

## The Effect of Study Habits on English Language Achievement

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### Abstract

This study aimed to identify the study habits used by English as Second Language Level three students in the Community College of Qatar (CCQ). It also aimed to find out if there is any difference between the subjects' achievement in reading, writing and grammar as measured by their accumulative averages in the three mentioned language subjects due to their study habits. For the purpose of the study, the subjects' averages were categorized into three levels: low, moderate, and high, according to the successful achievement criteria used in CCQ. The researcher designed a five-Likert questionnaire that included six dimensions of study habits: where to study, how to study, when to study, concentration and memory, management and procrastination, and test anxiety. The questionnaire was administered to a sample of 50 students which comprised 37% of a total population of Level 3 female students. Frequencies and percentages to describe demographical variables, means and standard deviations, and one Way ANOVA test were used on the obtained data. The descriptive results showed that the following habits were widespread among students: preparing all study stuff (pencils, pens, highlighters, notebook, book, before starting to study); studying the tough subjects when being most alert; underlining or highlighting the most important ideas on the material being studied; arriving at classes on time (not late); starting with the teachers' handouts when studying, expecting the questions of the test paper in advance. The ANOVA test showed that there are significant differences in the level of students' marks due to concentration and memory in favor of the high achievers. The abstract should be in one single paragraph.

**Key words:** college students, exam habits, learning, psychology, study habits, study skills

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## Introduction

Research revealed that there are many factors that influence students' achievement as measured by their averages. These factors can stem from students themselves or associated with external issues as the instructional strategies or school environment (NuthanaandYenagi, 2009; Al-refaai, Abdul Rab, SaifulIslam, 2013; Abo Moghli, 2013; Mushtaq and Khan, 2012; Anwar, 2013). Working on the same issue, Thomas et al. assert that "The act of studying involves a complex interaction of different variables" (cited in Okpala, Comfort, and Richard, 2004). These variables vary from factors that are related to students themselves and others that concern the environment surrounding the students. Ichado (1998) points out that the environment in which the students come from can greatly influence their performance academically in the school. Nonis and Hudson (2010: 230) mention that

the study habits or strategies that students use to learn, such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture are likely to impact their performance. (p.230)

NuthaneandYenage (2009) examine the causes of poor academic performance among university undergraduates. Some of these identified factors are student's intellectual ability, poor study habits, achievement motivation, lack of vocational goals, self-concept, low socio-economic status of the family, poor family structure and so on. The students' families and teachers are important external factors impacting their learning. Teaching strategies, parents' support count a lot in students' success. On the other hand, students' motivation, age, self-confidence, aptitude, intelligence, learning styles, attitudes, level of proficiency, level of anxiety, first and other languages learnt, the learning goals, the learner's self-awareness, personality factors, cultural background, gender, learner's personal background, setting and task, learner's beliefs about language learning and cognitive styles, and their study habits influence students' achievement in a way or another (Ellis 1994; Larsen-Freeman and Long, 1991; Wharton, 2000). One of the previously-mentioned variables that this current study aimed to explore is the effect of ESL students' study habits on their achievement in different language skills. This study was conducted on a sample of students enrolling in Level 3 in the English Language Center in the Community College of Qatar.

## Literature Review

There are different definitions of study habits in educational and psychological previous literature. Business Dictionary.com. (2016) defines study habits as "the behaviors used when preparing for tests or learning academic material." The dictionary gives an example to illustrate this definition: "A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits." Good (1973) defines the term study habits as: "The student's way of study whether systematic, efficient or inefficient etc" (cited in Chaudhry, 2006:37). Chaudhry (2006:37) points out that good study habits are perceived to be the determinants of the academic performance. Similarly, Garcia (2006), and Crede and Kuncel (2008) highlight a positive relationship between study habits and academic success.

Study habits are classified in research into poor and good habits (Anwar, 2013). Using the Survey of Study Habits and Attitudes (SSHA) developed in 1969 by Brown, Holtzman, and Magno (2010:40) studied the effect of four study habits on school students. These habits included:

1. Delay and avoidance: students complete their assignments on time and use their study time wisely
2. Work Methods: effective use of study skills
3. Teacher Approval: students' opinions about teacher classroom behavior and methods.
4. Educational Acceptance: student approval of educational objectives, practices, and requirements

