



The Study Skills Used by College Students

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Abstract

The purpose of this study is to investigate the study skills used by the Saudi college students (301, males) in King Khalid University, College of Language and Translation. The study includes all levels of the students (8 levels) to find out the correlation between the level of the students and the skills they use. The study also, includes (25) staff members in the faculty of languages and translation.

Tools of the present study; The first one, a questionnaire aims at recognizing the different study skills the students use. The second one is directed to the staff members. It aims at taking the opinions of the teachers about the best study skills the students should have and the study skills they actually use. The researcher used (T) test and one-way Anova to analyze the data. There are significant results, recommendations and suggestions about students' use of study skills.

Key words: Study Skills, Questionnaire, Motivation, Note -Taking, and Test Anxiety

الملخص باللغة العربية

هدفت هذه الدراسة الي معرفة المهارات الدراسية لدي طلاب الجامعات السعودية تشمل عينة الدراسة علي (٢٠١ ، ذكور) في جامعة الملك خالد ، كلية اللغات والترجمة. وتشمل الدراسة علي جميع مستويات الطلاب (٨ مستويات) وذلك لمعرفة العلاقة بين مستوى الطلاب والمهارات الدراسية التي يستخدمونها. كما تضمنت الدراسة علي (٢٥) من أعضاء هيئة التدريس بكلية اللغات والترجمة.

احتوت أدوات الدراسة علي استبيان موجه الي الطلاب يهدف إلى التعرف على المهارات الدراسية المختلفة لديهم. والثاني موجه إلى أعضاء هيئة التدريس . يهدف إلى أخذ آراءهم حول أفضل المهارات الدراسية التي يجب أن يتمتع بها الطلاب والمهارات الدراسية التي يستخدمونها بالفعل. استخدم الباحث اختبار (T) و Anova لتحليل البيانات. احتوي البحث علي نتائج وتوصيات واقتراحات مهمة حول استخدام الطلاب لمهارات الدراسة.



Introduction:

Learning is a complex method and a single process may not be suitable for all life situations. Effective learning is the result of a great interest in skillful use of study techniques. This interest urges the learner to study further. Using study skills and techniques to enhance the student learning has been surveyed worldwide. Stark & Mary (39:45-55) reported in his survey in Ramapo college in New Jersey. The students who joined in study-skill seminars (research techniques, letter writing, time management and note-taking) showed higher levels of scientific information achievement. In addition, it has been shown that having a scheduled plan, profound study along with concentration can enhance learning in medical students. Reid et al., (34:401-407) in his study proved that students who were taught by traditional methods scored higher in the tests concerning definitions and concepts while they scored lower in the tests concerning innovation and creation.

The effective use of study skills plays an important role in students' academic performance in the learning process. Study skills are important in evaluating students' overall potential and attainment levels. Nuthana & Yenagi (29:1135-1138) stated that students need to possess essential study skills to achieve academic excellence which include time-management, organization, note taking, reading and critical thinking. Some studies asserted that student's success depends on the study skills they adopt to achieve the expected outcomes such as Meneghetti, et al., (26:628-649) They stated that today, higher education institutions are enrolling big numbers of students who come from varied educational backgrounds.

Wagner, (41:139-153) affirmed the fact that many factors including students' intelligent, motivation, physical and mental health and teaching methods are associated with students' academic achievement. However, several psychologists find study skills to be the most important contributing factor in students' performance at the university level. Andrews, (1:509-521) assured that Students who can carefully select and



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use the suitable study skills for different academic tasks are generally higher achievers as compared to the ones who cannot.

Study Skills:

Komaraju, K. & Schmeck, (21:47-52), defined Study skills as methods applied to learning that support students to succeed in schools in a way of passing a test or even getting good grades. For students, academic challenges are connected more to a lack of organization than to an absence of intellectual ability. Students who are organized and disciplined are most likely to be motivated.

Richardson et al., (35:111-123) gave some important steps for students to study in a better way. First, students read and reread information. Then, they sort out the important ideas from details and organize the information by arranging it and by relating it to previous knowledge.

Each of these activities is affected by the type of study techniques the students use. The more suitable the strategy, the deeper the level of processing and the more efficient information can be stored. Therefore, effective studying requires a group of techniques or skills that help students to read, use, process, memorize and recall information. The competencies associated with recording, acquiring, organizing, synthesizing and remembering information are called study skills.

Wernersbach, et al., (42:14-23), added that due to a steady rise in students' numbers and increased diversity in the student population, a big challenge facing higher education institutions is confirming a smooth development of students through different levels of their study. This challenge relates to the lack of required study skills among students which are fundamental to succeed. Higher education students face severe academic stress as the expectations are high requiring them to multi-task under time limitations. Hence, study skills support is a very important aspect to consider in helping students attain success and bear the challenges they face in the academic situation.

