

Study Habits of Business Students Towards Achieving Academic Performance

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Abstract

The purpose of this research is to determine the study habits of business students along time management, study environment, and use of resources. The respondents are the students in the Faculty of Business and Management Studies in Gulf College. The study reveals that students frequently study at home, prepare their assignments, prioritize their college works, study before the examination day, spend more time in studying, and do advance readings. They frequently have a clean, quiet and comfortable place of study, their supplies are within reach, and they prefer to study alone. Furthermore, they frequently attend review classes, use the internet, and go to the library for studying, reading and borrowing books and other resources. They also frequently watch videotapes, movies and other videos to get information related to their subjects.

Keywords: Study habit, time management, study environment, study resources

1. Introduction

Education is considered as one of the most important thing in life that makes an individual to become a better person making him achieve his goals. It is a form of learning in which the knowledge, skills, and habits of people are transferred from one generation to the next through teaching, training or other means of learning (Card, 1999). Any experience that has an educational effect on the way one thinks, feels, or acts is considered as education which is absolutely beneficial for the whole society as it eradicates illiteracy and could provide individuals a better living. Thus, the Oman government supports all Omanis in their educational ladder as the government believes that education is very important in every Omanis' life. However, education is a lifelong process that needs to be reinforced throughout life in many ways of acquiring education like the involvement of teachers who play a very huge and important role in the development of skills, enhancement of knowledge and molding of attitudes of students towards a brighter future. Nonetheless, the study habits of students affect their education and this is reflected in their academic performance.

Considering English as a second language, many colleges and universities in Oman use English as the medium of instruction which affects the study habits of students because almost all the students completed their primary education in Arabic, thus they struggle to study to attain high GPA. The study habits may play a pivotal role in the learning process of the students that is reflected in their academic performance. Study habits are positively related to learning process that results in better achievement (Riaz et al., 2002). Thus, the researchers are prompted to conduct this research to determine the study habits of business students along time management, study environment, and use of resources in order to have a clear understanding of the study habits of students that would help in future plan formulations for a better study habits towards improved academic performance.

2. Statement of the Problem

The aim of this study is to find out the study habits of Gulf College business students, specifically determining the answers to the following research questions:

1. What is the profile of business students in Gulf College in terms of:
 - a. Age
 - b. Gender
 - c. Marital Status
 - d. Employment
2. What are the study habits of business students in Gulf College along:
 - a. Time Management
 - b. Study Environment
 - c. Use of Resources

3. Theoretical Framework

Good study habits make life meaningful and challenging for students as they are motivated to attain a successful future. They can get high grades and they can be encouraged to continue and finished their studies up to the highest education they could attain. Study habits are the routine of studying in a conducive environment (Crede & Kuncel, 2008). It includes being organized, keeping good notes, reading textbooks, listening in class, and working every day (Benedicto, 2013). Indeed, establishing a proper and efficient study habit will make one's college life more meaningful and challenging. In addition, study habit is a pre-requisite in attaining a successful education leading to prosperous life in the near future. It helps the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). But, if the students do not have good study habits, this could be a reason for them to get low grades, fail or may drop the subjects. This is one of the prevalent problems of colleges as the students cannot gain full education with poor study habits which may have been formed during their school years.

Kim (2013) conducted a study on the study habits of Korean International Students in learning English along time management, study environment, test taking and preparation skill, and the use of resources. He used the following variables: (1) having too many other things to do that cause to get behind in the school work, (2) get very little done for the amount of time spent in studying, (3) try to do my assignments at school to reduce homework, (4) study an hour or more each day outside of school, and (5) plan work at the beginning of a study period to make best use of time. Further, the variables for study environment are: (1) place of study at home is neat and all supplies are within reach, (2) have radio, record player, and television when studying, (3) prefer to study alone rather than with others, (4) the area of study is free of noise and distractions and is comfortable, and (5) can study in the area for at least half hour without getting up, walking about, taking snack or TV or phone breaks. Lastly, the variables he used for the use of resources are: (1) go to the library at least once a week for studying and reading and use books and other printed materials to study, (2) use the internet of online research engine, such as Yahoo and Google to find out information, (3) watch videotapes, movies and short files to help me practice listening to and speaking the English language, (4) use people-resources available when needed in asking questions and help, and attend review sessions when offered. These variables are useful in the present study to determine the study habits of Gulf College Students.

