The General Study Habits of Major EFL Students in King Khalid University and their Relationships With GPA, Gender and Certain Social Factors

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ABSTRACT

The authors of this paper as teachers at the English Department, King Khalid University (KKU), have observed that some students excel in English, whereas, others find learning English a daunting task. Related literature has shown that there is a positive correlation between study habits and achievement. This study attempts to describe the general study habits of major EFL students in King Khalid University, Saudi Arabia and their relationships with students' GPA, gender and certain social factors. The sample consists of 440 students (219 male and 221 female students). The participants completed a 33-item questionnaire. The results indicate that the majority of students study in a haphazard, disorganized way and they just cram before exams. Students who attend their classes regularly on time and participate in classroom activities were better achievers than their counterparts. Also, there is a highly significant correlation between society and peers encouragement and certain study habits, such as, punctuality and participation, effort, and preparation for exam. This study concludes with a number of practical suggestions, the most important of which is the students' need for guidance and counseling.

العادات الدراسية العامة للطلاب المتخصصين باللغة الانجليزية
في جامعة الملك خالد وعلاقتها بالتحصيل والجنس وبعض العوامل الاجتماعية

د. إسماعيل الرفاعي وآخرون

ملخص البحث بالعربية

لوحظ أن بعض الطلاب يتميزون في تعلـم اللغـة الإنجليزيـة، في حـين يتعثر بعضهم الآخر في تعلم هذه اللغة، ويجدها مهمة عسـيرة. وقـد بينت الأدبيـات ذات الصلة أن ثمة ترابطاً إيجابياً بين العادات الدراسية والإنجاز. وتصـف هـذه الدراسـة العادات الدراسية العامة للطلاب المتخصصين باللغة الانجليزية بجامعة الملك خالـد في المملكة العربية السعودية وعلاقة تلك العادات الدراسية بالتحصيل والجـنس وبعـض والعوامل الاجتماعية. وقد تألفت عينـة الدراسـة مـن (٤٤٠) طالبـا (٢١٩ ذكـور و ٢٢١ إناث)، حيث قام أفراد العينة بالإجابة عن استبانة تتألف من (٣٣) بنـدا. وقـد أظهرت النتائج أن غالبية الطلاب يدرسون بطريقة غير منظمة ويلجئـون إلى أسـلوب الدراسة السريعة قبيل الامتحانات، كما أن الطلاب الذين يواظبون علـى المحاضـرات ويشاركون في الأنشطة الصفية كان إنجازهم أفضل من إنجاز أقرانهم. كما تـبين أيضـاً أن هناك ترابطاً دالاً إحصائياً بين تأثير المجتمع والأقـران وبعـض العـادات الدراسـية، مثل المواظبة، والمشاركة في الأنشطة الصفية، وبذل الجهد والإعداد للامتحانات.

وانتهى البحث بعـدد مـن الاقتراحـات جـاء في مقـدمتها حاجـة الطـلاب الى التوجيه والإرشاد.

Keywords: Study habits, time management, course materials organization, preparation for exam, social factors.

1. Introduction:

The process of learning involves many factors, such as self-confidence, intelligence, aptitude, motivation and learning styles. Furthermore, Thomas et al. mention that "the act of studying involves a complex interaction of different variables that a student may engage in for various purposes." (in Okpala et al, 2000, p. 219). One of these significant factors is learners' study habits. The importance of study habits can be gauged from the findings of a number of studies (Hogan & Hendrickson, 1983; Vazquez, 2000; Azikiwe,1998; Chaudhry, 2006; Garcia, 2006; Igun & Adogbeji, 2007; Crede, 2008).

While discussing the relationship between study habits and academic performance, it should also be noted that high positive correlation can be seen between study habits of students and their academic performance. Nonis and Hudson mention that "… the study habits or strategies that students use to learn, such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture, … are likely to impact their performance." (2010: p. 230).

Good (1973) defines study habits as "the students way of study whether systematic, efficient, or inefficient etc." (in Chaudhry, 2006, 37). Also Robbins et al. (2002) define study habits as "those activities necessary to organize and complete schoolwork tasks and to prepare for and take tests" (in Magno, 2010, 40). According to Chan et al. (1999), the study habits of students include preferred location, time for studying, the

number of hours they spend studying per week and organization of course materials. Crede & Kuncel distinguish between the concept of study skills and study habits as they opine:

> 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. Study habits typically denote the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to learning. (Crede & Kuncel, 2008, 427)

Garcia (2006) also, to add to the distinction between study skills and study habits, points out that "study skills are the specific techniques that make up the study plan." (P. 7) In contrast, study habits, "constitute the overall approach itself." (P. 7).

The authors of this paper believe that study habits include time management, preferred time for studying, time wasters/ distracters, preferred location, punctuality and participation, concentration, memorization, course materials organization, effort, and preparation for exam.

Bajwa noted that sound and persistent study habits have many advantages: "they reduce test anxiety, enhance student's ability, improve his performance and develop confidence in him" (Bajwa et al., 2011, 176). O'Hara (2005) observes that instructors often think of a good student as honest, polite,

regularly present in classes and someone who arrives at classes on time, participate in class discussions and asks questions, asks for extra help, does his/her assignments on time and is prepared for tests. In their research, Nonis and Hudson show that "the relationship between ability and student performance was stronger for students who spent more time studying outside of class than for students who spent less." (2010: p. 231) Nonis and Hudson also proposed that "study habits (as one aspect of quality of studying) would also moderate the relationship between study time and student performance. That is, the influence that the quantity of study time has on academic performance was expected to be stronger for students who use good study habits more often compared to those students who use them less often." (2010: p 231)

Some researchers also tend to believe that knowing the study habits of students helps to predict their academic achievement: "although not every learning strategy or study habit produces useful results in terms of academic achievement, it would be expected that students who possess good study habits in general are better performers than are those students with poor study habits." (Nonis & Hudson, 2010, 230). Then, Nonis and Hudson opine that better academic results are related to good study habits.

Good Study Habits:

Good study habits are also called effective study habits. Good study habits tend to have a significant effect on students' academic achievement. "Good study habits are perceived to be the determinants of the academic performance. That is why efforts are made to develop and improve study habits in students." (Chaudhry, 2006, 37). Many researchers state that

"college students with high levels of overall academic achievement tend to have more effective study habits than do low-achieving students with respect to study techniques, time management, and attitudes towards learning."

(Bailey and Onwuegbuzie, 2001).