One of the most effective factors on academic performance is regarded as studying skills. Studying skills were defined in various ways by researchers. Steele, (40:21-27); Aquino, (4:1116-1121) and



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Yu, (44:1-15) defined studying skills as the proper use of strategies when accomplishing a certain learning task. According to Rafoth & DeFabo (32:323-384), studying skills function as a procedure including one's planning what he should do, organizing and coding information to achieve a learning goal. Many researchers accepted that studying skills include the behaviors such as preparing for exams (Purdue & Hattie, 31:72-86)

Motivation and Academic Performance

Motivation refers to an internal state of stimulation that often precedes behavior Aquino, (3:70-77) referred to it as Students' beliefs about themselves as learners. Motivational and emotional factors influence both the quality of one's thinking and information processing as well as one's motivation to learn. Thus, acquisition of knowledge and skills requires extended student effort and guided practice. Motivation to learn, in turn, is affected by the individual's interests and goals, emotional states, beliefs, and habits of thinking.

Marzano et.al., (24:150-161) defined motivation as one of the most important psychological aspects in education. It can be classified into intrinsic and extrinsic motivations: The intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, while the extrinsic motivation refers to doing something because it leads to a desirable outcome. Komarraju, et al., (21:47-52) found that academic performance and success is strongly influenced by students' differences in motivation and achievement.

Yu, D. (44:1-15) mentioned that motivation includes several factors; desires, wills, needs, stimulations, interests and is defined as a power starting, sustaining and directing a behavior to a course or subject. This power directs the students to learning process, and by enabling them to concentrate on the lesson prevent them from doing the activities irrelevant to the course objectives. The students with high motivation in learning process are willing to solve problems they face and are persistent in hard works, determined to accomplish and enjoy their duties. The students with low motivation in learning process are



reluctant to study and do their homework. It can be said that the students with high motivation are more eager to participate in class activities and make more effort than those with low motivation. High motivation affects the students' achievement positively by enabling them to manage time effectively.

Cakmak & Ercan, (8:133-143) found out that motivation includes desires, wills, needs, stimulations, interests and is defined as a power starting, sustaining and directing a behavior to a course or subject. This power directs the students to learning process, and by enabling them to concentrate on the lesson prevent them from doing the activities irrelevant to the course objectives. Therefore, motivation plays a driving role in students' showing their potential effectively. The students with high motivation in learning process are willing to solve problems they face and are persistent in hard works. determined to accomplish and enjoy their duties. Masgoret & Gardner, (25:123-163) stated that the students with low motivation in learning process are reluctant to study and do their homework. It can be said that the students with high motivation are more eager to participate in class activities and make more effort than those with low motivation.

Note- taking strategies

Note-taking or taking good notes from a lecture or a text benefit learning. There are some strategies in note-taking that Santrock (37:90-103) suggests such as: summarizing in which the learners are required to use the summary method of listening for a few minutes and after that write down the main ideas of the speaker; outlining main topics; and concept maps which learners can draw or illustrate. These note-taking strategies can help the learners evaluate which ideas are important to remember and store. Outline and concept maps help the learners arrange the material hierarchically, which emphasize an important theme of learning. It works best when it is organized. Further, Ellis (14:100-136) adds that effective note taking strategies consists of three main parts: observing, recording, and reviewing. Each part of the process is important and depends on the others.



Test anxiety and test strategies

Tests are used in schools and colleges than. Teachers use written examinations to show whether students have acquired the information presented in the course. Colleges evaluate applicants' performance on entrance examinations to judge whether these students are likely to be successful in their programs. With so much relying on test results, it is no wonder that students often feel anxious about taking tests.

Boyd, R.T.C. (7:101-123) gave advice to the students to overcome test anxiety:

- 1- Students should take care of themselves by eating healthy foods, getting enough sleep before a test and engaging in moderate physical activity prior to the test to reduce body tension.
- 2- Students should take practice tests to become familiar with the format and style. If the exam is timed, observe the time limit when completing the practice exam.
- 3- Students should come prepared by arriving at the test site early, bringing all materials; extra pens, pencils, paper, etc. By showing up on time and prepared, they will save valuable energy worrying about small details and concentrate on the real goal: doing their best.
- 4- Students should relax periodically during the test. Whenever they feel the tension building, they can take a brief relaxation break. Here are some simple ideas; take several deep breaths, exhaling slowly after each one, tense your muscles and hold for 5 seconds, then relax.