Other researchers list other study habits that may affect students' achievement. Chan, Yum, Rocky, Jegede, and Taplin, (1999) have studied the factors and the study habits that affect low-achievers and high achievers university students. Their research revealed some differences in students' study habits that affect students' achievement, such as the location for studying, the time for studying, the duration they spend in studying, the organizational characteristics, and strategy of studying as thinking aloud or reading silently. Other researchers state many benefits of good study habits. For instance, Apps 1982, Reed 1996, and Rooney and Lipume (1992) (cited in Bajwa, Gujjar, Shaheen, and Ramzan, 2011:176) note that sound and persistent study habits have many advantages: "they reduce test anxiety, enhance student's ability, improve his performance and develop confidence in him." O'Hara (2005) observes that instructors often think of a good student as honest, polite, regularly present in classes and someone who arrives at classes on time, participate in class discussions and asks questions, asks for extra help, does his/her assignments on time and is prepared for tests. In their research, Nonis and Hudson (2010: 231) show that "the relationship between ability and student performance was stronger for students who spent more time studying outside of class than for students who spent less." Researchers distinguish between four concepts: study habit, study attitude, study method, and study skill. To Crede and Kuncel (2008), study skills refer to the study strategies and managing studying time, whereas study habits refer to the routines that the learner does regularly when he studies in an environment that is appropriate to learning. Garcia (2006) argues that "study habits" is a wider term than study skills. Study habits "constitute the overall approach of studying", whereas study skills are the techniques of applying these habits (cited in Alrefaai, Abdul Rab, and Saiful Islam, 2013:14).

Literature also reveals a great difference between good study habits and bad study habits. Researchers classify study habits according to how influential they are to students' academic achievement. On a sample of senior secondary school students, Anwar (2013) investigated correlation between the subjects' study habits and academic achievement of senior secondary school students. The investigator has also compared the influence of good and poor study habits on the academic performance of her subjects. A Study Habit Inventory (SHI) was employed to determine the study habits of the students. The findings revealed positive relationship between academic achievement and study habits and the degree of relationship is high. It was also found that the academic performance of students having good and poor study habits differ significantly and good study habits result in high academic achievement.

Iqbal and Shezadi (2002: 60) conducted a research on “Study habits of female students of the university” and concluded that female students of all the departments lack good study habits as well effective study skills.

In a study to identify the difference between the study habits of students from Formal and Non-Formal systems of education in Pakistan, Bajwa, Gujjar, Shaheen, and Ramzan (2011) selected Five hundred students in The Islamia University of Bahawalpur and 500 students from the Bahawalpur region of the Allama Iqbal Open University to answer a forty item five–Likert questionnaire. The questionnaire was divided into seven clusters i.e. (Time management, Class attendance and participation, General study strategies, Exam preparation, Goal setting and motivation, Textbook reading and Note taking. The analyzed data revealed that students of formal system are significantly better on time management. Students of non-formal system are significantly better on class attendance and participation, on general studying strategies, on general setting and motivation, and on textbook reading. In contrast, students of formal system are significantly better on exam preparation and note taking.

Abid Hussain’s experimental study (2006) examined the effect of guidance services on students’ study attitudes, study habits and academic achievement. The researcher developed a guidance program for secondary school students explore the effectiveness of guidance services on improving students’ study attitudes, study habits and academic achievement. The results of the study indicated that the guidance services have significant effect on all these factors.

Abid Hussain (2006) cited a research study conducted by Russell and Petrie (1992) that aimed to find out the relationship between study habits and student attitude and academic performance (cumulative GPA) of college students. Findings of this study indicated a positive correlation between study attitude, study habit and academic achievement.

Onwuegbuzie (2001) also conducted a series of studies to find out relationship between study habits and academic success. The studies reported positive relationship between study habits and academic success.

In a study in Jordan, AbuMughli (2013) investigated the most important factors that affect the academic achievement of community college students. The researcher designed three questionnaires for students, teachers, and deans. The results revealed many findings, one of which related to students’ ineffective study habits.

Alrefaai, AbdulRab, and Saiful Islam (2013) attempted to describe the general study habits of major EFL students in King Khalid University, Saudi Arabia, and their relationships with students’ GPA, gender and certain social factors. The sample consisted of 440 students (219 male and 221 female students). The participants completed a 33-item questionnaire. The results indicated that the majority of students study in a haphazard, disorganized way and they just cram before exams. Students who attend their classes’ regularly on time and participate in classroom activities were better achievers than their counterparts. Also, there is a highly significant correlation between society and peers encouragement and certain study habits, such as, punctuality and participation, effort, and preparation for exam. This

study was concluded with a number of practical suggestions, the most important of which is the students' need for guidance.

