

# Study Habits/Attitudes among University of Cape Coast One-Year, 3-Semester B. Ed Programme Cohort 1 Students at Koforidua SDA College of Education Study Centre

Derrick Nii Quarcoopome Sackey<sup>1</sup>, Albert Bekoe Mensah<sup>2</sup>, Florence Doe<sup>3</sup>, Stella Akosua Kayi<sup>4</sup>, Endurance Serwa Lah<sup>5</sup>

<sup>1</sup>*Department of Social Sciences, SDA College of Education, Koforidua, Ghana*

<sup>2</sup>*Department of Languages, SDA College of Education, Koforidua, Ghana*

<sup>3</sup>*Department of Mathematics, SDA College of Education, Koforidua, Ghana*

<sup>4</sup>*Department of Languages, SDA College of Education, Koforidua, Ghana*

<sup>5</sup>*Department of Vocational Education, SDA College of Education, Koforidua, Ghana*

**Abstract:** This study was conducted to determine the study habits/attitudes among the University of Cape Coast one-year, 3-semester B.Ed. Programme Cohort 1 students at Koforidua SDA College of Education study centre. A sample of 185 students was selected using the simple random sampling technique. A self-administered close-ended questionnaire was used to gather data from the respondents sampled for the study. Data were analysed with frequencies, percentages, means, standard deviation, etc. Based on the results of the study, it is concluded that it is good habit for students to read materials prior to it being covered in the class. Again, the study concluded that female and male students do not show variance/difference in study habits. It is recommended that when facilitators actively engage students in lesson, it will help improve their learning habits/attitudes. Also, when facilitators pay attention to individual needs of students, it motivates them to improve their study habits/attitudes.

**Keywords:** Study habit Student Facilitator

## I. INTRODUCTION

It appears students' study habits and attitudes influence their academic achievements at all levels of education. Ebele and Olofu (2017) believed that how a student studies greatly determines his or her level of academic achievements. The level of preparation and learning strategies consciously developed and employed by students, go a long way to influence their level of academic performance. When study habit is undermined by learners, teachers, school administrators, parents and guardians, and school counsellors then the threat of students' abysmal performances in both internal and external examinations would continue and become more alarming.

Students cannot learn simply by being told what to do or by watching others but rather they have to practice studying habitually (Romeo, 2006). Again, Romeo (2006) stressed that students' academic success hinges on their effectiveness, efficiency, and concentration toward studies as

these are influenced by the learning materials they use and the way they use them. Thus, it appears that even though learning resources are vital to students' academic success, students' success hinges on the energy expended by them to study as they apply learning resources to their studies.

Cardelle-Elawar and Nevin (2003) explained that study habit is the conscious and purposeful use of one's cognitive skills, feelings, and actions to maximize the learning of knowledge and skills for a given task and set of conditions. Cardelle-Elawar and Nevin (2003) considered study habit as the application of an individual's intelligence, emotions, and activities towards the acquisition of knowledge and skills to accomplish an assignment. Logically, effective study habit is dependent on keen intellectual competence, stable emotions, and relevant activities deliberately directed to construct knowledge and develop skills to attain a goal. In addition, Crede and Kuncel (2008) were of the view that review of materials, self-testing and rehearsal of learned materials are constituents of study habit. The views of these researchers suggest that study habit demands a personal commitment of students to grasp concepts, revise, and personally assess one's proficiency to ascertain the extent of consolidation of subject matter. Wood and Neal (2007) concluded that study habits are approaches applied to learning. Understandably, good study habits assist students to apply their thought processes to identify relevant bodies of knowledge and evaluation of same. On the contrary, poor study habits impede students' capacity to engage in constructive intellectual exercises.

### *Statement of the Problem*

Empirical research findings exist to endorse the claim that study habits/attitudes impact academic performance (Bashir & Mattoo, 2012). It could be understood that students' academic performance is expected to shrink when they exhibit poor and inappropriate study habits and attitudes. Sarwar,

Bashir, Khan, and Khan (2009) concluded that overachievers possess better study habits and attitudes than underachievers. The extent to which students excel in their studies depends to a large extent on the kind of study habits and attitudes they develop and use. Students who develop and utilize good study habits and attitudes are likely to perform better in their studies when compared with the ones who had bad study habits and attitudes. Thus, study habits and attitudes are very instrumental to the academic success of every student. It appears most students on the University of Cape Coast One-Year, 3-Semester B.Ed. Programme, Koforidua SDA College of Education Study Centre do not have effective study plans to guide their studies. Some students did not participate actively in lessons, did not complete their assignments and projects on time, and did not prepare effectively for their examinations.