4. Analytical Framework

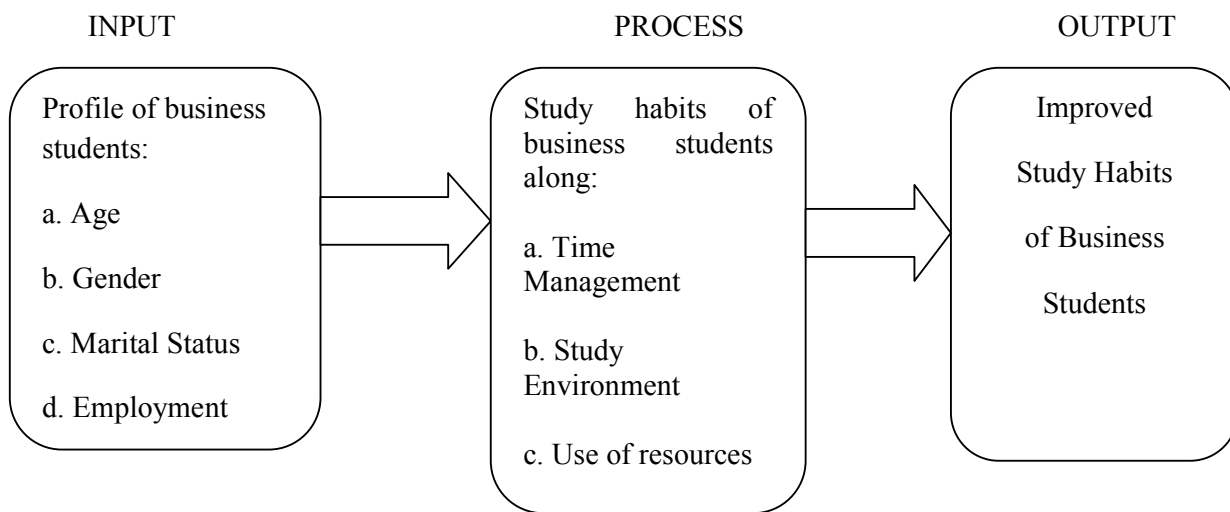


Figure 1: Paradigm of the Study

5. Importance of the Study

This study is beneficial to the following:

College Administration. The results of the study serve as a basis for determining the needs of students that affects their study habits. They would be able to plan for remedies to encourage students to improve their study habits. It would also form the basis for future intervention programs of the College to improve students' study habits.

Students. It would help students determine their favorable and unfavorable study habits that affect their academic performance. It may serve as a motivating factor for them to gain better academic performance by improving their study habits.

Lecturers. It would enable them to determine the study habits of their students and to give the proper activities based on their study habits for the improvement of their academic performance.

Researchers. It would serve as a related study for a more extensive or intensive study about study habits of college students in other colleges and universities in the Sultanate of Oman.

6. Related Literature and Studies

6.1. Study Habits Along Time Management

Time management is a challenge for students to gain academic success during their college years. They need to have sufficient time for their study period in which they need to have proper study habits. Nevertheless, the study habits of part-time students are different for full-time students as they have to struggle in managing their time spent for their education, family, work, leisure, and other obligations in life. Venturina (2014) explained that study habit is the regular tendency and practice that one depicts during the process of gaining information through learning. This is affected by personal, work and school activities as well as family-life balance in which whatever is going on in a student's personal life will inevitably affect what is going on in school. The students need time to be in class and should have the appropriate time to study. There must also be time for family, friends, social activities, and time to be alone. Nonetheless, Marpa (2008) found out that being many in the family is not a hindrance in establishing a good study habits as it is just a matter of self-discipline. The math major students do not manage their time well except for the third and fourth year students in which they managed their time well. There also exist correlations between time management and study habits as well as academic achievement.