To be familiar with the test that you are about to take and spend your time most productively during the examination, Hopper, C. (20:60-76) offered some strategies for test taking:

- 1- Students should listen carefully to directions, read through written directions twice at least before starting a question. If they are confused of the test directions, they can ask the instructor or test proctor to clarify them.
- 2- Students can perform a 'brain dump'. At the start of the test, they write down on a sheet of scrap paper the facts or key



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- information that they are afraid that they might forget. This 'brain dump' will help them to feel less anxious about forgetting important contents.
- 3- Students should preview the test by; Looking over the different sections of the test, thinking about the total time that they have to complete the test, budgeting their total time wisely so that they don't spend too much time on test parts that contribute few points to their score.
 - 4- Students should take care of multiple-choice questions by; neglecting sidetracked patterns of answers. In rare cases, such patterns may exist--but it is not a reliable strategy to rely on to do well on a test.
 - 5- To answer multiple-choice questions; Don't rush. On multiple-choice items, force yourself to read each possible choice carefully before selecting an answer. Remember, some choices appear correct at first glance but turn out to be wrong when you take a closer look.
 - 6- To answer essay questions; underline key terms. Key words such as compare, discuss, contrast, and summarize will give clear direction to the form of the writing, outline your answer before writing it, organize your thoughts into a brief outline and remember to write neatly.
 - 7- Students can guess if the test does not penalize guessing.
 - 8- Students can skip difficult items until last. After they have finished all the easiest test items, they can return to any skipped questions and try to answer them.
 - 9- At last students can use leftover time to check their answers. For example; on multiple choice items, make sure that you answered all questions. Reread every written response to make sure that it gives sense, uses correct grammar, and answers the question.

Study skills and academic performance:

Learning how to learn is very important in a society where life-long learning has become an important aspect of life. As young adolescents



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progress in their educational career in high school, the task and test demands increase both in number and complexity. This requires the ability to use a variety of study tactics that stimulates a deeper level of processing and improves retention of information. A substantial body of research (Richardson, Robnolt, & Rhodes, (35:111-123) suggests that there is a positive relationship between students' academic performance and their knowledge and good use of study tactics. According to Boller (6:169-172), young adolescents cannot be expected to develop and use a set of study tactics effectively without significant amount of guidance because they are physically and emotionally not fully developed to be self-regulated and independent students.

Marzano, Pickering, & Pollock, (24:150-161), defined study skills as a study tactic is defined as a sequence of steps of a specific procedure that can be used to facilitate the processing and retention of information. Examples of study tactics that are proven to be useful when reading material with the intent to process, memorize and recall information are: use of graphic organizers and note taking.

Meneghetti et al. (٢٦:٦٢٨-694) found that the main difference between students with good study skills and students with poor study skills was not so much the knowledge about study skills but their ability to distinguish between inadequate and good techniques in relation to the task requirements.

Several studies have been conducted to examine the relation between study skills and academic achievement (Fazal et al., (16:35-51); Awang, & Sinnadurai, (2:60-67). Some researchers argue that study skills and academic performance have a strong relationship while others believe that it is a combination of various factors that affect students' academic performance. However, most of the researchers have documented a positive relationship between study habits and academic success at the high school as well as undergraduate levels. The study findings revealed that the students mainly lacked the skills of note-taking, reading, and time management. Kumar et al. (22:2543-2549) also asserts that most students fail in examinations simply



because they lack study skills.

It is often asserted that students' study skills are enhanced as they progress through academic semesters and levels of study and therefore most of the studies are conducted on freshman students' study skills (Papa et al., ٢٠٠٥:٢٦٠-2642) so that timely support can be provided in terms of developing students' skills and enhancing their performance. There is limited evidence of comparative study on study skills of students from different levels of study. Our study explores the relationship between study skills and level of study, among other things.

Teachers' effect on students' use of study skills:

Research has focused mainly on how teachers affect students' success on tests despite evidence that a wide range of behaviors and attitudes are equally important to their long-term success. Empirical research on the education has surveyed how teachers and their background characteristics contribute to students' performance on standardized tests. ([Hanushek & Rivkin, \(18:267-276\)](#)).

However, a significant body of evidence shows that student learning is multidimensional, with many aspects beyond their academic knowledge as important contributors for them in short- and long-term success. High-qualified teachers are expected not only to raise test scores for their students but also to afford emotionally supportive atmospheres that contribute to students' social and emotional progress, manage their classroom behaviors, deliver accurate content, and enhance critical thinking. ([Cohen, 11:30-56](#))

([Cohen, 11:30-56](#)) also, describes a set of emotional supports and techniques that are equally important to learners as teachers' instructional methods. They suggest that, by providing “emotional support and predictable, consistent, and safe environment teachers that can help students become more independent, motivated to learn, and able to take risks. Further, by offering strong organizational and management structures, teachers can help build students' own capacity to self-regulate.



Significance of the study:

Being researchers and instructors at Faculty of Languages and Translations, King Khalid University, the researchers noticed the students are not aware of what study skills mean and they are self-dependence on the teacher. Learning how to learn is very important in a society where life-long learning has become an important aspect of life. In colleges the task and test demands increase both in number and complexity. This requires the ability to use a variety of study tactics that stimulates a deeper level of processing and improves retention of information. A substantial body of research suggests that there is a positive relationship between students' academic performance and their knowledge and good use of study tactics. According to Boller (6:169-172), young adolescents cannot be expected to develop and use a set of study tactics effectively without significant amount of guidance because they are physically and emotionally not fully developed to be self-regulated and independent students.

