

**Perceptions of Students' Study Habits and Academic Performance: A Case Study
of African Students at Memorial University**

BY

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Submitted to the Faculty of Education, Memorial University, in Partial Fulfillment of
the Degree of Masters of Education

Faculty of Education
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August 2024

Abstract

This study explores the perceptions of study habits and their impact on academic performance among African students at Memorial University. The study employed a case study design and qualitative methods, utilizing semi-structured interviews with fifteen participants who were international students from Africa. Data were analyzed to know perceptions of students' study habits and academic performance. The research seeks to understand how these students perceive their own study habits and their correlation with their academic success. The findings reveal a complex relationship influenced by factors such as time management skills, school environment, and socialization. While some students attribute their success to disciplined study routines, others highlight challenges such as time management and balancing academic demands with other responsibilities. This case study provides insights into the unique experiences of African students at Memorial University and offers recommendations for academic support.

General Summary

This research investigates how African graduate students at Memorial University perceive their study habits and their correlation with academic performance. Through interviews with 15 students, the research uncovered insights into effective learning strategies in a Canadian university setting. Students emphasized the importance of personalized study routines, active classroom engagement, and creating supportive learning environments. They also highlighted the value of balanced socialization and adaptive time management. The findings reveal that successful study habits for international students involve a complex mix of cognitive strategies, social skills, and cultural adaptation. Based on these insights, the study recommends that universities organize group learning sessions, promote active learning approaches, and provide guidance on creating effective study environments. This research contributes to our understanding of international student success and suggests ways to better support their academic journey.

Dedication

To the giver of all knowledge, God, to Him be all glory.

Acknowledgments

The researcher wants to thank God for His grace, especially for giving her the knowledge, and guidance without which she would not have been able to do this task. She also wants to express her profound gratitude to Prof. Noel Hurley, her mentor during this research, for the advice he gave her. Every time the researcher spoke to him, he read the material, made suggested improvements, and offered encouragement. The researcher would also like to express her gratitude to Dr. Rose Neville for her assistance during the project.

She also owes the Department Chair, the Dean of the Faculty of Education, and the Associate Dean for Graduate Studies and Research for their assistance in successfully completing her program. She expresses her gratitude to all the faculty members in the Faculty of Education for their suggestions, counsel, and corrections.

The researcher wishes to express her gratitude to her parents, Mr. and Mrs. Sunday, her husband, Mr. Oludare Oyeniran, and her three children, Momooreoluwa Deborah Oyeniran, Onaopemipo Joshua Oyeniran, and to the new baby she had during this research period, her beloved son Mofeoluwa Victory Oyeniran, for the immeasurable support they gave her during the program. She also wishes to thank all her friends and other family friends for their assistance and support throughout the study.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Developing good study habits is an essential factor in improving academic performance. Along with great teachers, a conducive study environment, and high-quality books, students with clear learning tendencies can work independently and excel in their studies. According to Riaz et al. (2002), the study habits of students play a pivotal role in the learning process reflected in the student's academic performance. Study habits vary greatly between students and locations, but are essential in learning. The academic achievements of a student are significantly influenced by their study habits. Researchers and educationists have made frantic efforts to determine the causes of low student achievement (Muraina, 2013). Despite all the steps, the problems persist.

Academic institutions such as schools, colleges, and universities have no worth without teachers and students. These two groups are, by and large, the most important assets for any academic institution. The connection between the two groups and academic institutions is performance, in which, without students' performance, there will be no progress or achievement noted for both the teachers and the academic institution (Gilbert, 2018). Hence, student performance is an essential factor in any academic institution. Students' performance in academics has received the attention of many researchers around the globe for many decades.

The students' performance factor is one of the most challenging aspects in much academic literature because it affects their performance in academic, social, psychological, economic, and environment cohesion (Azhar et al., 2014; Vermunt, 2005). Many factors influence the students' performance but vary from person to person

and institution to institution. According to Tsinidou et al. (2010), there are many different interactions and types of links between the teachers and students through courses and perceived usefulness as related to their academic performance. Based on many literature surveys, these factors range from environmental, economic, social, and psychological, which strongly influence students' academic performance (You, 2018). Other factors, such as the role of course experience, effort, motives, and learning strategies, have also contributed to student academic performance (Diseth et al., 2010). Studies have identified causal factors responsible for weak academic performance at many institutions worldwide (Azhar et al., 2014; Diseth et al., 2010; Fernex et al., 2015; Sael et al., 2017; Winter et al., 2011). Most of these studies focus on two personal elements: teacher and institutional factors in students' performance. It has also been indicated that the student's performance is affected by economic factors, which may likely influence the student's grades (Sunshine et al., 2015). Students' learning and gain can also be affected by many multiple factors, and their educational success heavily depends on their societal and economic position. Research shows that parents' income and social status have a definite effect on students' academic performance and examination grade status positively or negatively (Azher et al., 2014; Vermunt, 2005).