### *Research Objectives*

This study sought to

1. determine the study habits/attitudes among students of the University of Cape Coast One-Year, 3-Semester B.Ed. Programme Cohort 1 at Koforidua SDA College of Education Study Centre.
2. suggest ways to improve upon the study habits/attitudes among students of the University of Cape Coast One-Year, 3-Semester B.Ed. Programme Cohort 1 at Koforidua SDA College of Education Study Centre.

### *Research Questions*

The study attempted to answer the following research questions.

1. What are the study habits/attitudes among students of the University of Cape Coast One-Year, 3-Semester B.Ed. Programme Cohort 1 at Koforidua SDA College of Education Study Centre?
2. How can the study habits/attitudes among students of the University of Cape Coast One-Year, 3-Semester B.Ed. Programme Cohort 1 at Koforidua SDA College of Education Study Centre?

### *Hypothesis*

H<sub>0</sub> There is no statistically significant difference in the variance of study habits/attitudes among male and female students.

### *Theories and Measures of Study Behaviours*

Theories and measures of study behaviours include; the dimensionality of study habits, skills, and attitudes (SHSAs); study skills, study habits, and study attitude; information processing approaches; and metacognitive skill approaches.

### *The Dimensionality of Study Habits, Skills and Attitudes (SHSAs)*

The research literature on SHSAs dates back over years but substantial disagreement remains as to the dimensionality and structure of SHSAs. This lack of agreement appears to be largely a function of the differing ways in which operationalization of SHSAs have been developed. Although some researchers have adopted a strictly empirical approach whereby items that optimally distinguish between over-achievers and under-achievers are factors analysed to generate constructs others have based inventories on theoretical considerations or on qualitative analyses of the verbalized strategies used by students when studying (Crede & Kuncel, 2008). In all, research in this domain tend to focus on one of three broad areas; SHSAs themselves, the depth at which information is processed while studying, and the metacognitive awareness of the studying student.

A group of highly academic-focused factors relate specifically to the studying and learning of students. Empirical and theoretical literature relating to these constructs are very large and fragmented, described by a wide variety of proposed constructs, and operationalized by an array of inventories. Proposed constructs include study skills, study habits, study attitudes, study motivation, metacognitive skills, study anxiety, and depth of processing (Crede & Kuncel, 2008). Frequently used inventories of these constructs are comparably numerous and include the Survey of Study Habits and Attitudes (SSHA), Learning and Study Skills Inventory (LASSI), Inventory of Learning Processes, and the Study Process Questionnaire.

Study Habits, Skills, and Attitudes (SHSAs) would need more than strong correlations with subsequent performance to be powerful predictors. Also, they would need to add considerable unique information to the existing measures to warrant their use. Despite the considerable research attention focused on these various constructs, these issues have not been resolved, and the precise nature of the constructs' relationship with academic performance is not well understood. Crede and Kuncel (2008) argued that the combination of constructs proliferation and mixed findings in literature has led to this state. The development of a taxonomy combined with a meta-analytic review will likely provide clarity and condense the extensive but fragmented empirical literature and the variety of theoretical and empirical approaches.

### *Study Skills, Study Habits, and Study Attitudes*

As typically used in the broader literature, 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 (Crede and Kuncel, 2008). Study habits typically denotes the degree to which the student engages in regular acts of studying that are characterised by appropriate studying routines occurring in an environment that is conducive for studying. Finally, study attitudes are usually used to refer to a student's positive attitude toward the specific act of studying

and the student's acceptance and approval of the broader goals of a college education.

Early inventories of SHSAs were largely uni-dimensional but a finer delineation of the constructed space has occurred over time. Many inventories have sought to distinguish between study skills, study habits, and study attitudes. The SSHA – Study Skills Habit and Attitudes – (Brown & Holtzman, 1967) and the LASSI – Learning and Study Skills Inventory – (Weinstein & Palmer, 2002) are two examples of this distinction and are the most widely used inventories of SHSAs. Brown and Holtzman (1967) proposed a hierarchical structure for the SSHA which comprised four variables i.e. delay avoidance, work methods, educational acceptance, and teacher approval that are combined into two higher-level scores of study habits (delay avoidance and work methods) and study attitudes (educational acceptance and teacher approval). These two are in turn, aggregated to obtain a general study orientation score. The LASSI assesses even more SHSA dimensions, is comprised of ten (10) subscales; anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, study aids, test strategies, and time management. Each of the ten (10) subscales is in turn related to one of three strategic learning components that reflect the distinction between study skills, study attitudes, and study habits (Crede & Kuncel, 2008).