Yadav, Ansari & Savant (1999) noted that study habit play a substantial role on student achievement considering that students can devote their time and pay attention in acquiring information and knowledge which improves their academic performance. Study habits improve the academic achievement of students by taking effective notes and managing time effectively (Rana & Kausar, 2011). Conversely, Hassanbeigi et al. (2011) also emphasized that time management plays an importance in academic achievement of students. It helps in any career the students may have beyond university. The students can organize the study environment and use specific methods effectively, such as efficient reading, listening lectures, note-taking, efficient writing and doing homework (Demir, Kilinc & Dogan, 2012). There is a significant increase in performance of students if there is an increase in study quantity by an hour (Stinebrickner & Stinebrickner, 2008). Thus, it is worth noting that time management is a significant predictor of students' performance. Students need to manage their time because time influences their academic achievement.

On the other hand, Kim (2013) disclosed that the total amount of time that students report studying is a predictor of success in which the students receive better grades if they spend more time in studying. They make proper preparation before they go on their task to avoid waste of time and to improve their studies. This is based on his findings that Korean students regularly devote their time on their academic tasks particularly that the Korean students lack understanding on the majority of the tasks because these are written in English. The students need ample time to comprehend and apply what they read. Student's competence in English affects study habits because if students have strong communication skills and have strong grip on English, their academic performance is increased as the students are open and use different ways of learning (Harb & El-Shaarawi, 2006). The Gulf College students are affected with English as a communication skill in class such that they have to translate some terms in their handbook in Arabic. In this way, they can understand better the lessons but would affect their time management. The Gulf college students plan their time to have group study with their friends and colleagues in preparation for their exams and to make their group presentations and group assignments. The working students have to check the time table of their assessment period so they can inform their company about their leave for them to be prepared

during the assessment period. Also, they re-schedule any seminars, conferences and business travel that fall during the assessment period. Nevertheless, there are still few students who cannot be able to manage their time especially with health problems, job transfer and job assignments, work demands, and other reasons.

6.2. Study Habits Along Study Environment

Study environment is one of the factors to be considered in good study habits of students that determines performance of students. Kim (2013) stated that study environment includes conducive and comfortable place for the students to study without noise or distractions, and studying resources are within the reach of the students. He emphasized that “students learn better if they are in good atmosphere that is neat; with readily available materials, free of noise and distractions so they could focus and think for academic concerns whether at home or at school”. The Gulf College students have a favorable study environment considering the room space and the completeness of facilities. Noise and distractions are free that helps students concentrates in their learning process. The learning environment is neat as the cleaners do the cleaning every end of the class before the next class begins.

Many researchers have conducted studies on the factors that affect the study habits of school students. Benedicto (2013) concluded that learning environment affects study habits such that the classroom environment should be conducive and comfortable place to learn. Students should have good study environment, good desk and chair, comfortable room temperature, good light, quite atmosphere without internal or external distractions (Pogue, 2000).

Studying is more effective if students study in proper environments that allow them full concentration (Zimmerman, 2000). Some students depending on their learning style may walk over to the library to study alone or may study with friends in an environment that has many distracters. Students prefer to be independent and could do their school accountabilities if they do it on their own (Kim, 2013). Students who study alone in an environment are unlikely to have distracters and tended to perform better in their performance.

Meanwhile, Pool et al. (2003) disclosed that those students who do their homework with TV background significantly performed more poorly and slowly than those students who do their homework with music and radio. However, Borzekowski & Robinson (2005) found out that presence of home computers for the student to use was positively associated with scores and better performance. But less time in reading and doing assignment is associated with greater television access and use. Thus, those students who have bedroom television set have worst test performance and negatively associated with the test scores of students. Further, those who spent more time playing video games attained lower performance than those who played video game infrequently.