Academic success is something that everyone yearns for, but it is not easily attained. It requires hard work and diligence on an individual's part. Schools, colleges, polytechnics, and universities are rated according to the success of their students. A country's social and economic development depends on its students' academic performance. An individual's desire for success stems from their perception of themselves and the meaning of various incentives in the eyes of others. Thus, student performance is crucial in producing high-quality graduates who will become leaders

and assets for a country's economic and social development. The study habits of students are significant in their academic performance. Learning is reflected in how students respond to their environment, social, emotional, and physical stimuli, as well as how they interpret new information. The academic performance of students is a significant concern for education stakeholders worldwide. For study to be effective, Freeman and Mors (1993) have observed that it should be of regular intensity and should cover long periods. The habits of studying must be sustainable ones. For that matter, students must see the need to develop good study habits.

Crow and Crow (2002) state that effective study habits include a plan/place, a definite timetable, and taking brief, well-organized notes. Researchers like Adeyemo (2005) and Gbore (2006) have studied effective study habits. They argue that study habits are strongly related to students' academic performance. It is unrealistic to anticipate that students will learn everything they need about a subject from their teachers in the classroom alone. A blend of classroom and out-of-classroom learning is essential for students to develop effective study habits. To attain good academic performance, it is crucial to emphasize the importance of adequate counseling services for students. Students must be guided in cultivating strong study habits leading to academic excellence.

Many research findings show that good study habits improve the academic achievement of students (Jafari et al., 2019) including taking notes, time management, regular and sincere attendance of classes, practicing tests, regular short breaks and rest, and spending some leisure time for extracurricular activities. Rabia et al. (2017) found that students' note-taking habits, organizing assignments following rules, and reading extra material significantly affect examinations. However, external

factors may affect good study habits like unsuitable physical environment, improper guidance or tutor, inefficient time management, lack of being goal-oriented, poor practice in learning activities, overburden with extra activities, and excess use of technology, which may lead to mental frustration, and poor retention. Good study habits lead to good academic records and bad study habits lead to poor academic records as there is a direct relationship between study habits and academic achievement.

Okon (2005) observed that students with structured and organized study habits performed well during examinations. Okon (2005) also recommended that parents, government, and teachers provide reading materials and a conducive environment for effective learning. Onwuegbuzie (2001) suggested that guidance services are needed for student study attitudes and study habits for better academic performance. Sorenson (2006), while listing the good essential study habits, stated that one must study with the primary aim of understanding. This requires one not to hurry; sustained concentration is necessary. Hills and Ballou (2000) explains that a perfect and conducive learning environment encourages students to study. It might positively impact their academic performances, but students reading in an unfavorable environment might find learning challenging, affecting their academic achievements.

1.2 Purpose of the Study

The present study examines the perceptions of students' study habits and academic performance and is a case study of African students at Memorial University. The primary purpose of this study is to examine the relationship between study habits and students' perceptions of these habits on academic performance. This study

intends to identify various study habits used by the students and their relationship with their academic performances. Specifically, the study seeks to:

- i. Describe the perceptions of students' study habits towards achievement of required academic performances.
- ii. Investigate the factors that may enhance student's academic performances.

1.3 Research Questions

I chose qualitative research because I believe it would suit the participants and the purpose of the study. Robson (2002) states three major aspects a researcher should consider in determining the purpose of the research one of which is exploratory. This involves identifying the situation to find out: what is happening to seek new insights, to ask questions, and to assess phenomena in a new light (Robson, 2002, p. 59). I aim to highlight all three of Robson's points related to these student experiences on study habits.

In this study, the following research questions were raised to guide the research study.

- i. How do students perceive that their study habits enhance personal achievement of required academic outcomes?
- ii. What are the factors that may enhance students academic performances?

1.4 Significance of the study

It is believed that this study will provide evidence of the importance to students, parents, teachers, and other educational critical stakeholders on the need to pay required attention to how study habits of the students affect their academic performances.

Besides, the findings of this study may serve as a veritable source of information for the students to develop good habits, which can lead to good academic performances. Also, the study will be of help to expose students to different study strategies to enhance their academic performance. The result of the findings may help sensitize university students to develop effective study habits through the information provided in the study. Educators at both the university and school levels may see the findings as valuable. The study might encourage universities and Departments of Education to initiate programs that facilitate effective habits among students in universities and schools. Such programs could include the implementation of guidance and counselling services to assist students in better understanding student study habits.