Reviewing the literature and conducting informal interviews with some of the staff members as well as students of different levels helped the researchers reach the need for the present study. Together with other studies; Komarraju, et al., (21:47-52), Steele, (40:21-27); Aquino, (3:70-77); Yu, (44:1-15)., and Neri, (28:97-109). All this helped the researchers to conclude the followings:

- 1- We are in a bad need to recognize the study skills students at Faculty of Languages and Translations, King Khalid University use.
- 2- Colleges in KKKU. could use the results of the study skills inventories to expect the performance of the students in their academic life and this will help to guide them for their future life or provide them with appropriate training and counselling programs.
- 3- Students need to develop a variety of study tactics that stimulate a deeper level of processing and understanding and improve information retention.
- 4- The teacher has a great effect on students' achievements as research shows that students' approaches to learning and their



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learning outcomes are influenced by the teaching–learning environment involving several interrelated components such as the teaching method and assessment, course structure, curriculum, workload, and teacher effectiveness. Thus, we should give much interest to teacher training.

5- Student are in a need for more training in study skills for the following reasons:

A- Study skills are a lifelong skill.

B- Students need to be trained to be more organized as for many students, academic challenges are related more to a lack of organization than to a lack of intellectual ability. Students who are disciplined and organized are most likely to be motivated.

C- Our students need to be motivated as motivation is one of the most important psychological concepts in education.

Questions of the study:

- 1- What are the most study skills used by college students in the faculty of languages and translations, king Khalid university according to the students' point of view?
- 2- What are the least study skills used by college students in the faculty of languages and translations, king Khalid university according to the students' point of view?
- 3- What are the most study skills used by college students in the faculty of languages and translations, king Khalid university according to the staff members' point of view?
- 4- What are the least study skills used by college students in the faculty of languages and translations, king Khalid university according to the staff members' point of view?
- 5- Is there any correlation between the staff members' views and the students'?

The research objectives:

The study will achieve the following objectives:

- 1- Recognize the most and the least study skills used by the



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- students in faculty of languages and translations, King Khalid University according to the students' views?
- 2- Recognize the most and the least study skills used by the students in faculty of languages and translations, King Khalid University according to the staff members' views?
 - 3- Provide Faculty of Languages and translation with the results of the study skills inventories to expect the performance of the students in their academic life and this will help to guide them for their future career or provide them with appropriate training and counselling programs.
 - 4- Provide instructors in Faculty of Languages and translation with the results of the study skills inventories to realize how to help their students in their teaching.

Hypotheses:

The following hypotheses are tested:

- 1- Students in the faculty of languages and translations do not use study skills in their learning.
- 2- There is not a correlation between the views of the students and the staff members according to the use of the study skills.

The researcher chose the previous hypotheses in the null form because there were not enough studies in the field of study skills in the Saudi universities as far the researcher knows.

Limitations of the study:

This study was limited to (301) male college students, 8 levels, and (25) staff members, Faculty of languages and translation, king Khalid university.

Definition of terms:

The following definitions are presented in this study:

Study Skills:

Komaraju, K. & Schmeck, (21:47-52), defined Study skills as methods applied to learning that support students to succeed in schools in a way of passing a test or even getting good grades.



A questionnaire:

Saris, W. E.; Revilla, M. (38:11-25) stated that “A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents.”

Note- taking:

Eddy, M. D. (13:275-307) stated that “note taking is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything”.

Motivation:

Motivation has been considered as one of the most important reasons that inspires a person to move forward in life Ryan, R. M. (2000) stated that “Motivation results from the interaction of both conscious and unconscious factors”.

Test anxiety

Andrews, B.; Wilding, J. M. (1:509-521) stated that “Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test.”

Material and Method

The present study started in the second term of the academic year (2018-2019). The study was carried out in the Faculty of languages and translation, king Khalid university.

Tools of study:

The researcher used a questionnaire for both staff members and students adopted from Adapted from Virginia Tech’s Cook Counseling Center www.ucc.vt.edu/stdysk/checklis.html and Academic Centers for Excellence <http://www.housing.sc.edu/ace/students.html>.

The first one; “the students’ questionnaire “consists of 50 items with 6



منسق الخط: ١٤ نقطة، دون غامق، خط
اللغة العربية وغيرها: ١٤ نقطة، دون غامق

main categories with a Linkert (always, sometimes and never)

- Attitude towards learning and motivation. (13 items)
- Time management and organization. (10 items)
- Study Aids and Note-Taking. (6 items)
- Test Strategies and Test Anxiety (10 items)
- Reading and Selecting the Main Idea (6 items)
- Writing (5 items)

1- The second one; the staff members questionnaire with the same items and categories, but different Linkert (suitability, yes or no , used, always , sometimes, never).

Findings, Discussion, Conclusion, Recommendations and Suggestion for Further Research:

Testing Hypothesis 1: Students in the faculty of languages and translations do not use study skills in their learning.