6.3. Study Habits Along Use of Resources

Study habits shape the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas leading to higher academic achievement of students (Palani, 2012). The study habits of students is affected by the availability and use of resources such as notes taken by students, text, internet, journals, magazines, video tapes, maps, books, encyclopedias, globes, drawing sets, library resources, and many others (Kim, 2013). With the advances in technology, students can be able to access online books, published researches, videos, audios and other information that is easily accessed by the students at any time with the use of their home computers and mobiles or tablets. Moreover, Boado (2012) revealed that adequate physical facilities and accessible library services help the students in their learning thus positively affect the study habits of students.

Moreover, the study habits of students are influenced by the ability of learning and technology devices (Poscia et al, 2015). A study conducted by Belardi (2013) revealed that mobile devices and online activities can help students in studying. They can save time when using these tools. But these can also have a bad influence as revealed by 40% of the students that were interviewed.

Similarly, other authors have stressed the benefits of using mobile devices for studying. Mobile devices could lead to an improved access to education (Kahari, 2013), improved students literacy and numeracy skills (Neal & Hooft, 2006), allows independent and collaborative learning experience (Attewell, 2005), and lead to a personalized learning process (Poscia et al, 2015). In addition, mobile phones support lifelong learning in several settings (Brown, 2005) which balance the risks obtained with the use of mobile devices. Other tools like personal computer with internet connection and TV could cause a sense of addiction if prolonged or incorrectly used which affect the study habits of students (Gemmill & Peterson, 2006). College students can experience depression and inactivity with these tools if not used properly.

On the other hand, Poscia et al (2015) concluded that around 50% of the students study alone, study in group, use books and paper documents as well as digital technologies. They spend time using computer and surfing on internet, watch TV, and social networks. They also revealed that 99.7% of the students have one mobile phones and 68.7% use i-phones, ipads and smart-phones. Studying in group is supported by Cavallo, et al. (2010). They disclosed that peer interaction strengthens cultural behavior and personal identity if studying with friends.

7. Research Methodology

7.1. Research Design

The study is a descriptive survey type of research to determine the profile of student-respondents and the study habits of business students in Gulf College along time management, study environment, and use of resources.

7.2. Population of the Study

The respondents of the study were based on the total population of students who were registered in the Business Program such as Business Management, Accounting, Finance, Economics, Tourism and Marketing Management during the 1st semester SY 2015-2016 in Gulf College, Muscat, Sultanate of Oman. There are 366 students who answered the questionnaire.

7.3. Data Gathering Tools and Procedures

The questionnaire is the primary gathering tool in gathering the data from student-respondents. Part I comprises the profiles of respondents. Part B comprises the study habits of students along time management, study environment, and use of resources. The variables used are based from the variables used by Kim (2013) in his study on the Study Habits of Korean International School Students. However, some modifications were made to be more applicable or suitable to the students.

The researchers floated the questionnaires to the students in the class from level 4 to level 6. This is done just after the class lecture with the permission from the module tutors. The researchers assisted the students in answering the questionnaires. Explanation in Arabic was also made for the students to clearly understand the variables. All the questionnaires distributed were retrieved from the students.

7.4. Treatment of Data

The descriptive statistics used in treating the study habits along time management, study environment, and use of resources were frequency, percentage, and mean.

$$\mu = \frac{\sum fx}{N}$$

where: μ = weighted mean

\sum = summation

f = number of responses under each scale

x = the weight assigned to each scale

N = number of respondents

The means were described with the use of the following four-point Likert scale:

Rating Scale	Mean	Description
4	3.50 – 4.00	Always
3	2.50 – 3.49	Frequently
2	1.50 - 2.49	Sometimes
1	1.00 – 1.49	Never

8. Presentation, Analysis and Interpretation of Data

8.1. Profile of Students

Table 1

Profile of Students in Terms of Age

Age Range	Frequency	Percentage (5)
Below 21	0	0
21-30	249	68.03
31-40	105	28.69
41-50	12	3.28
Above 51	0	0
Total	366	100

Based on the table above, the majority of the respondents are at the age between 21 to 30 (68.03%) and 31 to 40 (28.69%). This means that most of the students who are studying are between 21 to 40 years old. Only 3.28% student- respondents are between 41-50 years old. Nonetheless, there are no students below 21 and above 51 years old. This means that the student-respondents are already in the matured age that contributes to their good study habits. They are more responsible in their studies. They know and understand the value of education which affects their study habits.