A successful study session involves preparation. The student has to get himself/herself ready so that he/she can start off well. This means the student needs to collect and prepare all the things he/she needs for the task. The student also needs an appropriate place to settle down with the task at hand. To further add, Wood (2000), believes that the most important of all the ingredients for an effective and fruitful study session is mental readiness of the student to initiate the study. A student who is disciplined in his adoption and utilization of study habits has higher chances of advancing in the field of knowledge.

The ability to concentrate is one of those effective study habits which can influence the performance of the student. Comprehension is integrally correlated to the ability to concentrate "this requires one not to be hurry in getting through instead sustained concentration is necessary." (Bajwa et al, 2011, 175). We can learn to concentrate by learning to overcome all kinds of distractions and this can be achieved by following these rules: (Kornhauser,1993, 18-19)

1. Study in a quiet place, whenever possible.
2. Make sure that your place of study is properly lighted, heated, and ventilated.
3. Arrange your chair to avoid strain and fatigue.
4. Keep yourself in good physical condition.
5. Get sufficient sleep so that you feel adequately rested.

Nonis & Hudson state that "the ability to concentrate always influenced student performance in a positive way. Also, study time had more of an influence on student performance when students were able to concentrate." (Nonis & Hudson, 2010, 236) Although study time is an important factor in learning, we have to keep in mind that study time is not a quantity issue. Nonis & Hudson further comment that "truly studying may not simply be a quantity issue; there are qualitative techniques, such as good study habits, that can make study time effective for students." (2010, 236). The authors of this paper have noticed that many college students fail to use time properly or simply cannot decide on the amount of expected study time to elicit high or moderate achievement. "Generally it is expected that students spend two hours on self study for every hour spent in class." (Bajwa et al., 2011, 176). Students whose command on English is not up to the mark should study longer to make up for the dearth.

Good study habits also involve avoiding distractions. The student's study area should be cleared of all sorts of distractions such as TVs and game systems. Some students would argue that that they prefer to study with their favorite music or TV on although as teachers we believe that one should study in a quiet, well-lighted place, free from distractions. It is advisable to place the study area away from the entertainment area or to make sure that all of the modes of entertainment are switched off. (O'Hara, 2005, P. 31).

Learning to study effectively requires students to develop a desire to study. To develop an interest in learning students need to follow the following rules: (Kornhauser, 1993,13)

1. Acquire information about the subject from a variety of sources.
2. Tie the new information to the old bodies of knowledge.
3. Make new information personal.
4. Actively use the new knowledge.

The main task of educators is to teach their students how to study and not to encourage them to memorize only. When students learn how to study they learn how to think. "In learning to study, you are learning to think and to live. When students do not learn how to study, the biggest job of their education is left undone." (Kornhauser, 1993,10). Garcia quotes Gettinger & Seiber (2002) as she points out that to have good study habits "a student should first learn how to study, decide about the use of various study skills, and take charge of his/her own learning." (p. 8)

A "positive example" of effective study habits, as Eileen Garcia (2006) asserts by quoting Woolfolk (2004), is that "it might be a student first deciding to study every night and then employing a combination of mnemonics for memorizing key terms, skimming text material to ascertain organizational patterns and jotting down answers to possible exam question." (2006: p 7)

Bad Study Habits:

In general, some factors are considered to have negative effects on study habits. These negative social and academic factors can be resolved by helping students understand and improve their study habits. As study habits improve, a positive change in the students' achievement can be expected. Chaudhry comments: "better study habits and study skills lead to better achievement scores." (Chaudhry, 2006, 36). In

addition, academic difficulties may be caused by lack of good study habits "students at colleges and universities may experience academic difficulties not due to lack of ability, but rather due to the lack of effective study behaviors." (Garcia, 2006, 5). Furthermore, time wasters need to be avoided and students should be trained on using time effectively.

1.1.Statement of the Problem:

As teachers we noticed that some of the undergraduate university students excel in English whereas others find learning English a daunting task. In addition, many students are well organized, punctual, attend their classes regularly, and follow a study plan. On the other hand, there are students who miss many classes, are always late, rarely do their assignments, and cram immediately before the exams. "Moreover, a positive relationship between study skills and academic performance has been reported consistently in the literature." (Bailey and Onwuegbuzie, 2001). This study aims at describing the general study habits of students enrolled in the English Department at King Khalid University (KKU) in Saudi Arabia, and exploring the relationship between students' study habits, achievement, gender, and certain social factors such as encouragement from the society and peers, financial difficulties and frequent visitors.

1.2.Significance of the Study:

The significance of the present study stems from the following factors:

1.2.1. The student is the center of the teaching-learning process and understanding the variables related to the learner would help teachers to improve the quality of language learning in KKU.

1.2.2. Understanding students' study habits is the first step towards promoting the formation and enhancement of effective study habits.

1.2.3. Understanding the study habits of the students would help teachers to choose or write textbooks suitable for the students' needs.

1.2.4. Understanding of study habits will help decision-makers in the field of language planning to take the appropriate decisions regarding teaching English as a foreign language.

1.2.5. It is of profound importance to understand the relationships between the study habits of students and encouragement from the society and peers, financial difficulties and frequent visitors. "Experts are agreed that great success in the field of knowledge is attributed to good and consistent study habits." (Bajwa et al., 2011, 175)

1.2.6. The findings will help us to pinpoint positive study behaviors of the student and will also help identify the negative aspects that hinder learning. Since no research, to the best of our knowledge, has been done on this particular topic in relation to the context of Saudi Arabia, we believe that the findings of this study will be a valuable addition towards the improvement of study habits of EFL students in this country.

1.2.7. The results of the present study can be used in academic counseling and orientation programmes.

1.3.Study Questions:

This research aims to answer the following questions:

1.3.1. What are the general study habits of female and male students at the English Department, King Khalid University?
1.3.2. What are the differences, if any, between the study habits of male and female students?
1.3.3. Is there a relationship between students' grade point average (GPA) and their general study habits?
1.3.4. What is the relationship between study habits and certain social factors such as encouragement from the society and peers, financial difficulties and frequent visitors?

1.4.Scope and Limitations of the Study:

This study describes the general study habits of EFL students at KKU. Concerning male students, the sample was drawn randomly from the English Department, Faculty of Languages and Translation in Abha, while the sample of female students was drawn randomly from students of the English Department, Faculty of Letters and Education in Khamis Mushayt. In both cases, first year students (Level 1 and 2) were not included in the study. The social factors in this study are limited to encouragement from the society and peers, financial difficulties and frequent visitors.