A- study skills concerning the attitude:

| Descriptive Statistics | | | | | |
|---------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| I participate actively in classes. | 301 | 1.00 | 3.00 | 2.3920 | .59928 |
| I like learning, not just the thought of a good job. | 301 | 1.00 | 3.00 | 2.2990 | .68578 |
| I am alert in classes. | 301 | 1.00 | 3.00 | 2.2359 | .64872 |
| I find my studies interesting. | 301 | 1.00 | 3.00 | 2.2027 | .67488 |
| I am confident delivering class presentations. | 301 | 1.00 | 3.00 | 2.1960 | .74260 |
| I am not suffering from stress because of my study task. | 301 | 1.00 | 3.00 | 2.1728 | .61918 |
| I ask the instructor questions when clarification is needed. | 301 | 1.00 | 3.00 | 2.0930 | .60936 |
| I can study subjects that I don't really like | 301 | 1.00 | 3.00 | 2.0864 | .64744 |
| I sit near the front of the class if possible. | 301 | 1.00 | 3.00 | 2.0631 | .57677 |
| My goals and ambitions are realistic. | 301 | 1.00 | 3.00 | 2.0598 | .62430 |
| I volunteer answers to questions posed by instructors in the class. | 301 | 1.00 | 3.00 | 2.0399 | .80316 |
| I participate in meaningful class discussions. | 301 | 1.00 | 3.00 | 2.0133 | .58294 |
| I believe in my own ability | 301 | 1.00 | 3.00 | 1.7940 | .68125 |
| Valid N (listwise) | 301 | | | | |

From the previous table, the researcher noticed that, the most used strategy or study skills is; I participate actively in classes. And the



least used study skill is I believe in my own ability.

B- Study skills concerning Time management and Organization:

| Descriptive Statistics | | | | | |
|----------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| I spend more time on difficult courses. | 301 | 1.00 | 3.00 | 2.2126 | .56684 |
| My on-line time is under control: it doesn't interfere with other things. | 301 | 1.00 | 3.00 | 2.1728 | .69045 |
| I arrive at classes and other meetings on time. | 301 | 1.00 | 3.00 | 2.1462 | .73839 |
| I spread out my study time, to avoid cramming | 301 | 1.00 | 3.00 | 2.0233 | .71376 |
| I find it easy to stick to a study schedule | 301 | 1.00 | 3.00 | 2.0066 | .77457 |
| When I decide to study, I can start and keep going. | 301 | 1.00 | 3.00 | 1.9336 | .65998 |
| I always keep a clear desktop | 301 | 1.00 | 3.00 | 1.8638 | .79039 |
| I prepare a "to do" list daily. | 301 | 1.00 | 3.00 | 1.7774 | .65342 |
| At the beginning of the term, I make up daily activity and study schedules | 301 | 1.00 | 3.00 | 1.6113 | .66714 |
| Valid N (listwise) | 301 | | | | |

From the previous table, the researcher noticed that, the most used strategy or study skills is; I spend more time on difficult courses. And the least used study skill is at the beginning of the term, I make up daily activity and study schedules.

C- Study Aids and Note-Taking:

| Descriptive Statistics | | | | | |
|----------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| I review and edit my notes systematically | 301 | 1.00 | 3.00 | 2.3056 | .72083 |
| When reading, I mark, or underline parts I think are important. | 301 | 1.00 | 3.00 | 2.2791 | .78858 |
| I write notes in the book while I read. | 301 | 1.00 | 3.00 | 2.2193 | .72002 |
| While I am taking notes, I think about how I will use them later. | 301 | 1.00 | 3.00 | 2.1628 | .71420 |
| I understand the lecture and classroom discussion while I am taking notes. | 301 | 1.00 | 3.00 | 2.1628 | .67088 |
| I organize my notes by using a separate ring binder for each subject | 301 | 1.00 | 3.00 | 2.0631 | .74342 |
| Valid N (listwise) | 301 | | | | |

From the previous table, the researcher noticed that, the most used strategy or study skills is; I review and edit my notes systematically.



And the least used study skill is I organize my notes by using a separate ring binder for each subject

D- Test Strategies and Test Anxiety

| Descriptive Statistics | | | | | |
|------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| I take time to understand the exam questions before starting to answer. | 301 | 1.00 | 3.00 | 2.2824 | .73257 |
| I feel confident that I am prepared for the exam. | 301 | 1.00 | 3.00 | 2.1761 | .76522 |
| I try to imagine possible test questions during my preparation for an exam | 301 | 1.00 | 3.00 | 2.1528 | .69034 |
| I try to find out what the exam will cover and how the exam is to be graded. | 301 | 1.00 | 3.00 | 2.1196 | .79098 |
| I am calmly able to recall what I know during an exam. | 301 | 1.00 | 3.00 | 1.9136 | .65766 |
| I usually get a good night's rest prior to a scheduled exam. | 301 | 1.00 | 3.00 | 1.8771 | .76257 |
| I follow directions carefully when taking an exam. | 301 | 1.00 | 3.00 | 1.8405 | .77103 |
| I know what to study for an exam. | 301 | 1.00 | 3.00 | 1.7342 | .67512 |
| I finish my exams in the allotted time. | 301 | 1.00 | 3.00 | 1.7276 | .67246 |
| I answer practice questions to study. | 301 | 1.00 | 3.00 | 1.7110 | .71146 |
| Valid N (listwise) | 301 | | | | |

From the previous table, the researcher noticed that, the most used strategy or study skills is I take time to understand the exam questions before starting to answer. And the least used study skill is I answer practice questions to study.