### **Purpose of the study**

In the current study, the researcher aimed to identify the study habits used by Qatari female students enrolling in Level 3 English as a second language foundation program in the Community College of Qatar. It also aimed to investigate the potential correlation between the subjects study habits and their average in three language subjects: reading, writing, and grammar. In the academic year of 2015-2016, the CCQ English Language Center offers four successive levels. Students are placed in a particular level according to their scores in the compass placement test, their scores in TOFEL, or IELTS.

More specifically, the purposes of the study are

1. Describing the study habits that are commonly-used by the female students enrolling in Level 3 in the ESL foundation program in the Community College of Qatar.
2. Comparing the study habits of low, moderate and high achieving students.
3. Suggesting study habits to improve the students' achievements based on the potential study findings.

### **Hypothesis of the Study**

There are statistically significant differences at ( $\alpha = 0.05$ ) between the mean scores of the students' achievement (low, moderate, and high) due to their study habits.

### **Definitions of terms**

Study habits: "Yourdictionary.com" defines study habits as the behaviors used by learners when preparing for tests or learning academic material. The same website states the following example of study habits, "A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits." Good (1998) defines study habits as the way of study whether systematic, efficient, or inefficient.

### **Low, moderate, and high achievers**

According to the standard of the successful achievement in Community College of Qatar, the low achievers are operationally identified as those students whose average in level 3 is 69 and below. Moderate achievers are those whose averages in level 3 are between 70 and 79. High-achievers are those whose averages in level 3 are between 80 and 100.

### **Limitations of the study**

The study was limited to the study habits used by the female students enrolling in the third level in the ESL foundation program in the Community College of Qatar. This means that the results of this study may not be generalized to male students or to other female students in other levels.

### **Statement of the problem**

There is a widespread dissatisfaction among CCQ instructors about the students' accumulative averages in reading, writing, and grammar. There are also instructors' complaints that students procrastinate doing their homework, use mobile for chatting during the class period,

do not take notes during the class, are absentminded, refuse to write on the whiteboard, are reluctant to participate in the class activities, and depend totally on their teachers' handouts. More importantly, a great number of students get stressed and anxious when exams are approaching and many of them refer to cheating as a way to pass the exams. All these factors prompted the researcher who has been a reading instructor in CCQ for four years to probe students' study habits and investigate the relationship between these habits and students' achievement.

### **Significance of the study**

The findings of this study will hopefully be beneficial to students of all levels in general and ESL college learners in particular, ESL instructors, and curriculum designers as well. Based on the results of the study, students would be recommended on the best study habits that will improve their achievement. Instructors would advise or even train their students on the study skills that contribute to their success. Curriculum designers may include some study habits as strategies in the specific outcomes of their planned curriculum and include some in the textbooks or handouts.

### **Study Methodology**

This study is a descriptive study in the sense that a survey has been used to collect data from the sample of the study in order to determine the status of the subjects with respect to the study variables. For this study, the aim was to identify the subjects' study skills that contribute to their success or lead to their failure. To achieve this purpose, the researcher designed a survey instrument and administered it to the research sample.

### ***Study Population and sample***

The study population consisted of all female students enrolling in the morning classes in Level 3 ESL Foundation program in the Community College of Qatar-CCQ, and they were (160) students. The study used primary data collected by the main researcher. The study sample constituted (37%) from the students enrolling in two level three classes of the English Language Center. It was a convenient sample as it was chosen from the two classes the researcher was teaching. These classes included 50 students. The study instrument which was a questionnaire designed by the researcher was administered to the students enrolling in these two classes. The questionnaire was translated into Arabic so that the study subjects can understand the items properly. The questionnaire was administered at the end of the second term of the academic year 2015/2016. The study participants' accumulative averages in the three subjects: writing, reading, and grammar were calculated by the researcher who was a member in the classes' cohort teachers. Then these averages were categorized into three groups: low, moderate, and high according to the successful achievement criteria used in CCQ. The response rate was (83.3%). Table 1 shows the grades of the study sample:

**Table 1. Level of the Grades of the study sample**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid low	33	66.0	66.0	>69
Moderate	9	18.0	18.0	70-79
High	8	16.0	16.0	80-100
Total	50	100.0	100.0	

**Data Collection**

Quantitative approaches use a systematic standardized approach and employ methods such as surveys, and in this study, the researcher relied on collecting data by the study sample responses to a questionnaire.