Finally, the findings might encourage public members to motivate their wards to take their education very seriously and discourage laziness and other anti-social vices among students in their communities.

This study will be used by people who may want to explore the factors that could influence students' academic performance.

- i. It attempts to combine study skills with study habits and how they influence students' academic performance.
- ii. It will give valuable information about the students' perception of study habits and students' academic performance.
- iii. It will be resource material for others researching related fields.
- iv. The researcher believes that students, particularly graduate students at Memorial

University, will benefit from this study's findings since it provides the basis for awareness and a better understanding of how their current study habits might influence their academic performance. Likewise, it gives them a more detailed and reasonable perspective on how certain behaviors might influence study habits.

CHAPTER TWO: CONCEPTUAL REVIEW

2.1 Concept of Study Habits

Study habits conceptually explain the study pattern and practices of an individual with the aim of achieving specific objectives. Rabia et al. (2017) defined study habits as study sessions or typical procedures that a student continuously adheres to throughout their academic career. To understand the academic subjects and perform well in exams, students should follow a methodical, consistent study regimen (Bajwa et al., 2015). According to Ebele and Olofu (2017), study habits are a type of more or less continuous study strategy that students form while still in school. A student's style, routines, habits, and procedures that they constantly employ, adopt, use, or execute during the learning process in order to improve their learning are referred to as their study habits. When study techniques are used consistently over time, they get etched in the brain and develop into study habits. Just as excellent habits lead to a successful study life and poor habits can lead to setbacks, so do excellent study habits result in successful scholastic pursuits while poor or appalling study habits can lead to failure. This means it is difficult to have good academic success without complementary study habits.

- Study habits, according to Alzahrani et al. (2018), are sets of skills that combine various strategies to complete academic assignments on time and in the right format, and with learning inclinations that enable students to complete their academic programs. Rabia et al. (2017) defined study as part of a student's regular academic routine that greatly aids in the growth of knowledge and perceptive abilities; they are concentrated on a student's academic curriculum outcomes. An individual's study habits reveal their

learning style, career goals, and level of ambition. Study habits are sets of skills, concepts, and strategies formed and implemented to gain and gather knowledge, competence, and to achieve good academic performance. To improve their academic performance, students must work hard and put in effort. Study habits influence a person's potential for learning, as well as his or her goals for advancement and income.

The Oxford Dictionary and Thesaurus of English Language (2003) defines study habits as devoting time and concentration to learning something new, notably through books. It is the acquisition of professional expertise through in-depth research on a topic or subject. According to Ezenwoke et al. (2018), study habits are any deliberate, controlled actions, procedures, or abilities that a student takes to facilitate learning. According to Chika et al. (2015), these tactics represent a type of learning self-regulation that promotes information acquisition through a variety of metacognitive processes, strategic actions, and motivating factors. According to studies conducted by Chika et al. (2015), there is a positive connection between students' study habits and academic achievement. This is so that improved study habits can promote academic performance by enabling increased cognitive and behavioral control. The learning habits that allow pupils to work independently and support their academic performance are referred to as study habits by Aara (2023).

Aara (2023) believed that bad study habits do not hinder students' academic advancement; instead, they exacerbate emotions of worthlessness, undermine initiative and confidence, and lead to dissatisfaction. For all those who are "being educated" or "are educated," good study habits are crucial. In order to build learning tendencies and acquire academic knowledge that will help pupils succeed academically, study habits require a commitment of time and attention. Study habits are the established practices

that a student follows to ensure that they have mastered the material they have learned in class (Anyanwu, 2022). Anyanwu says that while bad study habits can be a hindrance to learning and results in failure, effective study habits help students become experts in their fields of study and function exceptionally well as a result.

According to Igun and Adogbeji (2007), study habits are those behaviors and competencies that are fundamental to a student's academic success. These competencies and behaviors include time management, goal-setting, environment selection, note-taking techniques, concentration, distraction avoidance, internet proficiency, main idea selection, self-evaluation, scheduling, and anxiety management. According to Anyanwu (2018), a student's study habits are their intentional, scheduled study routine that has developed a level of regularity toward their comprehension of academic material and successful exam scores. This means that a learner's study habits can be described as a consistent pattern of behavior they use to gain knowledge or pertinent information about a specific subject or course. Study habits are routines and activities that a student consistently adopts for the purpose of studying in order to optimize his or her retention, productivity, and efficiency in preparation for a certain assessment. They are methodical, deliberate attempts to compile particular, broad information in the direction of a predetermined standard.