2.   Review of Related Literature:

Chan et al (1999) conducted a study at The Open University of Hong Kong to compare the study habits and preferences of high and low achieving students. The results

show that on weekdays high achievers used the office by 18%, whereas low achievers by 12%. 51% of high achievers and 57% of low achievers spent less than 5 hours studying during the week. Also, 9% of high achievers and 7% of low achievers read material without taking notes. In addition, high achievers utilize their weekend to study for longer periods than the low achievers. High achievers also used strategies to deepen their learning.

Duration of studies plays a vital role as it directly impacts the achievement of students. There are other studies which also dealt with the same issue. Kaur & Thiyagarajah (2000) studied the reading habits of students enrolled for the Bachelor of Arts in English Language and Literature Studies (ELLS) programme at the School of Humanities in Malaysia. The results revealed that many students preferred spending as much as 3-5 hours per week on reading. The responses of students indicate that 69.8% spent 3-5 hours per week on reading literary works (i.e. poetry and drama) and ELT books, 28.6% newspapers, 25.4% novels, and 25.4% responded 'non-applicable' regarding the frequency of reading novels. Also, it was revealed during the structured interviews that students faced tremendous problems in reading literary texts. These problems were caused by their inability to recall information, new terminology, inability to concentrate, and regressive reading habits. The findings of this study concluded that ELLS students need to improve their reading habits.

However, duration is not the only factor. There are study habits which are considered as unsuccessful by some researchers. In 2001, Bailey and Onwuegbuzie's study 'Unsuccessful Study Habits in Foreign Language Courses'

listed the following unsuccessful study habits which students with the lowest levels of foreign language performance reported: (1) they frequently included a lot of irrelevant or unimportant information in their notes; (2) when they had difficulty with their assignments, they did not seek help from their instructor; (3) they put their lecture notes away after taking the test and never consulted them again; (4) they tended to daydream when they were trying to study; (5) they did not look up the meaning of words they did not understand in a dictionary. (Bailey, and Onwuegbuzie, 2001).

Students are in need of guidance with regard to study habits. Chaudhry (2006) studied the effect of guidance services on study attitudes, study habits and academic achievement of secondary school students in Lahore, Pakistan. The results of the study showed that guidance services had significant effect on students' attitude, study habits and academic achievement.

Other studies are also available that dealt with ineffective study habits. Franklin's study (2006) described the study habits of undergraduate education students. Thirty volunteers participated in this study and they were asked to complete a 15-item questionnaire. The results showed that students do not always practice effective study habits. Most responded that they study with the TV or radio on. Moreover, the majority of the students spend hours cramming the night before an exam. Also, they spent most of the time for studying at home.

Çolak (2008) investigated second-year university students' attitudes towards English and their general study habits with respect to their motivation levels. The results demonstrated that participants had moderately positive attitudes towards

learning English. Also, there was a statistically significant correlation between students' grades and their attitudes towards learning English. The findings showed that most students had moderate level of motivation to learn English. The general study habits included getting help outside school, watching films, using the internet, attending classes, taking notes, revising just before the exams, speaking to native speakers and studying from a variety of exercise books. The results of the general study habits showed that highly motivated students had higher levels of study habits. In addition, highly motivated students displayed higher levels in reading, speaking to native speakers, studying from a variety of exercise books including grammar, vocabulary and reading exercises.

Fuente et al (2009) in "Research on Action–Emotion Style and Study Habits: Effects of Individual Differences" used the Study Habits Inventory. This instrument evaluates study habits from a behavioral and organizational perspective (place, type of room, study conditions, aloneness, and use of library material) and study planning habits (fixed schedule, study plan, minimum amount of study time per week). The findings showed that behaviors referring to action-emotion styles, study habits and academic performance are interdependent.

Study habits involve a lot more than an indvidual student's study behaviour and the influence of the educational institution he/she is studying in. Yusof's study (2010) highlighted the influence of family factors (social factors) on reading habits among primary school students in Malaysia. The family factors considered in the study, in addition to other elements, included parents' educational qualification, parents' encouragement

to read and reading environment at home. The research findings showed that students who receive more encouragement from their parents were more exposed to reading habits. This study also supported the theory that emphasizes the importance of conducive environment to develop good reading habits. The research established that family factors influence pupils' reading habits strongly and positively.

Afful-Broni & Mawusi (2010) stated in their study that "students perceive and learn in different ways likewise they study in different ways" and they "may have different learning styles. Some prefer to learn alone while others learn better in groups. They will also prefer to use specific study habits or skills while others may not." (Afful-Broni & Mawusi, 2010, 58)   They ended their study with some recommendations emphasizing that "Guidance and Counseling Coordinators should endeavor to organize programs such as open forums, workshops and seminars on study habits and how to learn for teachers and particularly for students to improve their academic performance in the school."

Aquino (2011) stated that "students generally do not approve teachers' methods and classroom management. Also, high achievers have better study habits than low achievers." He ended his study with a number of suggestions of which the most important is: creating classroom environment which is conducive to learning. Aquino also suggests that academic counselling must be enforced among teachers.

Bendriss (2011) in his study on "early reading habits and its effects on the reading literacy of Qatari undergraduate students" came to the conclusion that the students received

more encouragement to read consistently from their families than from their schools. Only 41% reported that reading for pleasure was often or always encouraged at school versus 59% who stated that it was never, rarely or sometimes encouraged. At the same time 54% of the participants said that reading for pleasure was often or always encouraged at home. Only 45% of the respondents reported that their parents never or rarely encourage it. Our study seeks to represent the real situation regarding the general study habits of the selected population of students. It also compares the study habits of male and female students and explores the relationships between study habits, achievement and certain social factors. In order to get a comprehensive view both male and female students have been selected from three different levels of the English program at KKU, and they are given almost equal representation in the population of this study. Though students' general study habits are also influenced by many psychological factors, they are not included in this study as they can constitute the subject of another independent research.

3. Methodology

This research uses the descriptive analytical method. A questionnaire is developed and circulated to randomly chosen male and female respondents at level 3, 4, 5, 6, 7 and 8 of the English Department at KKU for the purpose of data collection. This questionnaire is divided into three parts (see appendix). The first part of the questionnaire is related to certain variables, namely, sex, level, and GPA. The second part consists of questions related to students' general study habits and the third part has four items related to social factors.

3.1. Validity and Reliability of the Questionnaire:

3.1.1.   Validity:

The questionnaire was given to five distinguished referees for testing its validity, and it was modified in the light of their feedback as follows:

- Certain items of the questionnaire were rephrased and some others were deleted.
- The social factors were limited to encouragement from the society, encouragement from peers, financial difficulties and frequent visitors at home.