**The study instrument**

To build the questionnaire, the researcher referred to primary and secondary resources. The researcher utilized different Journal articles through literature review to gather as many factors that influence the study habits of ESL learners. Items of previous questionnaires on study habits were adapted to meet the culture and the specific status of the study subjects. The following questionnaires were the resources that helped the current researcher to design the study instrument:

1. Palsane Sharma Study Habit Inventory (PSSHI) which was designed in eight dimensions of “time management, physical condition, ability to read and note, learning motivation, memory holding, exams, and health.”
2. Virginia Gordon’s University Survey: A Guidebook and Readings for New Students.
3. Study habits questionnaire by Prentice Hall, G. Martin, & J. G. Osborne.
4. Study skills Questionnaire designed at University of Houston.

The questionnaire designed for the current study consisted of two sections”

- Section One: Grades Level (Low, Moderate, and High).
- Section Two: The study habits and it contains 70 items in distributed into six dimensions:
  - Where to study
  - When to study
  - How to study
  - Management and procrastination
  - Concentration and memory
  - Test Anxiety

**Validity of the study instrument**

To test the questionnaire validity, it was submitted to a jury of six reviewers of ESL instructors to verify the sincerity and clarity of its items, to take their opinions, and to re-word some of its items as necessary. Modifications were achieved in response to the jury’s opinions.

**Reliability of the study instrument**

To calculate the stability of the study instrument, the researcher used the equation of internal consistency using test Cronbach's alpha shown in table (2). The test results where the values of Cronbach alpha for all variables of the study and identification of generally higher (60%) which is acceptable in the research and studies, which gives the questionnaire as a whole the reliability coefficient ranged between (0.63-0.76%), as shown in Table 2.

**Table 2. Cronbach's alpha for the study fields**

<i>Variables</i>	<i>Statements</i>	<i>Cronbach Alpha</i>
<b>Where to study</b>	9	0.76
<b>When to study</b>	12	0.68
<b>How to study</b>	14	0.63
<b>Management and procrastination</b>	13	0.76
<b>Concentration and memory</b>	12	0.68
<b>Test Anxiety</b>	10	0.63
<b>All Questions</b>	70	0.77

Source: prepared by the researcher

**Data analysis techniques**

To answer the study questions and a statistical package for Social Sciences (SPSS) was used to analyze the collected data and test the research hypotheses. The following statistical techniques and tests were used in data analysis:

1. Cronbach's Alpha reliability (a) to measure strength of the correlation and coherence between questionnaire items and highlights the stability of consistency with which the instrument is measuring the concept and helps to assess the 'goodness' of the measure.
2. Frequencies and percentages to describe demographical variables.
3. Descriptive Statistical Techniques: these included means and standard deviations. These techniques were used to illustrate respondents to study fields.
4. One Way ANOVA test.

5- The research type scale included five Likert scale as follows:

<b>Never</b>	<b>seldom</b>	<b>Sometimes</b>	<b>often</b>	<b>Always</b>
1	2	3	4	5

Relative importance, assigned due to:

$$\text{Class Interval} = \frac{\text{Maximum Class} - \text{Minimum Class}}{\text{Number of Level}}$$

$$\text{Class Interval} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

- The Low degree from 1.00- 2.33
- The Medium degree from 2.34 – 3.67
- The High degree from 3.68 – 5.00

### Statistical Analysis and Results

#### Descriptive Analysis of the Study Variable

##### (Level of "Where to study")

The researcher used the arithmetic means, standard deviation, item importance and importance level as shown in Table 3.

**Table 3. Arithmetic Mean, SD, Item Importance and Importance Level of where to study descending order.**

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
7	I prepare all my stuff (pencils, pens, highlighters, notebook, book, before I start to study.	4.56	0.70	1	High
1	I make sure that the place where I want to study is properly lighted, heated and ventilated.	4.52	0.74	2	High
8	I prefer sitting in the front desks in class (not at the back).	4.32	0.84	3	High
4	I study in a place free from auditory or visual distractions as television, internet, radio.	4.28	0.78	4	High
6	I keep the desk or tabletop area where I study clear of anything except the material of the subject I am currently studying.	4.12	0.82	5	High
3	I sit on a chair and a desk which I arrange to avoid strain and fatigue	4.10	0.76	6	High
5	I understand more when listening to music.	4.08	0.70	7	High
2	I study while I am lying on the sofa or bed.	3.88	0.77	8	High
9	I prefer not to write on the whiteboard myself	3.84	0.68	9	High
<b>Total</b>		4.19	0.26		High

It is clear from Table 3 that the mean of this dimension (Where to study), ranged between (4.56 – 3.84), where the whole dimension earned a total mean of (4.19), which is a level of High. Item (7) (I prepare all my stuff (pencils, pens, highlighters, notebook, book, before I start to study) earned the highest mean reaching (4.56), with standard deviation (0.70), which is a high level.