#### *Information Processing Approaches*

Inventories such as the SSHA (Study Skills Habits and Attitudes) and LASSI (Learning and Study Skills Inventory) distinguish among specific study competencies as well as among habits, attitudes, and skills. Other educational researchers have focused on the depth at which students process the information that is being studied. This approach is based on the information processing model of memory, which proposes that individuals remember the material more accurately if the material is processed at a deep level rather than at a surface level (Crede & Kuncel, 2008). Deep processing involves relating new material to the existing knowledge structure, whereas a surface approach focuses primarily on rote memorization leading to reproduction of new material without integration with existing information.

Biggs, Kember, and Leung (2001) expanded on this information processing framework by including three processing approaches and associated motivational determinants: (a) the deep approach, which is driven by one's internal motivation and commitment to learning; (b) the surface approach, which is driven by one's external motivation; and (c) the strategic approach, which is driven by one's motivation to attain high grades without regard to the learning of any type. This general theoretical framework and the associated desirability of a deep approach to studying has been widely acknowledged in literature (Diseth & Martinsen, 2003).

#### *Metacognitive Skill Approaches*

The third set of researchers have noted the lack of a relationship between cognitive ability and the use of specific study behaviours (Snow & Lohman, 1984). Researchers argue that as cognitive ability increases, students have an increasing array of available strategies to choose from and an increased ability to adapt their study strategy to the demands of the situation. This ability to adapt study behaviours to the demand characteristics of the tasks has been termed metacognition and self-regulation ability (Gettinger & Seibert, 2002). Metacognition process is defined as one's knowledge concerning one's own cognitive processes and products and the active monitoring and consequential regulation of those processes in relation to the cognitive objects or data on which they bear (Flavell, as cited in Crede & Kuncel, 2008). Students high in metacognitive and self-regulatory abilities are thought to be characterized by active involvement in their own learning process; continuous planning; and the careful monitoring of the task that they are required to complete, their own study behaviours, and the match between task and study behaviour (Zimmerman, 1986). In addition, self-regulated learners seek assistance from peers and teachers, possess high self-efficacy and effective time management skills, and are goal-directed and self-motivated (Ley & Young, 1998).

According to Ebele and Olofu (2017), there are several key study habits that are crucial to students' success. Whether studying in rain or shine, day or night, what is most important is to be consistent and stay on one schedule. Generally, study habits can be classified into two – good study habits and bad study habits. Good study habits according to Katelyn (2013) are sometimes referred to as positive or productive study habits. As the name implies, positive or productive study habits are those pleasant study habits that have the tendency to improve the academic performance of students or that seem to produce good results. They are habits that make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most effective for a student. To ensure effective studies, students need to stay away from distractions. Instead of procrastinating, students need to work on a long-term assignment daily. Thus, instead of studying the night before exams, students need to study a little each night. Students need to review what they learned in class every day when they get home before starting homework. Also, a good tip is for students to review what they learnt in class the previous day at the beginning of class when they have a few minutes before the teacher starts talking. By learning the ways that students learn the best, they will be successful in their studies.

Katelyn (2013) identified fourteen positive or good study habits which students can employ in order to improve upon their academic achievements. They are; attending all classes, reviewing notes daily, reading materials prior to it being covered in class, studying daily, having at least one conference with the professor, developing and learning a word

list for the course, reading materials to improve background in the course, attending help sessions, attending learning resource lab when available, developing a list of possible questions, asking questions in class, studying an old examination (past questions), avoiding a last minute cram session, and sleeping at least eight hours the night before examination commences. Similarly, Harper and Row (2009) highlighted the following to be characteristics of good study habits: studying every day, creating a quiet place at home or anywhere to study, turning off the phone, television and other devices that may disturb one when studying, listening to soft music, studying in a way that suits ones learning style, taking regular breaks, studying early to avoid last-minute rush, studying the hardest things/concepts first, spending more time on perceived difficult topics, asking for help when one is struggling with his or her studies, taking notes as one studies, as well as organizing notes in a notebook or folder.