3.1.2. Reliability:

Then the questionnaire was given to 37 students in order to judge its reliability. Alpha was calculated by the use of the Statistical Package for Social Sciences (SPSS) and the result is shown in table -1 below:

Table 1: Reliability of the questionnaire

S. No.	Part	Alpha
1	Part 1	.71
2	Part 2	.75
3	Part 3	.80
Average		.75

The obtained data score is 0.75 which indicates that the scale has an acceptable internal consistency reliability. So it is not necessary to delete any of the items to improve the reliability score of this scale.

To interpret the output, we followed the rule of George and Mallery (2003) as given in (Gliem & Gliem, October 8-10, 2003):

> .9 (Excellent), > .8 (Good), > .7 (Acceptable), > .6 (Questionable), > .5(Poor), and < .5 (Unacceptable)

Sample:

As shown in table-2 below, the sample consists of 440 respondents (219 male students and 221 female students). Male respondents were randomly selected from students of level 3-8 of the Department of English, Faculty of Languages and Translation, and female respondents were randomly selected from level 3-8 students of the Department of English, Faculty of Letters and Education.

Table 2: Description of the study sample

	Variable	Frequency	Percentage
Sex	Male	219	49.8
	Female	221	50.2
GPA	Less than 2	13	3.0
	2 - 2.99	174	39.5
	3 - 3.99	184	41.8
	4 – 5	69	15.7
Level	3 – 4	147	33.4
	5 – 6	146	33.2
	7 – 8	147	33.4

4. Findings:

Regarding the first research question related to the general study habits of students at the Department of English the following frequencies and percentages were calculated:

A. Time Management

Concerning the preferred time for study, table-3 below clearly indicates that only 29.1% (the highest percentage) of students study only a day before the exam. We must also mention that only 23.9% of the students study more than one hour a day. Regarding the preferred time for study, 51.6 % (the highest percentage) of students study in the evening.

Table 3: Time management

	Frequency	Percent
Time for study		
Less than 1 hour daily (regularly)	104	23.6
More than 1 hour daily (regularly)	105	23.9
Only a day before the exam (any number of hours/day)	128	29.1
Only a week before the exam (any number of hours/day)	103	23.4
Total	440	100
Preferred time for study (Time of the day)		
Early in the morning	57	13.0
In the afternoon	103	23.4
In the evening	227	51.6
After midnight	53	12.0
Total	440	100

As for time wasters/distracters, table-4 below shows that 42.5% of the students spend 1-2 hours daily with friends for fun. In contrast to this percentage only 17.3% of the students spend more than 4 hours a day with their friends. Concerning watching TV, 49.3% watches it for 1-2 hours a day. In contrast, 10.2% of the students spend more than 4 hours a day watching TV. Regarding surfing the internet, 46.4% browse the internet and use mobile phones for non-academic purposes for 1-3 hours every day. In contrast, only 25.7% spend more than 5 hours a day browsing internet and using mobile phones.

Table 4: Time wasters/ distracters

Time wasters/ distracters	Frequency	Percent
Time spent with friends for fun every day		
None	48	10.9
1 hour- 2 hours	187	42.5
3 hours-4 hours	129	29.3
More than 4 Hours	76	17.3
Total	440	100.0
Watching TV		
None	83	18.9
1 hour- 2 hours	217	49.3
3 hour- 4 hours	95	21.6
More than 4 hours	45	10.2
Total	440	100.0
Surfing internet and using mobile phone for non-academic purposes		
None	34	7.7
1 hour- 3 hours	204	46.4
3 hours- 5 hours	89	20.2
More than 5 hours	113	25.7
Total	440	100.0

B. Preferred Location

As for the preferred location for studying, table-5 below shows that 88.9% (the highest percentage) prefer to study at home. Also, only 1.8% of the students study in the university library and there is no significant difference between male and female students in terms of the preferred location for study.

Table 5:   Preferred location for studying

Preferred location	Frequency	Percentage
At the library /university	8	1.8
Home	391	88.9
At a friend's house	12	2.7
Other places	29	6.6
Total	440	100.0

C. Punctuality and Participation

As shown in table- 6 below, 43.6% (the highest percentage) of the students always come to their classes regularly while 42.7% (the highest percentage) always come to their classes on time. Concerning participation, 45.9% (the highest percentage) of the students sometimes volunteer to answer questions posed by instructors in the class whereas those who never volunteer to answer are 7% and those who always volunteer are 6.1%.

Table 6: Punctuality and participation

Statement	Percentages of Responses				
	Never	Seldom	Sometimes	Often	Always
I come to my classes regularly	3.6	9.1	19.1	24.5	43.6
I always come to my classes on time	1.6	3.6	16.8	35.2	42.7
I volunteer answers to questions posed by instructors in the class	7.0	20.2	45.9	20.7	6.1

D. Concentration

Regarding concentration, table 7 below shows that 39.1% (the highest percentage) of students are sometimes satisfied with their level of concentration while dealing with a certain task whereas those who are never satisfied with their concentration are 6.1%. Students who are always satisfied with their concentration for achieving a task are 11.1%. Furthermore, 37.7% (the highest percentage) of students sometimes take their classes without being attentive. Students who attend their classes attentively are 19.1%. Those who always attend their classes and do not pay attention are 5.9%. Also, 33% (the highest percentage) of students sometimes read aloud to concentrate and understand. Those who opted for never in response to 'read aloud to concentrate and understand' are 9.1% and those who opted for 'always' are 20.5%.

Table 7: Concentration

Statement	Percentages of Responses				
	Never	Seldom	Sometimes	Often	Always
I am satisfied with my level of concentration required for a task	6.1	16.1	39.1	27.5	11.1
I attend my class without being attentive	19.1	22.0	37.7	15.2	5.9
I read aloud to concentrate and understand	9.1	15.0	33.0	22.5	20.5

E. Memorization

Table-8 below shows that 35.5% (the highest percentage) of students sometimes use the newly learnt words/structures in speech and writing whereas those who never use such words/structures are 3.9%. Those who always use such words/structures are 14.3%. Also, 33.9% (the highest percentage) of students sometimes say the new words orally/ out loud again and again to learn/memorize them whereas those who never do such practices are 9.1%. Those who always do this drilling are 21.8%. In addition, 30% (the highest percentage) of students never memorize grammatical rules and definitions of terms without understanding them while only 7.5% always memorize without understanding.