Item (9) (I prefer not to write on the whiteboard myself) came in last Place. It earned a mean of (3.84), and a standard deviation (0.68), which is a high level.

##### (Level of When to study)

The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in table 4.

**Table 4. Arithmetic Mean, SD, Item Importance and Importance Level of when to study descending order.**

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
20	I study the tough subjects when I am most alert.	4.40	0.88	1	High
19	I take a break from studying to reward myself not because I feel fatigue	4.00	0.95	2	High
18	I set goals for my studying as: I have to finish unit 1 and 2 before I take a break.	3.80	1.23	3	High
15	I use my "most alert" times for studying (I avoid wasting my best times in the lounge (drinking coffee, on Facebook, etc.)	3.68	1.20	4	High
16	I study for one hour continuously.	3.64	1.37	5	Medium
13	I study at night	3.56	1.01	6	Medium
10	I review my class notes day by day after the teacher explained the material	3.44	1.15	7	Medium
17	I take a break based on some amount of material I finish studying (a number of pages, writing two paragraphs) rather than on a basis of time (studying for 30 minutes or an hour)	3.44	1.26	8	Medium
21	At the start of each week, I carefully plan my study schedule for the week.	2.76	1.04	9	Medium
12	I like to study in the early morning before I go to college.	2.72	1.44	10	Medium
14	I study only at the weekend	2.40	1.09	11	Medium
11	I only study in class or during my breaks at college.	1.88	0.94	12	Low
<b>Total</b>		3.31	0.39		<b>Medium</b>

It is clear from table 4 that the mean of this dimension (when to study), ranged between (4.40-1.88), where the whole dimension earned a total mean of (3.31), which is a medium level relatively. Item (20) (I study the tough subjects when I am most alert) earned the highest mean reaching (4.40), with standard deviation (0.88), which is a high level.

Item (11) (I only study in class or during my breaks at college) came in last place. It earned a mean of (1.88), and a standard deviation (0.94), which is a low level.

#### **(Level of "How to study")**

The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in table 5.

**Table 5. Arithmetic Mean, SD, Item Importance and Importance Level of how to study**

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
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25	I underline or highlight the most important ideas on the material I am studying.	4.48	0.89	1	High
34	I learn more when the teacher use visual aids as videos, power point, colored board markers, realia, etc.	4.44	0.84	2	High
24	I use my pen or pencil to write notes or draw graphic organizers at tree maps on the margins of the page.	4.10	1.02	3	High
32	I do my studying alone not in conjunction with a friend.	3.94	1.20	4	High
28	I try to expect the questions that the teacher would ask in the exam while I am studying for the exam.	3.70	0.89	5	High
31	I participate in class and ask questions when I do not understand something.	3.56	1.11	6	Medium
33	I learn more when the teacher engaged us in group work or games.	3.54	1.20	7	Medium
27	I take rough and quick notes in the class and write them more neatly and more fully later.	3.50	1.11	8	Medium
23	I like to eat snacks while I am studying.	3.42	1.34	9	Medium
26	I make questions on what I am studying.	3.24	1.06	10	Medium
22	When I am working a project or homework, I break it down into steps and smaller tasks, each of which requires no more than an hour or two.	3.18	1.14	11	Medium
35	I like to study with a friend, so I discuss with her the new lessons while we are in the cafeteria.	2.80	1.12	12	Medium
29	At the beginning of the term, I prepare a schedule when to study every course.	2.70	1.27	13	Medium
30	I prepare in advance the next lesson that the teacher will explain.	2.36	1.14	14	Medium
<b>Total</b>		3.50	0.39		<b>Medium</b>

It is clear from table 5 that the mean of this dimension (How to Study), ranged between (4.48 – 2.36), where the whole dimension earned a total mean of (3.50), which is a medium. Item (25) (I underline or highlight the most important ideas on the material I am studying) earned the highest mean reaching (4.48), with standard deviation (0.89), which is a high level.

Item (30) (I prepare in advance the next lesson that the teacher will explain) came in last Place. It earned a mean of (2.36), and a standard deviation (1.14), which is a medium level.

**(Management and Procrastination)**

The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in table 6.