Table 2

Profile of Students in Terms of Gender

Gender	Frequency	Percentage
Female	102	27.87
Male	264	72.13
Total	366	100

It is shown on the table that majority of the students are male (72.13%) while only 27.87% are female. This means that it is in the culture that the men are the bread winner of the family. Thus, they need education and study hard to attain their goals in life for their family which affects their study habits.

Table 3
Profile of Students in Terms of Marital Status

Marital Status	Frequency	Percentage (%)
Single	147	40.16
Married	213	58.20
Divorced	6	1.64
Widowed	0	0
Total	366	100

Table 3 shows that majority of the student-respondents are married (58.20%) followed by single (40.16%) and divorced (1.94%). None of the student-respondents are widowed. This implies that family responsibilities have no negative influence on the study habits of students as also shown in table 5 regarding study habits on time management and in table 6 regarding study habits on study environment. Married students with family responsibilities do not necessary mean that their study habits are affected negatively. Having more family responsibilities may improve their study habits and tend to be more engaged in acquiring knowledge so they are more serious in their studies. This enables them to complete their course on time. For those students who are not married, they have all the time to study not only in school but also at home because they do not have much family responsibility. Being many in the family is not a hindrance in establishing a good study habits as it is just a matter of self-discipline (Marpa, 2008).

Table 4
Profile of Students in Terms of Employment Status

Employment Status	Frequency	Percentage
Not Working	21	5.74
Managing Personal Business	21	5.74
Working in Ministries	189	51.63
Working in Private Companies	135	36.89
Total	366	100

The table shows that majority of the students are working. Majority of them are working in the different Ministries in Oman (51.63%) and in private companies in Oman (36.89%). This indicates that students who have jobs have the experience of managing their time for their studies. They can be able to manage their study habits in terms of the use of resources. They have the practice of studying in an environment that improves their study habits. On the other hand, there are students who are managing their personal businesses (5.74%). This is a good indication that these students want to study because they want to improve their knowledge and skills in managing their businesses. The student-respondents know how to manage or balance their work with their studies. However, Ventura (2014) posited that study habit is affected by personal, work and school activities as well as family life-balance. But this may not always be the case based on the findings of this study.

On the other hand, there are 5.74% students who are not working. They are full time students and they come to class in the morning. Some of them are sponsored by different ministries and private

companies in the Sultanate of Oman in which they have to improve their study habits. The students need time to be in class and should have the appropriate time to study (Venturina, 2014).

8.2. Study Habits along Time Management

Table 5
Study Habits Along Time Management

Study Habits Along Time Management	Mean	DE
1. I prioritize my college works than other things/works	2.89	Frequently
2. I spend more time in studying	2.56	Frequently
3. I do assignments and study in the college	2.32	Sometimes
4. I do assignments and study at home	3.00	Frequently
5. I do assignments and study when I am at work	1.98	Sometimes
6. I do advance reading during vacant time	2.51	Frequently
7. I study before the examination day	2.76	Frequently
8. I prepare assignments before the final submission time	2.97	Frequently
Average Mean	2.62	Frequently

Table 5 shows the average mean of 2.62 on the study habits of students along time management.

The students frequently do their assignments and study at home (3.00) and prepare their assignment before the final submission time (2.97). Their study habits help them improve their grades. Study habits improve the academic achievement of students by taking effective notes and managing time effectively.