Table 8: Memorization

Statement	Percentages of Responses				
	Never	Seldom	Sometimes	Often	Always
I use the newly learnt words/structures in speech and writing	3.9	17.5	35.5	28.9	14.3
I say the new words orally/ out loud again and again to learn/ memorize them (not used in context)	9.1	13.6	33.9	21.6	21.8
I memorize grammatical rules and definitions of terms without understanding them	30.0	22.7	24.3	15.5	7.5

F. Course Materials Organization

As shown in table -9 below 37.3% (the highest percentage) of students often study in a haphazard, disorganized way under the threat of the test. In contrast, those who never do so are 18.4%. The students who always study under the threat of an exam are only 7.7%. 31.6% (the highest percentage) of students can sometimes readily distinguish between important and unimportant points while reading. 4.1% never succeed in making such distinctions and 20.2% can always make distinctions between important and unimportant points. Responses to the third item shows that 38.2% (the highest percentage) of students often try to organize information in a systematic way whereas those who never do so are 3.2% and those who always do so are 27.3%.

Table 9: Course materials organization

Statement	Percentages of Responses				
	Never	Seldom	Sometimes	Often	Always
I often study in a haphazard, disorganized way under the threat of the next test	18.4	17.7	37.3	18.9	7.7
When reading, I can distinguish readily between important and unimportant points	4.1	12.7	31.6	31.4	20.2
I try to organize information in a systematic way	3.2	7.5	23.9	38.2	27.3

G. Effort

It is clear from table-10 below that 28.9% (highest percentage) of students sometimes ask their teachers while having trouble understanding the course material. Those who never do so are 13.2% and those who always do so are 17%. Furthermore, 30.5% (the highest percentage) of students sometimes seek other material if they have trouble understanding the text. Those who never do so are 11.4% and those who always do so are 20.2%. 28.6% (the highest percentage) of students never try to ignore the course material if they have trouble understanding it.

Table 10: Effort

Statement	Percentages of Responses				
	Never	Seldom	Sometimes	Often	Always
If I have trouble understanding material in the course, I ask my teacher	13.2	19.5	28.9	21.4	17.0
If I have trouble understanding material in the course, I seek other material to help me	11.4	14.8	30.5	23.2	20.2
If I have trouble understanding material in the course, I try to ignore it	28.6	26.8	25.9	10.9	7.7

H. Preparation for Exam

As shown in table-11 below 27.5% (the highest percentage) of students sometimes start to prepare for the exams right from the beginning of the semester. Those who never make such preparation are 23.6% and those who always prepare from the beginning are 12%. Furthermore, 29.3% (the highest percentage) of students sometimes start cramming just a few hours before the exam. Those who opted for never in response to cramming just a few hours before the exam are 13.9% and17.5% opted for always. 33% (the highest percentage) of students sometimes get a good night's rest prior to an exam. 11.1% opted for never and 15.2% opted for always. Their response to the fourth item shows that 42% (the highest percentage) sometimes understand the structure of

different types of tests and are able to prepare for each type. 4.8% opted for never and 14.5% opted for always. 29.1% (the highest percentage) of students sometimes do not study much if they realize that tests are easy to pass. 24.5% opted for never and 9.5% opted for always.

Table 11: Preparation for exam

Statement	Percentages of Responses				
	Never	Seldom	Sometimes	Often	Always
I start to prepare for the exams right from the beginning of the term	23.6	23.0	27.5	13.9	12.0
I start cramming just a few hours before the exam	13.9	11.8	29.3	27.5	17.5
I usually get a good rest at night prior to a scheduled exam	11.1	15.0	35.2	23.4	15.2
I understand the structure of different types of tests and am able to prepare for each type	4.8	12.7	42.0	25.9	14.5
When I realize that tests are easy to pass, I don't study that much	24.5	18.6	29.1	18.2	9.5

Concerning the second research question, Mann-Whitely Test was used to study the differences in study habits between male and female students. Table-12 below shows that there is a statistically significant difference between GPA of male and female students (at 0.01 level of significance) in favor of female students.

Table 12: Difference in GPA between male and female students

Sex	N	GPA Mean Rank	Mann-Whitney U	1.413E4
male	219	174.54	Wilcoxon W	3.822E4
female	221	266.04	Z	-8.133-
Total	440		Asymp. Sig. (2-tailed)	.000

Also tables–13 and 14 below, the following differences between male and female students:

- There is a significant difference in favor of male students (at 0.05 level of significance) in the number of hours they study every day. The mean rank for the male students is 234.74 whereas the mean rank for the female students is 206.39. On the other hand, there is a significant difference in favor of female students (at 0.01 level of significance) in the number of hours they spend with friends for fun every day. The mean rank for the female students is 236.65 whereas the mean rank for the male students is 204.20.

- There is a significant difference in favor of male students (at 0.01 level of significance) in the number of hours students watch TV every day. The mean rank for the male students is 251.32 whereas the mean rank for the female students is 189.95.

- There is a significant difference in favor of female students (at 0.05 level of significance) in the number of hours students surf the internet and use mobile phone for non-academic purposes. The mean rank for the female students is 232.62 whereas the mean rank for the male students is 208.26.

Table 13: The differences in study habits between male and female students (Part –A)

Variable	Sex	N	Mean Rank	Sum of Ranks
Time for study	Male	219	234.74	51407.50
	female	221	206.39	45612.50
	Total	440		
Preferred time for study (Time of the day)	Male	219	221.40	48486.00
	female	221	219.61	48534.00
	Total	440		
Number of hours students spend with friends for fun every day.	Male	219	204.20	44720.50
	female	221	236.65	52299.50
	Total	440		
Number of hours students watch TV every day	Male	219	251.32	55040.00
	female	221	189.95	41980.00
	Total	440		
Number of hours students surf the internet and use mobile phone for non-academic purposes	Male	219	208.26	45610.00
	Female	221	232.62	51410.00
	Total	440		
Preferred location	Male	219	219.79	48134.00
	female	221	221.20	48886.00
	Total	440		

Table 14: The differences in study habits between male and female students (Part- A)

	Study hours	Study time	With friends	TV	Internet/ Mobile	Location
Mann-Whitney U	21081.500	2.400 E4	20630.500	1.745 E4	21520.000	2.404 E4
Wilcoxon W	45612.500	4.853 E4	44720.500	4.198 E4	45610.000	4.813 E4
Z	-2.417-	-.160-	-2.834-	-5.451-	-2.148-	-.214-
Asymp. Sig. (2-tailed)	.016	.873	.005	.000	.032	.831

Also, as shown in tables 15 and 16 below, the following differences appear between male and female students:

- There is a significant difference in favor of female students (at 0.01 level of significance) in punctuality and participation. The mean rank for female students is 268.53 whereas the mean rank for male students is 172.03.
- There is a significant difference in favor of female students (at 0.01 level of significance) in concentration. The mean rank for female students is 236.38 whereas the mean rank for male students is 204.47.
- There is a significant difference in favor of female students (at 0.01 level of significance) in effort. The mean rank for female students is 257.77 whereas the mean rank for male students is 182.89.
- There is a significant difference in favor of female students (at 0.01 level of significance) in preparation for exam. The mean rank for female students is 241.71whereas the mean rank for male students is 199.10. Male students study a day before the exam, whereas female students study on regular basis.