**Table 6. Arithmetic Mean, SD, Item Importance and Importance Level of Management and Procrastination descending order.**

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
36	I arrive at classes on time (not late)	4.00	1.26	1	High
38	I devote sufficient time to each of my courses.	3.82	1.10	2	High
43	I submit my assignments and homework on time with no delay.	3.82	1.34	3	High
37	I attend all classes (not absent)	3.70	0.93	4	High
48	I take initiative in group activities.	3.56	1.30	5	Medium
46	If I miss a lecture, I ask my teacher for re-explanation or ask my friend to lend me her notes or to explain to me	3.24	1.38	6	Medium
47	I work consistently throughout the course before the exams get too near, I will then be able to take revision steadily.	3.22	1.22	7	Medium
39	I prepare a "to do list" daily and prepare a daily schedule for my study.	3.06	1.19	8	Medium
44	I do more work on the subjects I like the most and less work on the subject I like the least.	3.06	1.19	9	Medium
41	I start doing my major course assignments days before the submission deadline.	2.88	1.35	10	Medium
45	For the exams, I study from my book and handouts rather than from my own notes I wrote during classes.	2.76	1.38	11	Medium
40	I only study a day before the exam.	2.56	1.37	12	Medium
42	I start doing my assignments and projects a only day before the deadline.	2.54	1.37	13	Medium
<b>Total</b>		3.25	0.38		Medium

It is clear from Table 6 that the mean of this dimension (*Trainer*), ranged between (4.00 – 2.54), where the whole dimension earned a total mean of (3.25), which is a level of Medium. Item (36) (I arrive at classes on time (not late) earned the highest mean reaching (4.00), with standard deviation (1.26), which is a high level.

Item (42) (I start doing my assignments and projects only a day before the deadline) came in last Place. It earned a mean of (2.54), and a standard deviation (1.37), which is a moderate level.

*(Concentration and memory)*

The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in table 7.

**Table 7. Arithmetic Mean, SD, Item Importance and Importance Level of Concentration and memory descending order.**

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
55	I find the teachers' handouts useful for revision.	3.92	1.37	1	High
60	I am confident of my level of concentration in class.	3.66	1.21	2	Medium
58	I recite the material aloud many times to memorize it.	3.42	1.39	3	Medium
52	I like to review my notes ten or five minutes before the exam.	3.36	1.47	4	Medium
56	If I like my teacher, it is easier to learn from her/him if her / his actual teaching is not all that good.	3.30	1.59	5	Medium
57	Quick sessions with friends are a good way of revising	3.20	1.39	6	Medium
59	While studying, I keep track and never have daydreaming or be absentminded.	2.98	1.25	7	Medium
51	During an evening's work I prefer to stick to one subject rather than to change about and do two or three subjects.	2.78	1.17	8	Medium
53	I like to draw the teacher's attention to me just by speaking and asking even if the questions are silly.	2.62	1.40	9	Medium
49	I have short attention span so I got absent – minded in class very quickly	2.54	1.15	10	Medium
50	When I study, I only read the main points but not the details.	2.42	1.18	11	Medium
54	In group work, I keep silent and do not share my ideas.	2.20	1.44	12	Low
<b>Total</b>		3.03	0.43		<b>Medium</b>

It is clear from table 7 that the mean of this dimension (*Concentration and Memory*), ranged between (3.92 – 2.20), where the whole dimension earned a total mean of (3.03), which is a medium level. Item (55) (I find the teachers' handouts useful for revision) earned the highest mean reaching (3.92), with standard deviation (1.37), which is a high.

Item (54) (In group work, I keep silent and do not share my ideas) came in last Place. It earned a mean of (2.20), and a standard deviation (1.44), which is a low level.

Item (55) (I find the teachers' handouts useful for revision) earned the highest mean reaching (3.92), with standard deviation (1.37), which is a high level.

**(Test Anxiety)**

The researcher used the arithmetic mean, standard deviation, item importance and importance level as shown in table 8.

**Table 8. Arithmetic Mean, SD, Item Importance and Importance Level of Test Anxiety descending order.**

No	Statements	Mean	Std. Deviation	Item Importance	Importance Level
63	When studying, I expect and imagine the questions in the test paper in advance.	3.60	1.12	1	Medium
61	I ask the teacher about the material that the exam will cover	3.56	1.23	2	Medium
67	I take time to understand the exam questions and instructions before starting to answer.	3.56	1.28	3	Medium
70	I start answering the easy questions then the difficult questions	3.54	1.28	4	Medium
66	I have anxiety when the exam date is approaching.	3.46	1.40	5	Medium
62	I ask the teacher how the exam is to be graded.	3.44	1.09	6	Medium
65	I usually get a good night's sleep and rest prior to a scheduled exam.	2.64	1.22	7	Medium
64	I study the exam only a day before the exam	2.40	1.32	8	Medium
68	During the exam, I ask to go to the bathroom many times.	2.14	1.25	9	Low
69	I find cheating in anyway a good way to pass my exams.	2.14	1.46	9	Low
<b>Total</b>		3.05	0.43		<b>Medium</b>