E- Reading and Selecting the Main Idea:

| Descriptive Statistics | | | | | |
|-------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| I am comfortable with my reading rate. | 301 | 1.00 | 3.00 | 2.1927 | .63462 |
| I look up parts I don't understand. | 301 | 1.00 | 3.00 | 2.1661 | .63165 |
| I survey each chapter before I begin reading. | 301 | 1.00 | 3.00 | 1.9801 | .63214 |
| I review reading material several times during a semester. | 301 | 1.00 | 3.00 | 1.9103 | .68454 |
| When learning a unit of material, I summarize it in my own words. | 301 | 1.00 | 3.00 | 1.8439 | .76084 |
| I focus on the main point while reading. | 301 | 1.00 | 3.00 | 1.8339 | .81587 |
| Valid N (listwise) | 301 | | | | |

From the previous table, the researcher noticed that, the most used strategy or study skills is I am comfortable with my reading rate. And the least used study skill is I focus on the main point while reading

F- Writing:

| Descriptive Statistics | | | | | |
|---------------------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| I put aside a written assignment for a day or so, then rewrite it. | 301 | 1.00 | 3.00 | 2.1595 | .71261 |
| I review my writing for grammatical errors. | 301 | 1.00 | 3.00 | 2.0365 | .67478 |
| I find that I can express my thoughts well in writing. | 301 | 1.00 | 3.00 | 1.7508 | .67900 |
| I allow sufficient time to collect information, organize material, and write the assignment | 301 | 1.00 | 3.00 | 1.6246 | .60160 |
| I am comfortable using library resources for research. | 301 | 1.00 | 3.00 | 1.5847 | .61398 |
| Valid N (listwise) | 301 | | | | |

From the previous table, the researcher noticed that, the most used strategy or study skills is I put aside a written assignment for a day or so, then rewrite it. And the least used study skill is I am comfortable using library resources for research. From the previous tables. It is clear that the students do not use the whole study skills, but they use some of them.

Testing Hypothesis 2: There is not a correlation between the views of the students and the staff members according to the use of the study skills.



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Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------------------------------------------------|----|---------|---------|--------|----------------|
| I believe in my own ability | 25 | 1.00 | 2.00 | 1.7200 | .45826 |
| I participate actively in classes. | 25 | 1.00 | 2.00 | 1.9600 | .20000 |
| My goals and ambitions are realistic. | 25 | 1.00 | 2.00 | 1.9200 | .27689 |
| I find my studies interesting. | 25 | 1.00 | 2.00 | 1.6000 | .50000 |
| I am not suffering from stress because of my study task. | 25 | 1.00 | 2.00 | 1.9600 | .20000 |
| I can study subjects that I don't really like | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I like learning, not just the thought of a good job. | 25 | 1.00 | 2.00 | 1.9600 | .20000 |
| Managing your time I am confident delivering class presentations. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I sit near the front of the class if possible. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I am alert in classes. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I ask the instructor questions when clarification is needed. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I volunteer answers to questions posed by instructors in the class. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I participate in meaningful class discussions. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I find it easy to stick to a study schedule | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| When I decide to study, I can start and keep going. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I spread out my study time, to avoid cramming | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I spend more time on difficult courses. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |



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| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------------------------------------------------------|----|---------|---------|--------|----------------|
| My on-line time is under control: it doesn't interfere with other things. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I arrive at classes and other meetings on time. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I prepare a "to do" list daily. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| At the beginning of the term, I make up daily activity and study schedules | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I always keep a clear desktop | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| While I am taking notes, I think about how I will use them later. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I understand the lecture and classroom discussion while I am taking notes. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I review and edit my notes systematically | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| When reading, I mark or underline parts I think are important. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I write notes in the book while I read. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I organize my notes by using a separate ring binder for each subject | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I try to find out what the exam will cover and how the exam is to be graded. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I feel confident that I am prepared for the exam. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I try to imagine possible test questions during my preparation for an exam | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I take time to understand the exam questions before starting to answer. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |



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| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------------------------------------------------------|----|---------|---------|--------|----------------|
| I follow directions carefully when taking an exam. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I usually get a good night's rest prior to a scheduled exam. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I am calmly able to recall what I know during an exam. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I know what to study for an exam. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I answer practice questions to study. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I finish my exams in the allotted time. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I survey each chapter before I begin reading. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I review reading material several times during a semester. | 25 | 1.00 | 2.00 | 1.9600 | .20000 |
| When learning a unit of material, I summarize it in my own words. | 25 | 1.00 | 2.00 | 1.0800 | .27689 |
| I am comfortable with my reading rate. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I look up parts I don't understand. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I focus on the main point while reading. | 25 | 1.00 | 2.00 | 1.9200 | .27689 |
| I find that I can express my thoughts well in writing. | 25 | 1.00 | 2.00 | 1.1200 | .33166 |
| I put aside a written assignment for a day or so, then rewrite it. | 25 | 2.00 | 2.00 | 2.0000 | .00000 |
| I review my writing for grammatical errors. | 25 | 1.00 | 2.00 | 1.9200 | .27689 |
| I am comfortable using library resources for research. | 25 | 1.00 | 2.00 | 1.9600 | .20000 |



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| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------------------------------------------------------------------------|----|---------|---------|--------|----------------|
| I allow sufficient time to collect information, organize material, and write the assignment | 25 | 1.00 | 2.00 | 1.9600 | .20000 |
| Valid N (listwise) | 25 | | | | |

The previous table shows the opinions of the staff members concerning the suitability of the study skills for their students. They affirmed the suitability of the skills for their students.

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| I believe in my own ability | 301 | 1.00 | 3.00 | 1.7940 | .68125 |
| I participate actively in classes. | 301 | 1.00 | 3.00 | 2.3920 | .59928 |
| My goals and ambitions are realistic. | 301 | 1.00 | 3.00 | 2.0598 | .62430 |
| I find my studies interesting. | 301 | 1.00 | 3.00 | 2.2027 | .67488 |
| I am not suffering from stress because of my study task. | 301 | 1.00 | 3.00 | 2.1728 | .61918 |
| I can study subjects that I don't really like | 301 | 1.00 | 3.00 | 2.0864 | .64744 |
| I like learning, not just the thought of a good job | 301 | 1.00 | 3.00 | 2.2990 | .68578 |
| I am confident delivering class presentations. | 301 | 1.00 | 3.00 | 2.1960 | .74260 |
| I sit near the front of the class if possible. | 301 | 1.00 | 3.00 | 2.0631 | .57677 |
| I am alert in classes. | 301 | 1.00 | 3.00 | 2.2359 | .64872 |
| I ask the instructor questions when clarification is needed. | 301 | 1.00 | 3.00 | 2.0930 | .60936 |
| I volunteer answers to questions posed by instructors in the class. | 301 | 1.00 | 3.00 | 2.0399 | .80316 |
| I participate in meaningful class discussions. | 301 | 1.00 | 3.00 | 2.0133 | .58294 |



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| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| I find it easy to stick to a study schedule | 301 | 1.00 | 3.00 | 2.0066 | .77457 |
| When I decide to study, I can start and keep going. | 301 | 1.00 | 3.00 | 1.9336 | .65998 |
| I spread out my study time, to avoid cramming | 301 | 1.00 | 3.00 | 2.0233 | .71376 |
| I spend more time on difficult courses. | 301 | 1.00 | 3.00 | 2.2126 | .56684 |
| My on-line time is under control: it doesn't interfere with other things. | 301 | 1.00 | 3.00 | 2.1728 | .69045 |
| I arrive at classes and other meetings on time. | 301 | 1.00 | 3.00 | 2.1462 | .73839 |
| I prepare a "to do" list daily. | 301 | 1.00 | 3.00 | 1.7774 | .65342 |
| At the beginning of the term, I make up daily activity and study schedules | 301 | 1.00 | 3.00 | 1.6113 | .66714 |
| I always keep a clear desktop | 301 | 1.00 | 3.00 | 1.8638 | .79039 |
| While I am taking notes, I think about how I will use them later. | 301 | 1.00 | 3.00 | 2.1628 | .71420 |
| I understand the lecture and classroom discussion while I am taking notes. | 301 | 1.00 | 3.00 | 2.1628 | .67088 |
| I review and edit my notes systematically | 301 | 1.00 | 3.00 | 2.3056 | .72083 |
| When reading, I mark or underline parts I think are important. | 301 | 1.00 | 3.00 | 2.2791 | .78858 |
| I write notes in the book while I read. | 301 | 1.00 | 3.00 | 2.2193 | .72002 |
| I organize my notes by using a separate ring binder for each subject | 301 | 1.00 | 3.00 | 2.0631 | .74342 |
| I try to find out what the exam will cover and how the exam is to be graded. | 301 | 1.00 | 3.00 | 2.1196 | .79098 |