Table 15: The differences in study habits between male and female students (Part- B)

	Sex	N	Mean Rank	Sum of Ranks
Punctuality and Practice	Male	219	172.03	37675.50
	Female	221	268.53	59344.50
	Total	440		
Concentration	Male	219	204.47	44779.00
	Female	221	236.38	52241.00
	Total	440		
Memorization	Male	219	211.56	46332.50
	Female	221	229.36	50687.50
	Total	440		
Course materials Organization	Male	219	222.76	48784.50
	Female	221	218.26	48235.50
	Total	440		
Effort	Male	219	182.89	40052.00
	Female	221	257.77	56968.00
	Total	440		
Preparation for exam	Male	219	199.10	43602.00
	Female	221	241.71	53418.00
	Total	440		

Table 16: The differences in study habits between male and female students (Part- B)

	Punctuality	Concentration	Memorization	Organizatio n of Course materials	Effort	Preparation for exam
Mann-Whitney U	1.359E4	2.069E4	2.224E4	2.370E4	1.596E4	1.951E4
Wilcoxon W	3.768E4	4.478E4	4.633E4	4.824E4	4.005E4	4.360E4
Z	-8.075-	-2.664-	-1.484-	-.376-	-6.249-	-3.537-
Asymp. Sig. (2-tailed)	.000	.008	.138	.707	.000	.000

The third research question is about the relationship between students' GPA and their general study habits. It is evident from table-17 below that there is only a correlation between punctuality and GPA (at 0.01 level of significance).

Table 17: Correlation coefficient between GPA and general study habits

Item		GPA
Punctuality	Correlation Coefficient	.252**
	Sig. (2-tailed)	.000
	N	440
Concentration	Correlation Coefficient	.089
	Sig. (2-tailed)	.063
	N	440
Memorization	Correlation Coefficient	.005
	Sig. (2-tailed)	.920
	N	440

Item		GPA
Course materials Organization	Correlation Coefficient	.012
	Sig. (2-tailed)	.800
	N	440
Effort	Correlation Coefficient	.089
	Sig. (2-tailed)	.063
	N	440
Preparation for exam	Correlation Coefficient	.041
	Sig. (2-tailed)	.387
	N	440

* Correlation is significant at 0.05 level

** Correlation is significant at 0.01 level

The fourth research question is about the relationship between study habits and social factors, table-18 below shows the following results:

- There is a negative correlation between study hours and factor 3 ($P < 0.05$). (financial difficulties cause me to neglect my study) . This means that financial difficulties have a negative effect on the number of hours students study a day.

- There is a significant correlation between number of hours students spend with friends for fun every day and factor 4 (frequent visitors (friends/relatives) interrupt my study) ($P < 0.05$) and a highly significant correlation with factor 2 (I see my classmates reading English books and am encouraged to do so) ($P < 0.01$).

Table 18: The relationship between study habits and selected social factors
(Part –A)

			Factor 1***	Factor 2***	Factor 3***	Factor 4***
Spearman's rho	Study hours	Pearson Correlation	-.080-	-.090-	-.098*	.041
		Sig. (2-tailed)	.096	.061	.041	.395
		N	440	440	440	440
	Study time	Pearson Correlation	.036	.085	.143**	-.005-
		Sig. (2-tailed)	.457	.076	.003	.922
		N	440	440	440	440
	With friends	Pearson Correlation	.133**	.124**	.063	.099*
		Sig. (2-tailed)	.005	.009	.186	.038
		N	440	440	440	440
	TV	Pearson Correlation	-.183**	-.024-	-.018-	-.001-
		Sig. (2-tailed)	.000	.621	.699	.981
		N	440	440	440	440
	Internet/ Mobile	Pearson Correlation	.011	-.035-	.028	.070
		Sig. (2-tailed)	.823	.470	.556	.145
		N	440	440	440	440
	Location	Pearson Correlation	.033	-.012-	.078	.059
		Sig. (2-tailed)	.493	.798	.103	.218
		N	440	440	440	440

*** Factor 1, 2, 3 and 4 mean the students' responses to the following questionnaire items:

Factor 1: My society encourages reading English books.

Factor 2: I see my classmates reading English books and am encouraged to do so.

Factor 3: Financial difficulties cause me to neglect my study.

Factor 4: Frequent visitors (friends/relatives) interrupt my study.

Table-19 below shows relationships between social factors and some other aspects of study habits. There is a highly significant correlation between punctuality and participation and factor 1 [my society encourages reading English books] and factor 2 [I see my classmates reading English books and am encouraged to do so] (P < 0.01).

- Concentration has a highly significant correlation with factor 2 [I see my classmates reading English books and am encouraged to do so] (P < 0.01).
- Memorization has significant correlation with factor 1 [my society encourages reading English books] and 2 [I see my classmates reading English books and am encouraged to do so] (P < 0.05).
- Effort has a highly significant correlation with factor 1 [My society encourages reading English books], factor 2 [I see my classmates reading English books and am encouraged to do so], and factor 3 [financial difficulties cause me to neglect my study] (P < 0.01).
- Preparation for exam has significant negative correlation with factor 4 [frequent visitors (friends/relatives) interrupt my study], and a highly positive significant correlation with factors factor 1 [my society encourages reading English books], factor 2 [I see my classmates reading

English books and am encouraged to do so], and factor 3 [financial difficulties cause me to neglect my study].