It is clear from table (8) that the mean of this dimension (Test Anxiety), ranged between (3.60 – 2.14), where the whole dimension earned a total mean of (3.05), which is a medium level. Item (63) (When studying, I expect and imagine the questions in the test paper in advance) earned the highest mean reaching (3.60), with standard deviation (1.12), which is a medium level.

Item (69) (I find cheating in anyway a good way to pass my exams) came in last Place. It earned a mean of (2.14), and a standard deviation (1.46), which is a low level. This explains that the test anxiety was in the medium level among the students in CCQ.

**Hypothesis Test:**

The current study hypothesis is:

“There are statistically significant differences at ( $\alpha = 0.05$ ) between the mean scores of the students’ achievement (Low, moderate, and high) due to their study habits.” To test this hypothesis the researcher used Means and Standard Deviation and the One Way ANOVA test to ensure the statistical significant differences in students' marks based on factors as shown in tables 9 and 10.

**Table 9. The means and standard deviations of students of all levels**

		N	Mean	Std. Deviation
When to study	low	8	3.24	0.44
	Moderate	9	3.29	0.40
	High	33	3.33	0.38
	Total	50	3.31	0.39
How to study	low	8	3.71	0.45
	Moderate	9	3.40	0.31
	High	33	3.47	0.39
	Total	50	3.50	0.39
Management And procrastination	low	8	3.29	0.45
	Moderate	9	3.25	0.43
	High	33	3.24	0.35
	Total	50	3.25	0.38
Concentration and memory	low	8	3.43	0.30
	Moderate	9	2.97	0.38
	High	33	2.95	0.43
	Total	50	3.03	0.43
Test anxiety	low	8	3.30	0.80
	Moderate	9	3.02	0.28
	High	33	2.99	0.33
	Total	50	3.05	0.43
Where to study	low	8	4.22	0.31
	Moderate	9	4.15	0.24
	High	33	4.19	0.26
	Total	50	4.19	0.26

**Table 10. One Way ANOVA test to identify the variety in the study based on factors affecting the students' marks**

	Sum of Squares	df	Mean Square	F	Sig.
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When to study	Between Groups	.062	2	.031	.199	.820
	Within Groups	7.355	47	.156		
	Total	7.417	49			
How to study	Between Groups	.455	2	.228	1.538	.225
	Within Groups	6.953	47	.148		
	Total	7.408	49			
Management and procrastination	Between Groups	.017	2	.008	.056	.945
	Within Groups	6.910	47	.147		
	Total	6.927	49			
Concentration and memory	Between Groups	1.479	2	.739	4.504	.016
	Within Groups	7.716	47	.164		
	Total	9.194	49			
test_anxiety	Between Groups	.610	2	.305	1.665	.200
	Within Groups	8.614	47	.183		
	Total	9.225	49			
Where to study	Between Groups	.024	2	.012	.174	.841
	Within Groups	3.266	47	.069		
	Total	3.290	49			

Table 10 shows that there is a significant difference in the level of students' marks due to Concentration and memory where the (F) value was (4.504) and this value was significant at the level of (0.05), and there is no significant difference in the level of students' marks due to other factors (where to study, When To study, How to study, Management and procrastination, Test Anxiety), where the (F) Value was (0.199, 1.538, 0.056, 1.665, 0.174) respectively and it's not significant at level (0.05).

**Table 11. Scheffe Test for multiple Comparison**

(I) average1	(J) average1	Mean Difference (I-J)	Std. Error	Sig.
low	Moderate	-.01768-	.15236	.993
	High	-.47254*	.15967	.018

Moderate	low	.01768	.15236	.993
	High	-.45486-	.19688	.080
High	low	.47254*	.15967	.018
	Moderate	.45486	.19688	.080
*. The mean difference is significant at the 0.05 level.				

It is clear from table11 that the differences were in favor of the high level group of students. this explain that the standard of interacting with studying based on concentration and memory affect students' marks specially in the high level.