They also frequently prioritize their college works than other things (2.89). The working students rush to the college after their work to attend their classes. Even if they are late, they still enter their classes. Some even ask permission in their company to have flexible time so they could not miss any lectures or class activities. They want to gain knowledge for better work competitiveness and also for better positions in the future. Some want to attain high GPA so they could pursue higher studies after their graduation. Time management plays an importance in academic achievement of students as it help in any career the students may have beyond university (Hassanbeigi et al, 2011).

It can also be deduced from the table that students study before the examination day (2.76), spend more time in studying (2.56), and do advance reading during vacant time (2.51). This is a good indication for a good study habits for them to obtain higher GPA and to finish their course as scheduled. If students can devote their time and pay attention in acquiring information and knowledge, their academic performance improve (Yadav, Ansari & Savant, 1999). Students receive better grades if they spend more time in studying (Kim, 2013). Students study ahead of time considering that English is not their national language. They also translate the English terms in Arabic so they could better understand the sentences. Student's competence in English makes students open to different ways of learning (Harb & El-Shaarawi, 2006).

Further, the students sometimes do assignments and study in the college (2.32) as well as do their assignments and study when they are at work (1.98). The students do not only study at home but students do some internet surfing in their offices especially if it is nearly oral and written examination or when making their assignments. Students increase their performance by increasing the study quantity by an hour (Stinebrickner & Stinebrickner, 2008) which is an indication of good students' study habits.

8.3. Study Habits along Study Environment

Table 6

Study Habits Along Study Environment

Study Habits along Study Environment	Mean	DE
1. My place of study is clean and my supplies are within reach	3.28	Frequently
2. My place of study is quiet and comfortable	3.13	Frequently
3. I study with radio, record player or TV	2.05	Sometimes
4. I prefer to study alone	2.80	Frequently
5. I study continuously without standing, walking, taking snacks, TV and phone calls/messages.	2.42	Sometimes
Weighted Mean	2.74	Frequently

On the study habits along study environment, the students study frequently with the weighted mean of 2.74.

Table 6 shows that students frequently have a clean place of study and their supplies are within reach (3.28), their place of study is quiet and comfortable (3.13). This means that students can study very well if they have favorable study area without noise distractions. Learning environment should be conducive and comfortable place to learn (Benedicto, 2013), good study environment, good desk and chair, comfortable room temperature, good light, and quite atmosphere (Pogue, 2000).

It can also be gleaned on the table that students prefer to study alone (2.80). Business students study on their own most of the time. They also prefer to make the group presentation assessment alone as they are being affected by other students within the group. They prefer to be independent and could do their school accountabilities if they do it on their own (Kim, 2013). However, students make group review in the college or even outside the college especially for modules that require computation like accounting, research and risk management. It is also part of their culture that they help one another. Peer interaction strengthens cultural behavior and personal identity with friends (Cavallo et al, 2010).

But nevertheless, the students sometimes study with radio, record player or TV (2.05) and they study continuously without standing, walking, taking snacks, TV and phone calls/messages (2.42). This is a good indication of students' study habits because they do these sometimes while they are studying. However, they are still affected in their learning concentration. Studying in an environment with TV and radio was associated with lower GPA (Michaels & Miethe, 1989).

8.4. Study Habits Along Use of Resources

As shown on table 7, the average mean for study habits along use of resources is 2.76. All the variables on study habits along the use of resources are frequently done by the students.

It can be seen on the table that students frequently attend review classes offered by their teacher in preparation for the exam (3.07). Lecturers usually conduct review classes before the assessment period and the students attend the review in which they ask questions for subjects

Table 7
Study Habits Along Use of Resources

Study Habits Along Use of Resources	Mean	DE
1. I go to the library for studying, reading and borrowing books.	2.52	Frequently
2. I use the internet to get information and as a reference for my assignments.	2.98	Frequently
3. I watch videotapes, movies and other videos for my assignments and to improve my English language.	2.75	Frequently
4. I use other people's books and other resources.	2.50	Frequently
5. I attend review classes offered by our teacher in preparation for the exam.	3.07	Frequently
Average Mean	2.76	Frequently

that is not clear to them. Those who were not able to make it, they request their classmates who were present during the review to share what was being discussed. This study habit of students is very beneficial to their learning process. It helps shape the personality of individuals (Palani, 2012).