Table 19: The relationship between study habits and selected social factors (Part –B)

Factor		Punctuality and Participation	Concentration	Memorization	Course materials Organization	Effort	Preparation for exam
Factor 1***	Pearson Correlation	.204**	.064	.099*	.038	.215**	.202**
	Sig. (2-tailed)	.000	.181	.039	.426	.000	.000
	N	440	440	440	440	440	440
Factor 2***	Pearson Correlation	.188**	.132**	.097*	.032	.197**	.183**
	Sig. (2-tailed)	.000	.006	.042	.506	.000	.000
	N	440	440	440	440	440	440
Factor 3***	Pearson Correlation	-.054-	.071	.029	.061	.160**	.161**
	Sig. (2-tailed)	.255	.137	.539	.204	.001	.001
	N	440	440	440	440	440	440
Factor 4***	Pearson Correlation	.011	-.035-	.189**	.056	.014	-.095*
	Sig. (2-tailed)	.821	.462	.000	.242	.774	.046
	N	440	440	440	440	440	440

*Correlation is significant at 0.05 level
**Correlation is significant at 0.01 level

5. Discussion:

Responses of participants reveal that the GPA of 42.5% of the students is below the average. This can be attributed to the students' bad study habits. For instance, only 23.9% of the students study more than one hour a day while majority of them study just a day or a week before exams. Furthermore, 51.6 % of the students prefer to study in the evening. Concerning this issue, Real (2011) mentions that "by starting your studies early, and reviewing what you've learned, you have a much better chance of remembering and understanding what you need to know when you face a big exam." Also, Hopper (2010) states that "an hour of study during the day may take an hour and a half at night." (Hopper,2010, 3)

As for time wasters, data analysis shows that 42.5% of the students spend 1-2 hours daily with friends for fun. 49.3% watch TV for 1-2 hours a day and 46.4% surf the internet and use mobile phone for non-academic purposes for 1-3 hours a day. Concerning the preferred location for study, the results show that 88.9% of the students study at home. His research shows "that students who study with someone routinely make better grades. Yet studying in a group or with a partner can sometimes become too social. It is important to stay focused. (Hopper,2010, 3).

Regarding concentration, participants responses indicate that 37.7% of the students sometimes attend their classes without being attentive. It is important to use various techniques in the classroom such as comprehension checks, conversational activities and discussions in order to draw the attention of the students and help them focus on the learning tasks.

Responses about punctuality and participation show that 43.6% of the students are always interested in attending the classes regularly, 42.7% always come to classes on time and 45.9% sometimes volunteer to answer questions posed by instructors in the class. Also, the results of this study show that there is a positive correlation between achievement, punctuality and participation. It is, therefore, the responsibility of the English teacher to introduce such interactive activities in the classroom that ensure students' participation and subsequently pave the way for their punctuality.

The response of the highest percentage of students to 'effort' shows that 28.9% sometimes ask their teacher when they have trouble understanding material in the course, 30.5% sometimes seek other material to help them if they have trouble understanding the material in the course.

Concerning preparation for the exam, results indicate that 27.5% of the students (23.6% less than an hour a day regularly and 23.9% more than an hour a day regularly) sometimes start to prepare for the exams right from the beginning of the semester. 29.3% sometimes start cramming just a few hours before the exam. 42% sometimes understand the structure of different types of tests and are able to prepare for each type and 29.1% don't study that much probably because they believe that exams are not challenging and therefore easy to pass.

In contrast to female students, male students study for more hours every day. Male students watch TV for more hours every day in contrast to their female counterparts. There was also a significant difference in favor of female students in

GPA, number of hours students spend with friends for fun every day, punctuality and participation, concentration, effort and preparation for exam. Therefore, it can be safely said that the consistency of female students towards their study behavior resulted in their higher achievement in contrast to the male students. Female students surf the internet and use mobile phone for non-academic purposes more than the males. Male students study a day before the exam, whereas female students study on regular basis. Nonis & Hudson (2010) came to a similar conclusion in terms of quantitative management of time by male and female students for study but they have further argued that studying may not simply be a quantity issue; there are qualitative techniques, such as good study habits, that can make study time more effective for students.

Regarding the relationship between students' GPA and their general study habits, it is established in the present study that there is a high correlation between punctuality, participation and GPA. This means that students who come to their classes regularly on time and participate in classroom activities were better achievers than other students. It is significant to mention that Chaudhry (2006), Eileen Garcia (2006), and Crede & Kuncel (2008) found a positive relationship between study habits and academic success. However, Fuente et. al. (2009), who measured study habits from a behavioral and organizational perspective (place, type of room, study conditions, aloneness, library usage) and study planning habits (fixed schedule, study plan, minimum amount of study time per week) agreed that behaviors referring to study habits and academic performance are interdependent.

Concerning the relationship between study habits and social factors, the results indicate that there is a negative correlation between the number of hours students study everyday and financial difficulties. This means that financial difficulties have a negative effect on the number of hours students study a day. Also, there is a significant correlation between frequent visitors (friends/relatives) and the number of hours students spend with friends for fun every day. In addition, a highly significant correlation exists between peers encouragement and the number of hours students study every day.

Furthermore, there is a highly significant correlation between society and peers encouragement and certain study habits such as punctuality and participation, memorization, effort and preparation for exam.

Conclusion and Suggestions:

The importance of study habits stems from the fact that a high positive correlation exits between study habits and academic achievement. Furthermore, knowing the study habits of students is a helpful tool in predicting students' performance. Teachers and academic advisers can develop a plan for the purpose of helping students change their study habits and subsequently enhance their academic performance.

This study came to a number of conclusions: First, only 23.9% of the students study more than one hour a day. This means that the majority of students study in a haphazard, disorganized way and they study just a day or a week before exams. Real (2011) states that cramming the night before the exam will put the brain at a big disadvantage . He maintains

that "your brain needs to sleep properly for the memories to be encoded in your neurons. You need to reduce your mental stress." (Real, 2011). Second, 28.9% of the students sometimes ask their teacher when they have trouble understanding material in the course and 30.5% sometimes seek other material to help them if they have trouble understanding the material in the course. Third, students who come to their classes regularly on time and volunteer to participate in classroom activities were better achievers than their counterparts. Fourth, concerning the relationship between study habits and social factors, the results indicate that there is a negative correlation between the number of hours students study everyday and financial difficulties. In addition, a highly significant correlation exists between peers encouragement and the number of hours students study every day. Fifth, there is a highly significant correlation between punctuality and participation, memorization, effort, preparation for exam and society and peers encouragement.

Sixth, regarding the use of the library, Cook & Heat (2001) state that libraries play a particularly important role, serving as a home away from home for the length of the academic day. The present study shows that the overwhelming majority of students (88.9% Table-5) prefer to study at home whereas only 1.8% of the students use the university library for study. The obtained data analysis is significant and may be interpreted in two ways. Either the library is not an ideal place for study or the students are not properly familiarized to its use.