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| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| I feel confident that I am prepared for the exam. | 301 | 1.00 | 3.00 | 2.1761 | .76522 |
| I try to imagine possible test questions during my preparation for an exam | 301 | 1.00 | 3.00 | 2.1528 | .69034 |
| I take time to understand the exam questions before starting to answer. | 301 | 1.00 | 3.00 | 2.2824 | .73257 |
| I follow directions carefully when taking an exam. | 301 | 1.00 | 3.00 | 1.8405 | .77103 |
| I usually get a good night's rest prior to a scheduled exam. | 301 | 1.00 | 3.00 | 1.8771 | .76257 |
| I am calmly able to recall what I know during an exam. | 301 | 1.00 | 3.00 | 1.9136 | .65766 |
| I know what to study for an exam. | 301 | 1.00 | 3.00 | 1.7342 | .67512 |
| I answer practice questions to study. | 301 | 1.00 | 3.00 | 1.7110 | .71146 |
| I finish my exams in the allotted time. | 301 | 1.00 | 3.00 | 1.7276 | .67246 |
| I survey each chapter before I begin reading. | 301 | 1.00 | 3.00 | 1.9801 | .63214 |
| I review reading material several times during a semester. | 301 | 1.00 | 3.00 | 1.9103 | .68454 |
| When learning a unit of material, I summarize it in my own words. | 301 | 1.00 | 3.00 | 1.8439 | .76084 |
| I am comfortable with my reading rate. | 301 | 1.00 | 3.00 | 2.1927 | .63462 |
| I look up parts I don't understand. | 301 | 1.00 | 3.00 | 2.1661 | .63165 |
| I focus on the main point while reading. | 301 | 1.00 | 3.00 | 1.8339 | .81587 |
| I find that I can express my thoughts well in writing. | 301 | 1.00 | 3.00 | 1.7508 | .67900 |



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| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| I put aside a written assignment for a day or so, then rewrite it. | 301 | 1.00 | 3.00 | 2.1595 | .71261 |
| I review my writing for grammatical errors. | 301 | 1.00 | 3.00 | 2.0365 | .67478 |
| I am comfortable using library resources for research. | 301 | 1.00 | 3.00 | 1.5847 | .61398 |
| I allow sufficient time to collect information, organize material, and write the assignment | 301 | 1.00 | 3.00 | 1.6246 | .60160 |
| Valid N (listwise) | 301 | | | | |

The previous table shows the staff members' opinions concerning the use study skills. They affirmed that they do not use the study skills in their learning. Consequently, the second hypothesis is rejected.

Discussion:

What works with one of the students does not work with another. Daniel and Poole, (12:91-96) stated that "Part of the problem may relate to what exactly students are doing. Studying with a friend was negatively correlated to exam scores in our study. Perhaps students need to be trained in the best way to study with a friend. Instructors can model how students should make up examples with the material and quiz each other. For some students 'studying with a friend' may mean sitting on a couch reading notes and chatting with the television on. Whereas you can control and monitor what a student is doing in a laboratory experiment on studying"

Findings of some of the studies reveal that the students whose GPAs are low have inadequacies in study skills compared to the students whose GPAs are high. Other studies show that there is a positive relationship between study skills and academic success. Wolters (43:801-820), Mizuno (27:369-378), Richardson (35:111-123), Richardson (36:433-442)

In another research, the rates of beginning studying and maintaining it, studying consciously and active participation to the lesson, reading



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habits and techniques, preparation for the exams, doing homework and making use of written sources in the libraries are quite high for the students whose GPAs are high, but they are low for the students whose GPAs are low. (Ryan, 33:54-65), (Biggs, 5:185-228),(Campbell, 9:552-554), (Cassady, 10:307-322)

Other findings support the idea that Successes in the exams are profoundly important for the students. Preparation for the exams requires a regular and planned study. The exam day passes in anxiety and excitement for most of the students. In other studies, it has been found that anxiety and fear of failure affect the study skills of the students with low GPAs more negatively. (Entwistle, 15:72-101)

In conclusion, we can say that students generally lack some study skills. Besides, the study skills of the students with low GPAs are more insufficient than the study skills of the students with high GPAs. As a result, there is a linear relationship between the study skills and the success. (Hassanbeigi, 19:1416-1424) , (Fransson, 17:244-257) ,(Marton, 23: 277-300)

Conclusion:

Throughout the discussion of the results, it has become clear that the study skills have a significant role in improving students 'learning, motivation and decreasing test anxiety. This is reflected in the different studies.

Recommendations:

In the light of the results and conclusion of the present study, the following recommendations are suggested:

- 1- An academic course about study skills should be taught with a practical part in it.
- 2- An effective educational guidance should be provided to the new students at the university.
- 3- Instructors should help their students develop good study habits early.
- 4- Help students improve test-taking habits and use good test taking strategies.



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- 5- Counselors are encouraged to work with other school staff and parents to implement study skills strategies to assist students who have any academic difficulties at school.

Suggestions for Further Studies:

The following topics are suggested as areas that need further investigations:

- 1- This study may be repeated on a different sample such as females.
- 2- Empirical research is needed to determine the long-term effect of raining in effective study skills.
- 3- Empirical research is needed to examine the relationship between tudy skills and students' performance.
- 4- Empirical research is needed to examine the relationship between tudy skills and other demographic factors such as place of birth, age, gender, teachers, parents etc.

(Acknowledgements)

The author would like to express their gratitude to King Khalid University, Saudi Arabia for providing administrative and technical support.



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