Students frequently use the internet to get information and as a reference for their assignments (2.98), and frequently watch videotapes, movies and other videos for their assignments and to improve their English language (2.75). Students use the internet to get meanings of the terms that they do not know. They gather information from various websites when they are preparing their individual or group presentation as well as their projects and assignments. They tend to hear music, view movies and other videos that are in English to improve their English language which help them improve their study habits and communication skills that would also increase their class participation. They use their home computers and mobiles for internet surfing. Thus, even in class, they use mobiles to aid them in their group discussion or to get information for their tutorial activities. Students use digital technologies and spend time using computer, watch TV, and use their mobile phones to improve their ability to learn (Poscia et al, 2015), save time (Belardi, 2013), improved access to education (Kahari, 2013), increase literacy and numeracy skills (Neal & Hooft, 2006), allows independent and collaborative learning experience (Attewell, 2005), personalized learning process (Poscia et al, 2015), and support lifelong learning in several settings (Brown, 2005).

Likewise, the students frequently go to the library for studying, reading and borrowing books (2.52) and frequently use other people's books and other resources (2.50). This findings was also noted in the study of Kim (2013) in which the Korean students use resources such as notes taken by students, text, internet, journals, magazines, video tapes, maps, books, encyclopedias, globes, drawing sets, library resources, and many others. Adequate physical facilities and accessible library services affect the study habits of students (Boado, 2012).

9. Findings and Recommendation

1. Most of the students who are studying are between 21 to 40 years old.
2. Most of the students are male and few are female which tend to have the same study habits.
3. Majority of the students were married which tend to have the same study habits with female students.
4. Majority of the students are working in the different Ministries in Oman and in private companies in Oman that affects their study habits.
5. On the study habits along time management, the students frequently do their assignments and study at home, prepare their assignment before the final submission time, frequently prioritize their college works than other things/works, study before the examination day, spend more time in studying, and do advance reading during vacant time. However, the students sometimes do assignments and study in the college and at work.

6. On the habits along study environment, the students frequently have a clean place of study and their supplies are within reach, quiet and comfortable place of study, and they prefer to study alone.

Nevertheless, the students sometimes study with radio, record player or TV and they study continuously without standing, walking, taking snacks, TV and phone calls/messages.

7. On the study habits along use of resources, students frequently attend review classes offered by their teacher in preparation for the exam and use the internet to get information and as a reference for their assignments. They also frequently watch videotapes, movies and other videos for their assignments and to improve their English language. They frequently go to the library for studying, reading and borrowing books as well as use other people's books and other resources.

Therefore, the students practice good study habits along time management, study environment and use of resources considering their age, gender, marital status, and employment status. Their study habits help them attain their desired academic performance and would enable them to complete their course.

Based on the findings, the recommendations are provided:

1. The students need to continue developing their study habits along time management by planning their school activities taking into consideration their work and family responsibilities so to avoid some problems during the study and assessment period. The students should enhance more their study habits while they are studying in the college or at their workplaces. Also, they need to improve their study habits on the preparation of their assignments.

2. The students must continue enhancing their study habits along study environment. They need to improve their study habits in the use of TV, radio, and other personal gadgets as these could be distractions if these are not properly used which may result to feeling of depression and inactivity.

3. The students continue developing their study habits along use of resources by reading available resources in the collage library and e-materials in the Staffordshire University website using their personal account.

4. Class attendance need to be observed by students during regular class lectures and not only during review classes as this would help them improve their study habits.

5. Lecturers must provide more tutorials to students to help enhance the study habits of students for better academic performance.

6. Both school administrators and lecturers must help the students to improve their communication skills and have good competence in English as it helps in the development of their abilities to understand what they are studying, improve their classroom participation, and assessment performance as well as their study habits.

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