Bad study habits, according to John (2010), are the negative or non-productive study habits that are undesirable and counter-productive to students' academic performance. When developed and utilized by students at all levels, bad study habits tend to hamper the academic progress and performance of the user. Bad study habits generally range from procrastination, truancy, not taking notes, selective reading, studying while watching television or what is generally regarded as distractive study among others. Nikki (2013) identified bad reading habits to include studying with friends, listening to loud music, studying in uncomfortable conditions, cramping, etc. There are several factors that tend to affect students' study habits. Students' ability to study and concentrate can be increased by finding a quiet place where they can concentrate. Distractions from mobile phones, social media, text messaging, television, video games, music, and computers can all decrease students' ability to learn. Whatever is going on around and within a students' own mind is going to affect his or her study habits.

A study by Sofiani, Maulida, Fadhillah, and Sihite (2017) investigated the students' attitude towards science and the effect of gender on students' attitudes. A total of seventy-seven secondary school students that were selected randomly in clusters from various schools of Bandung, Indonesia participated in this study. Data collected using questionnaires were converted into interval scales using Method of Successive Interval (MSI) and further analysed using Statistical Package for Social Science (SPSS). Results showed that students' positive attitude towards science was at a medium level and there was no significant difference in attitude towards science between the female and male students.

## II. METHODOLOGY

This research used descriptive survey design. Amedahe and Asamoah-Gyimah (2016) noted that descriptive survey design specifies the nature of a given phenomenon. Thus, the process of descriptive research involves collecting

data to answer research questions concerning the current status of the subject of study. The rationale for the choice of the design was that it allowed the researchers to gather enough data and report on the study habits/attitudes among students of the University of Cape Coast One-Year, 3-Semester B.Ed. Programme Cohort 1 at Koforidua SDA College of Education Study Centre. The researchers used the simple random sampling technique to sample one hundred and eighty-five (185) respondents for the study. A close-ended questionnaire was developed and employed for the data collection exercise. Two senior lecturers validated the instrument. The research objectives guided the data processing and analysis. Data code sheets were created from the questionnaire and keyed into the Statistical Package for Social Sciences (SPSS) version 22 software. The data gathered was analysed using descriptive (frequencies, percentages, mean score, and standard deviation) and inferential statistics.

### *Data Processing and Analysis Demographic data of Respondents*

Table 1 and Table 2 presented the responses gathered from the respondents on the sex and teaching experience of the respondents respectively.

Table 1: Sex of Respondents

Sex	Frequency	Percentage
Male	17	9
Female	168	91
Total	185	100

Source: Field Data (2022)

Table 1 reported that seventeen (9%) of the respondents sampled for the study were male and the remaining one hundred and sixty-eight (91%) of the respondents were female. This clearly shows that the population for the study had more female students than male students. This is because the course of study which is *Early Childhood Education* is presumed to be a course of study preferred mostly by female students. This finding is in line with the view of Cunningham and Dorsey (2004) that many people in and out of the early childhood field deeply believe that women are naturally predisposed to caring for young children.

Table 2: Years of Teaching Experiences of Respondents

Years	Frequency	Percentage
16 years and above	12	7
11-15 years	15	8
6-10 years	43	23
1-5 years	115	62
Total	185	100

Source: Field Data (2022)

Table 2 shows the years of teaching experiences of the respondents sampled for the study. The data gathered showed that one hundred and fifteen (62%) of the respondents had between one and five years of teaching experience, forty-three (23%) of the respondents had between six to ten years of teaching experience, fifteen (8%) of the respondents had between eleven to fifteen years of teaching experience, and the remaining twelve (7%) of the respondents had above fifteen years of teaching experience. This indicates that the respondents had rich teaching experiences and were in a better position to respond meaningfully and appropriately to the items on the questionnaire.

### Research Question One

What are the study habits/attitudes among students at the University of Cape Coast One-year, 3-Semester B. Ed Programme Cohort 1 at Koforidua SDA College of Education Study Centre? This research question sought to gather data and report the study habits/attitudes of the population under consideration. Table 3 presented the data gathered from the respondents.