Based on the findings of this study and keeping in mind the significance of improving students' study habits, the

authors of this paper would like to suggest the following: First, to increase the number of hours students study every day and to engage them in studying activities; it is advisable to give students quizzes and assignments on weekly basis. Second, this study shows that peers encouragement has a positive correlation with effective study habits; therefore teachers can involve students in collaborative learning activities which can be implemented through the use of the e-learning facilities provided by the university. Third, teachers have to use a variety of teaching techniques and encourage students to participate in classroom activities and help them become autonomous learners. Fourth, this study also shows that society encouragement has a positive correlation with effective study habits; therefore the college can start extracurricular actives which can be achieved by establishing partnership with parents and influential communities. And students can also be appointed to different roles in community services. Parents should also be involved into extended extracurricular actives so that the bonding between the community and the university grows and parents feel engaged in the endeavours of their sons and daughters. Fifth, the university, through the Deanship of Students' Affairs, should provide the financial assistance to students who face serious financial difficulties in their domestic affairs. Sixth, it is important to focus on the role of libraries in establishing effective study habits, and it is also the responsibility of faculty members to motivate their students for the effective use of the library. Finally, as it is the case with other studies (Afful-Broni and Mawusi, 2010 & Aquino,2011), it is necessary to provide students with couseling and guidance services through open forums, workshops and seminars on

study habits and how to improve study habits and academic performance.

It is normal that different students will have different study habits. If the teachers give their students guidelines about how to study well and in the most effective way, the students surely would be able to improve their level of achievement. Humanistic teaching could be a solution in this regard. Teachers should try to find out the students' strengths and weaknesses in their studies through student counseling. When a teacher finds a student getting bad grade in the exam or admitting having trouble preparing properly for the tests, he/she can arrange a special appointment with the particular student to enquire about the student's study habits. The teacher can give necessary suggestions as to how the student can improve his/her level of achievement by cultivating effective study habits and later should observe whether the suggestions are being followed or not. Also, the two interdependent factors, motivation and attitude can play a vital role in fostering effective study habits in the students. According to Rod Ellis, "Motivation and attitudes are important factors, which help to determine the level of proficiency achieved by different learners." (1986:118) Jeremy Harmer states, "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people." According to him, "The society we live in", "Significant others", "The teacher", "The method", are the "sources of motivation". (2003: 51, 52) Apart from the motivation, extrinsic or intrinsic, provided by others the students should also have positive attitude; they should always aspire for achieving success in language learning. One easy,

but a little unconventional, way to motivate the students would be encouraging them read beyond and around the syllabi. If a student grows the flair for reading he would probably naturally start developing his study skills and would also be able to practically apply the suggestions of the teacher into practice regarding study skills and proper habit towards study. Another way would be giving tests, both surprise and announced. However, the teacher should be careful regarding this since too many tests may rather create a mechanized environment and might create disinterest/boredom towards learning. Once the students build up effective study habits, learning or achievement becomes easy for them; they start to work smarter for a specific period rather than studying harder all the time.

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Appendix

Dear Student,

The attached questionnaire has a number of questions related to your study habits. Please read the questions carefully before writing down your answers. We assure you that your answers will be treated confidentially and will be used for research purposes only.

Part I - Personal Information:

Please fill in the form below.

Student's Name (optional) …………………………….

1. Sex::   ☐ Male   ☐ Female

2. GPA (at university)   a. Below 2   c. 3- 3.99

                         b. 2 – 2.99   d. 4 - 5

3. Level: a. 3 & 4   c. 7 & 8   b. 5 & 6

Part II- General Study Habits:

Please circle the answer that best applies to you.

A. Time management:

* **The number of hours you spend studying per week**

4. How many hours do you study every day?

   a. Less than 1hour   c. I study only on the day before the exam

   b. More than 1hour   d. I study only in the week prior to the exam

* **Preferred time for studying**

5. At what time do you usually start your studies at home?

   a. Early in the morning   c. In the evening

b.In the afternoon   d. After mid-night

- **Time wasters/ Distracters**

6. How many hours do you spend with your friends every day for fun?

   a. None   c. 3 hours-4 hours

   b. 1 hour- 2 hours   d. More than 4 hours

7. How many hours do you watch TV every day?

   a. I do not watch TV   c. 3 hours- 4 hours daily

   b. 1 hour- 2 hours daily   d. More than 4 hours daily

8. How many hours do you surf the internet and use mobile phone for <u>non-academic purposes</u>?

   a. None   c. 3 hour – 5 hours

   b. 1 hour – 3 hours   d. More than 5 hours a day

B. Preferred location

9. Where do you spend most of your time studying?

   a. At the library /university   c. At a friend's house

   b. Home   d. Other places

Please read these questions carefully and tick the appropriate answers.

		Never	Seldom	Some-times	Often	Always
C. Punctuality and Participation	10. I come to my classes regularly	1	2	3	4	5
	11. I always come to my classes on time	1	2	3	4	5
	12. I volunteer answers to questions posed by instructors in the class	1	2	3	4	5
D. Concentration	13. I am satisfied with my level of concentration required for a task	1	2	3	4	5
	14. I attend my class without being attentive	1	2	3	4	5
	15. I read aloud to concentrate and understand	1	2	3	4	5
E. Memorization	16. I use the newly learnt words/structures in speech and writing	1	2	3	4	5
	17. I say the new words orally/aloud again and again to learn/ memorize them (not used in context)	1	2	3	4	5
	18. I memorize grammatical rules and definitions of terms without understanding them	1	2	3	4	5
materials	19. I often study in a haphazard, disorganized way under the threat of the next test	1	2	3	4	5

		Never	Seldom	Some-times	Often	Always
	20. When reading, I can distinguish readily between important and unimportant points	1	2	3	4	5
	21. I try to organize information in a systematic way	1	2	3	4	5
G. Effort	22. If I have trouble understanding material in the course, I ask my teacher	1	2	3	4	5
	23. If I have trouble understanding material in the course, I seek other material to help me	1	2	3	4	5
	24. If I have trouble understanding material in the course, I try to ignore it	1	2	3	4	5
H. Preparation for exam	25. I start to prepare for the exams right from the beginning of the term	1	2	3	4	5
	26. I start cramming just a few hours before the exam	1	2	3	4	5
	27. I usually get a good night's rest prior to a scheduled exam	1	2	3	4	5
	28. I understand the structure of different types of tests and am able to prepare for each type	1	2	3	4	5
	29. When I realize that tests are easy to pass, I don't study that much	1	2	3	4	5

Part III –Social Factors

	Never	Seldom	Some-times	Often	Always
30. My society encourages reading English books	1	2	3	4	5
31. I see my classmates reading English books and am encouraged to do so	1	2	3	4	5
32. Financial difficulties cause me to neglect my study	1	2	3	4	5
33. Frequent visitors (friends/relatives) interrupt my study	1	2	3	4	5

Acknowledgement: