long term aim to live independently and interdependently. Originally we learnt by playing/working alongside adults, by looking carefully and by copying. Then systems and specialization within societies became more complicated. This gave greater choice of working roles and of where and how to live but required an extended period of studying. Now we have formal education to understand the systems, work the systems and prepare for our role in society.
2. Increase your opportunities, your knowledge and understanding: You gain confidence and have a wider range of topics to talk about. You will increase your abilities, you are more likely to find work and you are more likely to have a higher income. Carry on

studying and benefits continue throughout life. Now, it is quite obvious that most students do not understand the concepts of most calculation courses they are faced with in life, why they are being applied in the format they are and how they can apply these calculation in real life situation. Studying accounting is one of the professional courses of study one can engage in but sadly, most students do not even understand the purpose of the topics as arranged in the curriculum because their view about it is to a large extent limited to how they see it and how much they are aware of it. The process of eliminating this ignorance is not farfetched from the personal study habits of the students. Not all information can be taught in the class and therefore requires a personal study/sophistication to understand certain concepts and apply them at various stage in life. Accounting courses studied in tertiary institutions train students to be prospective managers, financial analyst e.tc but most students do not even understand the purpose of the knowledge they are given because they assume the division of labor they observe in organizations is actually how it works, that is, carrying out specific task over a period of time and do not even expand their scope of thinking to areas where they get a promotion and are expected to carry out a different task or even employed as the finance manager of any organization which is expected to possess the knowledge of all other finance specialist working under him and his own duty to summarize all work carried out. Study habits expand students thinking scope, help them understand concepts and increases their manipulative skills at various stages where they are required.

3. It helps you become generally much more aware, with greater understanding of other people and the world around you. Studying helps us know a lot of information and facts about ourselves and the world in which we are living; facts which we had never known.
4. Studying help us retain knowledge that is needed to acquire the wisdom and the capacity for us to live our life. Correct knowledge can guide us through darkness and show the path of right and wrong. But knowledge is not always captured in one book. It is stored in every element of our nature. The main motive of studying is to remove darkness and ignorance from our minds and to opt for a better world.
5. Studying will help you rise above and lead others to the goal of positivity and improvement. If you study and work hard, it will help you gain high qualifications in your academic field so that both your health and wealth is generous and rich till your life ends, and you will be remembered even after that.

## **SUMMARY OF LITERATURE REVIEWED**

This research which comes from Riaz et al with their journal entitled Relationship of Study Habits with Educational Achievement that focuses on economics students in Pakistan, the result of this study explain that there presented a positive relationship between study habit and achievements of students for the dimensions of study habits that observe in their area of study. This study shows evident that study habits can improve student's achievement when they apply study habits effectively in their learning habits. Another research entitled Study Habits and Academic Achievement in Core Subjects among School Students in Ondo State, Nigeria that

focus on students' study habit for subject materials school from the schools in Nigeria. This study shows that relation of study habits and students' academic achievement in their learning. Study habits' dimension that is used in this research such as homework and assignment, time allocation, reading and note-taking, study period procedures, concentration, written work, examination and teacher consultation. The result of this research shows that there was different impact of study habit to their academic achievement for different school subject. Previous research entitled Study Habits of Higher Secondary School Students in Relation to their Academic Achievement that focuses on relation between study habits' dimensions and students' academic achievement at the government school of Banaskantha in Gujarat. From the article, the researcher shows that each dimensions of study habits that applied by students at the government school in Gujarat has different relation with academic achievement success of students based on the collected data. There are some points from the research to support a good study habits in students' learning; parent's role is important to guide their children to develop their study habits, teacher's role to control their students' study habits by asking them to record their progress and teacher should create a conducive environment in the classroom to make their students enjoy when they study with them. Therefore, to reach students' achievement, there should be good arrangement study habits in students' learning. Success by applying study habit is affected by some cases that come from their environment. Based on the article entitled Comparison of Study Habits and Academic Performance, the research shows to the readers about comparing study habits of students to their achievement. There are some unique results showing in this article that the foreign students have lower achievement than native students. This result of research is

caused by some factors that influenced of students' study habits of foreign students and can be impacted to their academic performance. Parental involvement, home environment, classroom atmosphere, teaching skill of teacher and their study habits are some factors that influence foreign students' achievement when learning in the odd place. Moreover, the location of learning can influence students' achievement when they applied study habits. In addition discussion about an article entitled Study Habits of Tenth Grade Students in Relation to their Academic Achievement that focuses on comparing of female and male students at rural and urban area about their study habits to reach their academic achievement. From this research, the researcher concluded that there was not significant effect for their academic achievement and study habits based on students' sex. There was also different result of research about locality of students. The location of students when they studied their school materials shows the affect to their study habits and academic achievement. In conclusion, students with applying good study habits will reach their achievement in learning process. Finally, the researcher concluded from the previous research which the researchers conducted their research in different areas and focuses with the same topic about study habits to achieve academic success.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is designed for description of the methodology used in conducting the research. It is done under the following sub-headings;

- Design of the study
- Population of the study
- Sample and sampling technique
- Instrumentation
- Validity of the instrument
- Method of Data collection
- Method of Data Analysis

#### **Design of the Study**

The study employed a descriptive survey research design. The research design permits the researcher to describe the influence of study habits on the academic performance of business education students offering accounting courses in University of Benin, Benin city. Descriptive survey design enables the researcher to investigate the events or things that existed at the time the research is conducted (Obodoeze, 2009). The study focused on the view, perception and opinions of the students of Business Education Students (100 through 400) of the Department of Vocational and Technical Education, University of Benin, Benin city by means of questioning.

This design was considered appropriate as it elicits the opinions of respondents on the influences of study habits on their academic performance in accounting.

### **Population of the Study**

Business Education Students (100 through 400) of the Department of Vocational and Technical Education, University of Benin, Benin city was the area of the study. The population of the study comprises of 500 accounting students (173 males and 327 females).

### **Sample and Sampling Technique**

Simple random sampling was used to select 200 Business Education Students as the sample. Out of 200 accounting education students were 85 male students and 115 female students. The justification for random sampling is to evenly cover Business Education students participating in the study.

The instrument for data collection was an 18-item questionnaire constructed the researchers after extensive review of literature.

### **Research Instrument**

A total of a two hundred (200) questionnaires were administered randomly in the respondents as indicated above. The questionnaire comprised of two section A and B. Section A comprised of items on the personal data of the respondent while, section B comprised of 18 items on study habits, with a breakdown of three items on the relationship between students

study habits and their academic performance, three items on the effects of students study habits on their academic performance in accounting courses, three items on the influence of students reading habits on their academic performance in accounting ,three items on individual studying techniques and its influence on their academic performance in accounting, three items on class attendance and its influence on students' academic performance in accounting and three items on the use of library and its influence on students' academic performance in accounting. The instrument had a 4-point rating scale as follow: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

### **Validity of Instrument**

The researcher developed an instrument for data collection called “study habit and academic performance questionnaire (SHAPQ). Experts in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city, critically scrutinized the contents of the questionnaire items to be valid.

### **Method of Data Collection**

The questionnaires were administered personally by the researcher. The researcher also assured the respondents that all information provided will be confidential and will be treated as such. The questionnaire will be administered and filled on the spot to save the problem of invalid entries as well as assuming sheets.

## **Method of Data Analysis**

Descriptive statistical tools were used in analyzing the data for the study. The descriptive tools include the use of sample percentage in analyzing and interpreting data collected. The responses to the questionnaire item were converted simple percentage for easy understanding of the analysis by all.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

Pattern of calculations using simple percentage (%);

$$\frac{RESPONSES}{TOTAL\ QUESTIONNAIRES\ DISTRIBUTED} \times \frac{100}{1}$$

#### SECTION A: DEMOGRAPHIC DATA;

##### Gender of Respondents;

Gender	Male	43%
	Female	57%

From the above table, 43% of the Respondents were male students and 57% were female students of the department of Vocational and Technical Education, University of Benin, Benin city.

##### Age of Respondents;

Age	16 – 20	41%
	21 – 25	39%
	26 – 30	15%
	31+	5%

From the above table, 41% of the Respondents were within the age of 16 – 20 years, 39% were within the age of 21 – 25 years, 15% were within the age of 26 – 30 years and 5% were 31 years and above.

**Marital Status of Respondents;**

Marital Status	Single	83%
	Married	13%
	Divorced	4%

From the above table, 83% of the total sample populations were single, 13% were married and 4% were divorced.

**Level of Respondents;**

Level	100	13%
	200	20%
	300	28%
	400	39%

From the above table, 13% of the Respondents were in 100 level, 20% were in 200 level, 28% were in 300 level and 39% were in 400 level.

**SECTION B:**

**Research Question 1:** Is there a relationship between (Students’) study habits and academic performance?

Study habits of students is reflected on their academic performance over time in tertiary institutions	Strongly Agree	17%
	Agree	43%
	Disagree	29%
	Strongly Disagree	11%

From the above table, 17% strongly agree, 43% agree, 29% disagree and 11% strongly disagree to the idea that study habits of students is reflected on their academic performance over time in tertiary institution with a higher number of respondents (60%) on the positive response.

Study habits of students can serve as a predictive factors on the academic performance of students in tertiary institutions	Strongly Agree	9%
	Agree	42%
	Disagree	37%
	Strongly Disagree	12%

From the above table, 9% strongly agree, 42% agree, 39% disagree and 12% strongly disagree to the idea that study habits of students can serve as a predictive factor on the academic

performance of students in tertiary institution with a higher number of respondents (51%) on the positive response.

Study habits of students may be regarded as a major factors responsible for their academic performance	Strongly Agree	11%
	Agree	39%
	Disagree	28%
	Strongly Disagree	22%

From the above table, 11% strongly agree, 39% agree, 28% disagree and 22% strongly disagree to the idea that study habits of students may be regarded as a major factor responsible for their academic performance with equal number of responses (50%) on both sides.

**Research Question 2:** Does study habits have effect on academic performance of business education students offering accounting courses in University of Benin?

Study habits of students is responsible for 45% and above variation in their academic grades in accounting	Strongly Agree	23%
	Agree	47%
	Disagree	19%
	Strongly Disagree	11%

From the above table, 23% strongly agree, 47% agree, 19% disagree and 11% strongly disagree to the idea that study habits of students is responsible for 45% and above variation in their academic grades in accounting with a higher number of respondents (70%) on the positive response.

Effective study habits offers greater chances of success in the academic performance of students offering accounting courses	Strongly Agree	19%
	Agree	47%
	Disagree	23%
	Strongly Disagree	11%

From the above table, 19% strongly agree, 47% agree, 23% disagree and 11% strongly disagree to the idea that effective study habits offer greater chances of success in the academic performance of students offering accounting courses with a higher number of respondents (66%) on the positive responses.

Ineffective study habits is explicit on poor academic performance of students offering accounting courses in Uniben	Strongly Agree	25%
	Agree	39%
	Disagree	11%
	Strongly Disagree	25%

From the above table, 25% strongly agree, 39% agree, 11% disagree and 25% strongly disagree to the idea that ineffective study habit is explicit on poor academic performance of students offering accounting courses in Uniben with a higher number of respondents (64%) on the positive response.

**Research Question 3:** To what extent does reading habits significantly influence the academic performance of business education students offering accounting courses in University of Benin?

Effective reading habits is peculiar to attaining better academic performance in accounting	Strongly Agree	30%
	Agree	36%
	Disagree	24%
	Strongly Disagree	10%

From the above table, 30% strongly agree, 36% agree, 24% disagree and 10% strongly disagree to the idea that effective reading habits is peculiar to attaining better academic performance in accounting with a higher number of respondents (66%) on the positive response.

Attitude of students towards reading plays a major role on the outcome of their studying for accounting exams	Strongly Agree	16%
	Agree	37%
	Disagree	27%
	Strongly Disagree	20%

From the above table, 16% strongly agree, 37% agree, 27% disagree and 20% strongly disagree to the idea that attitude of students towards reading plays a major role on the outcome of their studying for accounting exams with a higher number of respondents (53%) on the positive response.

The harder and earlier one starts reading the methodology of each account lesson, the better one's performance after the test/exam	Strongly Agree	33%
	Agree	41%
	Disagree	19%
	Strongly Disagree	7%

From the above table, 33% strongly agree, 41% agree, 19% disagree and 7% strongly disagree to the idea that the harder and earlier one starts reading the methodology of each account lesson, the better one's performance after the test/exam with a higher number of respondents (74%) on the positive response.

**Research Question 4:** To what extent does business education student's application of various studying techniques/skills influence their academic performance in accounting courses in University of Benin?

Self-motivation as a studying technique is effective to handling tough courses (accounting) in order to stay focused and committed which offers great chances of academic success	Strongly Agree	19%
	Agree	33%
	Disagree	35%
	Strongly Disagree	13%

From the above table, 19% strongly agree, 33% agree, 35% disagree and 13% strongly disagree to the idea that self-motivation as a studying techniques is effective to handling tough courses (accounting) in order to stay focused and committed with offers greater chance academic success with a higher number of respondents (52%) on the positive response.

The Study technique of notes taking during accounting lectures efficiently and effectively aid one's studying at a later time thereby offering better chances of academic success	Strongly Agree	43%
	Agree	39%
	Disagree	12%
	Strongly Disagree	6%

From the above table, 43% strongly agree, 39% agree, 12% disagree and 6% strongly disagree to the idea that the study technique of notes taking during accounting lectures efficiently and effectively aid one's studying at a later time thereby offering better chances of academic success with a higher number of respondents (82%) on the positive response.

Time management as a study technique assist one in answering accounting question swiftly in exams thereby offering chances of success in one's academic performance	Strongly Agree	33%
	Agree	29%
	Disagree	34%
	Strongly Disagree	4%

From the above table, 33% strongly agree, 29% agree, 34% disagree and 4% strongly disagree to the idea that time management as a study technique assist one in answering accounting questions swiftly in exams thereby offering chances for success in one's academic performance with a higher number of respondents (62%) on the positive response.

**Research Question 5:** To what extent does Class Attendance of business education student's significantly influence their academic performance in accounting courses in University of Benin?

Attending classes improves one's scope and understanding of a lesson content in accounting thereby establishing room for success in one's academic performance	Strongly Agree	27%
	Agree	39%
	Disagree	20%
	Strongly Disagree	14%

From the above table, 27% strongly agree, 39% agree, 20% disagree and 14% strongly disagree to the idea that attending classes improves one's scope and understanding of a lesson content in accounting thereby establishing room for success in one's academic performance with a higher number of respondents (66%) on the positive response.

Class attendance assist in building skills of students which in turn positively influence their academic performance in accounting	Strongly Agree	14%
	Agree	35%
	Disagree	23%
	Strongly Disagree	28%

From the above table, 14% strongly agree, 35% agree, 23% disagree and 28% strongly disagree to the idea that class attendance assist in building skills of students which in turn positively influence their academic performance in account.

Class attendance offers great opportunity for students to acquire specific knowledge which serves as a boost to their academic performance in accounting	Strongly Agree	18%
	Agree	37%
	Disagree	28%
	Strongly Disagree	17%

From the above table, 18% strongly agree, 37% agree, 28% disagree and 17% strongly disagree to the idea that class attendance offers great opportunity for students to acquire specific knowledge which serves as a boost to their academic performance in accounting with a higher number of respondents (55%) on the positive response.

**Research Question 6:** To what extent does use of quiet study areas such as the libraries influence the academic performance of business education student's offering accounting courses in University of Benin?

The library exposes students to facilities and relevant textbooks which are helpful in their studying of accounting courses and in turn positively influence their academic performance	Strongly Agree	39%
	Agree	38%
	Disagree	18%
	Strongly Disagree	5%

From the above table, 39% strongly agree, 38% agree, 18% disagree and 5% strongly disagree to the idea that the library exposes students to facilities and relevant textbooks which are helpful in their studying of accounting courses and in turn positively influence their academic performance with a higher number of respondents (77%) on the positive response.

The library could be regarded as a perfect study area free of noise and distractions to study accounting courses which yield better understanding of lesson studied and offers better chances of academic performance	Strongly Agree	29%
	Agree	47%
	Disagree	21%
	Strongly Disagree	3%

From the above table, 29% strongly agree, 47% agree, 21% disagree and 3% strongly disagree to the idea that the library could be regarded as a perfect study area free of noise and distractions to study accounting courses which yield better understanding of lesson studied and offers better chances of academic performance with a higher number of respondents (76%) on the positive response.

Use of school libraries offers student the opportunity for professional practices which could in turn positively influence their academic performance in accounting	Strongly Agree	19%
	Agree	34%
	Disagree	27%
	Strongly Disagree	20%

From the above table, 19% strongly agree, 34% agree, 27% disagree and 20% strongly disagree to the idea that use of school libraries offers students the opportunity for professional practice which could in turn positively influence their academic performance in accounting with a higher number of respondents (53%) on the positive response.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS & RECOMMENDATIONS

This chapter looks at the summary of findings, conclusions, recommendations and suggestions for further research

- Summary
- Conclusion
- Delimitation of the study
- Suggestions for Future Research
- Implication for Counseling
- Recommendation

#### **Summary**

Academic achievement is considered as key criteria to judge one's total potentialities and capacities. Apart from academic achievement student's study habits and self-concept equally keep importance in students' academic spheres. Thus the study is a quantitative study which was designed to investigate the influence of study habits on the academic performance of students offering accounting courses in University of Benin. The total sample of this study comprised of students of the department of vocational and technical education. The population of the study comprises of 500 accounting students (173 males and 327 females). Hence four experimental groups were made. The selected sample was administered on study habit and academic

performance questionnaire (SHAPQ). The study of reviewed literature regarding concept of study habits& attitude and academic achievement and also, factors influencing these variables. The obtained result after analysis the data were presented as follow;

## **Conclusion**

From the analysis it was found out that:

- There's a high degree of relationship between (Students') study habits and academic performance.
- Study habits have significant effects on academic performance of students offering accounting courses in University of Benin?
- Reading habits to a large extent significantly influence the academic performance of business education students offering accounting courses in University of Benin
- Business education student's application of various studying techniques/skills influences their academic performance in accounting courses in University of Benin.
- Class Attendance of business education students significantly influence their academic performance in accounting courses in University of Benin.
- Use of quiet study areas such as libraries influence the academic performance of business education students offering accounting courses in University of Benin.

## Suggestions

The following suggestions with reference to aforementioned limitation are:

- It is important that the findings of this research are not generalized to all schools in the country. The sample for this study though fairly large was only from Business Education of the Department of Vocational and Technical Education, University of Benin, Benin city. Further research can be conducted with larger sample size from schools situated in different area throughout the regions of country.
- Other factors may influence the academic performance of business education students such as academic motivation, intelligence, parental social-economic background etc. and should also be considered for future research in different geographical location.
- Future research work in area of intervention strategies need to be developed to enhance academic achievement, self- concept and improve study habits among students.

## Implications

The following implications in area of educational counseling are:

- 1 The difference in study attitude scores of high and low performing students indicates that high performing students have a comparatively better study attitude than low performing students. Therefore, low performing students' study attitude building programs should be designed and implemented.
- 2 Attitudes and achievement go side by side with each other. If the attitude to study is positive, the achievement is greater, which means that the better the attitude, the better the mark and learning. If the attitude to study is negative, the marks and learning are low; so, the development of a positive attitude to study is essential. The high performing students have better attitude about studying than the low performing students. The reasons for the positive attitude to study among high performing students are yet to be explored. The achievement of high and low performing students are vital indicators of their attitudes.
- 3 One point to note is that, considerable research attention to the important role of students' contextual factors in the students' academic achievement and study habits.
- 4 Concerning the academic performance of students that were involved in this study, lecturers, parents and other school administrators should involve students in a lot of extra-curricular study activities.

## Recommendations

On the basis of present study some recommendation for students in the schools are drawn as follow:

- 1 It would be worthwhile for all stake holders in education i.e. parents, teacher and government to encourage students in their respective areas of responsibilities, such as providing study materials, conducive place of study, recognizing excellence, appreciating students hard work as soon as possible among others. These will help to motivate the students positively towards their study and academic achievement.
- 2 Students should be taught study skills so that they can cultivate good and effective study skills.
- 3 As inhabitanace has been found to be a significant factor in academic achievement and developing study habits and self-concept among students, there is need for curriculum developers and lecturers to take the availabilities of different facilities of their respective area into account when developing curriculum and designing instruction.
- 4 Parents should improve the level of control and care of their children, show more interest and concern in the academic work of their wards by way of providing conducive atmosphere for studies, proving materials for studies and helping students in their studies.

6. Study habits are important as they influence the academic performance of students so parents and lecturers must help in improving the study habits of students. Some investigators have sought to determine what study habits are characteristically used by students when left to work by themselves with little or no direction hence, lecturers in school should be facilitators of learning.

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