Table 3: Study Habits/Attitudes of Students

Study Habits	N	Mean	SD
Students spend long hours studying	185	1.5892	0.73269
Students engage in private studies in the evening	185	1.5568	0.62404
Students attend all scheduled classes regularly	185	1.7622	0.76448
Students read materials prior to it being covered in class	185	1.9730	0.82378
Students study daily	185	1.6432	0.76063
Students participate actively in lessons	185	1.5243	0.54244
Students study past questions	185	1.5243	0.64328
Students study early to avoid last minute rush	185	1.8649	0.78582
Students spend more time on perceived difficult topics	185	1.6811	0.78083
Students take notes during lessons	185	1.6486	0.66005

Source: Field Data (2022)

N = Frequency      SD = Standard Deviation

From Table 3, the data gathered showed that the statement *students read materials prior to it being covered in the class* had the highest mean score ( $M = 1.9730$ ,  $SD = 0.82378$ ). This was closely followed by the statement *students study early to avoid last-minute rush* ( $M = 1.8649$ ,  $SD = 0.78582$ ). This finding supports the view of Katelyn (2013) that students exhibit good study habits when they read materials prior to it being covered in class and study early to avoid last-minute rush. On the other hand, the data gathered revealed that the statement *students participate actively in lessons* had the least mean score ( $M = 1.5243$ ,  $SD = 0.54244$ ); followed by the statement *students study past questions* ( $M = 1.5243$ ,  $SD = 0.64328$ ). This finding contradicts the view of Katelyn (2013) that students participating actively in class and

studying old examination questions show that they are exhibiting a positive study attitude.

### Research Question Two

How can the study habits/attitudes among students at the University of Cape Coast One-year, 3-Semester B. Ed Programme Cohort 1 at Koforidua SDA College of Education Study Centre be improved? This research question sought to gather data and report on the measures to improve upon the study habits of the population under consideration. Table 4 presented the data gathered from the respondents.

Table 4: Strategies to Improve Students' Study Habits/Attitudes

Strategies	N	Mean	SD
Facilitators need to help learners to manage their time effectively	185	1.5297	0.68400
Facilitators need to build on students' previous knowledge	185	1.4919	0.67662
Facilitators need to actively engage students in lessons	185	1.4000	0.64437
Facilitators need to pay attention to the individual needs of students	185	1.4649	0.73729
Facilitators need to encourage learners to study in groups	185	1.5135	0.70794
Facilitators need to encourage students to transfer classroom learning into real life situation by making lessons practical	185	1.3676	0.62121
Facilitators need to encourage students to spend more time on perceived difficult topics	185	1.6757	0.74652
Facilitators need to encourage students to take notes during lessons	185	1.5081	0.69250

Source: Field Data (2022)

N = Frequency      SD = Standard Deviation

From Table 4, the statement *facilitators need to encourage students to spend more time on perceived difficult topics* that had the highest mean score ( $M = 1.6757$ ,  $SD = 0.74652$ ). That is students need to be consistent and stay on schedule to improve upon their study habits. This finding is in line with the view of Ebele and Olofu (2017) that consistency in studies improves the study habits of students.

Also from Table 4, the statement *facilitators need to help learners to manage their time effectively* had the second highest mean score ( $M = 1.5297$ ,  $SD = 0.68400$ ). This finding supports the view of Nikki (2013) that when students misuse their time listening to loud music and studying under uncomfortable conditions, they cannot develop effective study habits.

Again, from Table 4, the statement *facilitators need to encourage learners to study in groups* that had the third-highest mean score ( $M = 1.5135$ ,  $SD = 0.70794$ ). This finding supports the view of Harper and Row (2009) that studying in groups will enable struggling students to get help from their colleagues.

In addition, from Table 4, the statement *facilitators need to encourage students to take notes during lessons* had the fourth highest mean score ( $M = 1.5081$ ,  $SD = 0.69250$ ).

This finding supports the opinion of Crede and Kuncel (2008) that when students adopt the right attitude both within the classroom and at home, they are likely to improve upon their study habits.

**H<sub>0</sub>** There is no statistically significant difference in the variance of study habits among male and female students.

Table 5: Result of t-test for Equality of Means between Male and Female Students' Study Habits

	Mean	SD	t	df	P-Value
	Male	Male			
	Female	Female			
Study	1.7941	0.35614	1.577	183	0.117
habits	1.6012	0.49112			

An independent sample t-test was conducted to compare the study habits for male and female students. There was no significant difference in the study habits for male ( $M = 1.7941$ ,  $SD = 0.35614$ ) and female ( $M = 1.6012$ ,  $SD = 0.49112$ ), where  $t = 1.577$ ,  $df = 183$ ,  $p = 0.117$ ,  $\alpha = 0.05$ . Therefore, the null hypothesis is retained. This indicates that the means of study habits are the same among male and female students. This finding is in line with the conclusion by Sofiani, Maulida, Fadhillah, and Sihite (2017) that there is no difference in the study attitude between male and female students.

### III. CONCLUSION AND RECOMMENDATION

Based on the results of the study, it is concluded that it is good habit: for students to read materials prior to it being covered in the class; and for students to avoid last-minutes rush by studying early or systematically as the study period progresses. Again, the study concluded that female and male students do not show variance/differences in study habits. It is recommended that when facilitators actively engage students in lesson, it will help improve their learning habits/attitudes. Also, when facilitators pay attention to individual needs of students, it motivates them to improve their study habits/attitudes.

### REFERENCES

- [1] Amedahe, F., & Asamoah-Gyima, E. (2016). Introduction to educational research (4<sup>th</sup> ed.). Kumasi: Yaci Publications.
- [2] Bashir, I., & Mattoo, N. H. (2012). A study on study habits and academic performance among adolescents (14-19) years. *International Journal of Social Sciences Tomorrow*, 1-5.

- [3] Biggs, J., Kember, D., & Leung, D. Y. P. (2001). The revised two-factor study process questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*, 71, 133-149.
- [4] Brown, W. F., & Holtzman, W. (1967). *Survey of study habits and attitudes*, SSHA manual. New York: The Psychological Corporation.
- [5] Cardelle-Elawar, M., & Nevin, A. (2003). The role of motivation on strengthening teacher identity: Emerging themes. *Action in Teacher Education*, 23(3), 48-58.
- [6] Crede, M., & Kuncel, N. R. (2008). Study habits, skills and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3(6), 425-453.
- [7] Cunningham, B., & Dorsey, B. (2004). Out of site but not out of mind. The harmful absence of men. *Child Care Information Exchange*, 165, 42-43.
- [8] Diseth, A., & Martinsen, O. (2003). Approaches to learning, cognitive style and motives as predictors of academic achievement. *Educational Psychology*, 23, 195-207.
- [9] Ebele, U. F., & Olofu, P. A. (2017). Study habit and its impact on secondary school students' academic performance in biology in the Federal Capital Territory, Abuja. *Educational Research and Reviews*, 12(10), 583-588.
- [10] Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31(3), 350-365.
- [11] Harper, T., & Row, A. (2009). Effective study habits. Retrieved on 12/03/2016 from [www.arbeitsblaetter.com](http://www.arbeitsblaetter.com)
- [12] John, M. (2010). Students study habits and styles. Retrieved on 12/03/2016 from [www.worldwidelearn.com](http://www.worldwidelearn.com)
- [13] Katelyn, F. (2013). College study habits news. Retrieved on 12/03/2016 from [www.studymode.com/essays](http://www.studymode.com/essays)
- [14] Ley, K., & Young, D. B. (1998). Self-regulation behaviours in underprepared (developmental) and regular admission college students. *Contemporary Educational Psychology*, 23, 42-64.
- [15] Nikki, K. (2013). Common bad study habits. Retrieved from [www.newa4jax.com](http://www.newa4jax.com) on 02/04/2016.
- [16] Romeo, G. F. (2006). Effects of social networking sites to study habits of students. Retrieved from [www.studymode.com](http://www.studymode.com) on 02/03/2014.
- [17] Sarwar, M., Bashir, M., Khan, M. N., & Khan, M. S. (2009). Study-orientation of high and low academic achievers at secondary level in Pakistan. *Educational Research and Review*, 4(4), 1-9.
- [18] Snow, R. E., & Lohman, D. R. (1984). Toward a theory of cognitive aptitude for learning from instruction. *Journal of Educational Psychology*, 76, 347-376.
- [19] Sofiani, D., Maulida, A. S., Fadhillah, N., & Sihite, D. Y. (2017). Gender differences in students' attitude towards science. *Journal of Physics: Conference Series*, 895, 1-7.
- [20] Weinstein, C. E., & Palmer, D. R. (2002). User's manual for those administering the learning and study strategies inventory. Clearwater, FL: H & H Publishing.
- [21] Wood, W., & Neal, D. T. (2007). A new look at habits and the habit-goal interface. *Psychological Review*, 114, 843-863.
- [22] Zimmerman, B. J. (1986). Development of self-regulated learning: Which are the key sub-processes. *Contemporary Educational Psychology*, 16, 307-313.