### Findings and discussion

The current study revealed the following main findings: Students enrolling in English as a Foreign Language Foundation Program in the Community College of Qatar preferred to prepare all their stuff: pencils, pens, highlighters, notebook, book, before they start to study. However, they did not prefer to write on the whiteboard. They study the tough subjects when theyare most alert, whereas they stated that they did not like to study in class or during their breaks at college.

Concerning the way they used to study, almost all study subjects pointed out that they underline or highlight the most important ideas on the material they are studying. In contrast, they denied the importance of preparing in advance the next lesson that the teacher will explain. Jones (2006) stated that selective underlining is an important study skill and habit that students should be trained to use. Jones added that this strategy teaches students to highlight/underline only the key words, phrases, vocabulary, and ideas that are central to understanding the reading. As for management and procrastination, a great number of the study subjects stressed the fact that they believe in the benefit of arrivingto classes on time (not late). Unexpectedly, they admitted that they start doing their assignments and projects only a day before the deadline.Several studies have found a moderate to strong negative correlation between academic procrastination and academic performance (Van Eerde, 2003).The results of the current study are consistent with what many school principals pinpointed. Those in Ridgefield District School (2013) noticed that arriving to class on time dramatically improves student learning.As for procrastination, Real (2011) cited in Alrefaai, Abdul Rab, and Saiful Islam(2013) stated that procrastination and cramming the night before the exam will put the brain at a risk. Students need to reduce their mental stressfor their memories to be encoded in their neurons. Concerning the students' concentration and memory, a majority of the study subjects emphasized that they find the teachers' handouts useful for revision. This result is consistent with the result of a study conducted in medical education by Wongkietkachorn, Prakoonsuksapan, and Wangsaturaka(2014) who stressed that stopping to give students handouts will make studying harder for them.

Test anxiety may have a deleterious impact on test performance, academic success and overall well-being (Bonaccio and Reeve, 2010). Thus,the questionnaire used in the current study highlighted some items relating to the impact of test anxietyon students' study habits. A large number of the study subjects stressed the importance of expecting and imagining the questions in the test paper in advance.This finding is compatible with what the exam experts at York

University considered as important tips for students' success. They emphasized that practicing previous exam questions help students to expect the types of questions and the important points they will be asked about.

To the researcher's amazement, study subjects are not in favor of cheating. This came as a contrary to the generalized belief among CCQ instructors that cheating is a critical issue that needs radical solution. Firananda (2012) admitted that cheating should not be done by students as it harms themselves and others.

Concerning the interaction between students' study habits and their GBA, the results show that concentration and memory correlate with students' marks specially those of the high level of achievement. This means that students who concentrate in the classroom and are always alert achieve better than other students. There are numerous opportunities for unwanted distractions to impede academic goal attainment. Academic success requires continuous striving in the face of distractions (e.g., paying attention in class, completing homework assignments, studying, concentrating during a test) (Parks-Stamm, Gollwitzer and Oettingen, 2010).

Unexpectedly, the results of this study revealed that there is no significant correlation between the study habits relating to *where to study, when to study, how to study, management and procrastination, test anxiety* and the students' achievement. This is incompatible with the results of the study conducted by Chan, Yum, Rocky, Jegede, and Taplin, (1999) who investigated the study habits that affect low-achievers and high achievers university students. Their research revealed some differences in students' study habits that affect students' achievement, such as the location for studying, the time for studying, the duration they spend in studying, the organizational characteristics, and strategy of studying as thinking aloud or reading silently. In the current study showed a significant correlation between procrastination and management and students' achievement in grammar, writing and reading. High achievers usually do their home assignments on time, whereas their peers of low achievers always delay and postpone studying to the last minute.

## Conclusion

The findings of the current research highlight certain implications to students and teachers that will likely help in the teaching-learning process. Based on the present study, it is advisable that teachers should encourage students to plan and prepare in advance for their study. Teachers also need to reinforce some habits that help students learn better such as underlining or highlighting the important details while they are studying. In addition, teachers can create activities to help students be alert in class as this research proves that this alertness is an important factor in students' high achievement. Students can also be trained on certain habits and strategies as note-taking, expecting exam questions, and group work. On the other hand, students who used to procrastinate and postpone doing their homework or studying for the exam to the day before the exam should constantly be warned against this habit as it leads to low achievement. Teachers need to utilize different strategies to make their students more enthusiastic to learn. Implicit instructions and explanations on the best study habits will definitely be beneficial to students. Brochures and announcement boards will contribute to drawing students' attention to specific effective study habits (Abid Hussein, 2006).

In conclusion, the findings of this study will be beneficial to the study subjects in particular and to all college students in general.

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