According to Illahi and Khandai (2015), study habits can be ineffective and detrimental, leading to inefficiency and impeding learning. As a result of this, studying in a calm environment, focusing on the most important material from the class, putting away or turning off distracting electronics, and other strategies are necessary for it to be effective. Ebele and Olofu (2017) noted that in order for study habits to be fruitful, each student needs to be aware of their own habits and what works for them. This is

because utilizing someone else's pattern or routine may not be as successful as it could be, depending on a variety of aspects. In order to have effective study habits, several studies examined various internal and environmental elements to be taken into consideration, such as getting enough sleep, health, motivation, reading comprehension, physical state (Shirban & Hsu, 2020), and school involvement (Iqbal et al., 2022).

Becton (2019) lists the following as some strategies for effective study habits: carefully planning what to study, breaking up work into manageable chunks, setting specific goals, avoiding putting off tasks, starting with the hardest subject first, always reviewing your notes before beginning an assignment, making sure to stay focused while studying, making effective use of study groups, and reviewing notes, homework, and other class materials over the weekend. Studying more intelligently rather than cramming or studying for longer is the secret to successful learning (Grohol, 2019). Grohol went on to provide eight additional wise and practical study practices. Some of these practices include adopting the proper mindset for studying, selecting the ideal atmosphere, reducing outside distractions, creating a workable timetable, and using memory games.

According to Sylvan (2019), effective study habits that can support students include planning ahead, thinking positively, setting up a study group, practicing active listening, reviewing test-taking techniques, being organized, setting expectations, having a designated study area, developing a study plan, and looking forward. Florida National University (FNU, 2019) provided nine useful strategies to help students get ready to enhance their study habits. Finding a comfortable place to study, avoiding social media, putting away mobile devices, using an app, taking a break and caring for

oneself, organizing notes from lectures, joining or starting a study group, having plants and music around, and scheduling time for the final review are some of these strategies. The most frequent study habits, strategies, techniques, patterns, and methods that researchers have repeatedly emphasized include: having a study group, having episodic reviews, having a quiet study space, having a study plan, having a study objective, taking notes, having a regular study time, shunning and avoiding distractions, taking periodic breaks, and engaging in active listening.

2.2 Types of Study Habits

Students' study habits determine how effectively and efficiently they can learn. According to Gentry (2012), there are several methods that work for different individuals, when employed consistently, such that it becomes productive habits that contribute to academic success, because every person processes information in a different way. Lei (2015) further suggested that a customized set of study habits and abilities, or study patterns, are necessary for effective studying. It is therefore important to note that no single, ideal study method can be applied to every student; what works for one may not work for another. The study habits of those who excel academically reveal a consistent planned routine or program. Kopcikova (2019) identifies three different categories of study habits: cognitive, metacognitive, and behavioral study habits.

2.2.1 Cognitive Study Habits

Reading

Al-Jarrah and Ismail (2018) claim that reading gives people access to information for a variety of uses, including education. Reading does, in fact, convey

wisdom (Sadiku, 2015) and involve people in a participatory process of creating meaning from information (Shihab, 2011). Reading is a dynamic and challenging process that entails identifying written symbols, understanding the context behind those symbols, and discovering the relationship between words and concepts, as noted by Samiei and Ebadi (2021). Nation and Macalister (2020) concurred that reading is a source of knowledge and pleasure as well as aiding in the accomplishment of other academic goals.

One of the most vital skills for intellectual growth is reading. Reading is a process, a way of conceiving, and an experience based in reality that calls for a multitude of complex skills. Reading has been shown to be important in numerous studies on people's reading habits. Reading methods are critical for the development of comprehension skills and acquiring knowledge, according to Al-Din and Al-Afoun (2022), since they improve understanding, encourage self-education, and involve students in the learning process. Reading exercises that help students develop better study habits include the following:

Active reading

According to Croner (2003), learners who use active reading strategies must be aware of the various reading stages. Indeed, because they establish assumptions, pose queries, and fervently seek out solutions, engaged readers engage with the text to generate meaning. Active reading involves:

- i. Summarizing: identifying the key concepts.
- ii. Annotating is the process of writing down your thoughts, questions, and responses to text as you read it.

- iii. Analyzing entails carefully studying concepts and details.
- iv. Synthesizing: connecting ideas and information from various sources; combining thoughts and knowledge.
- v. Evaluating: determining the information's worth or quality.

In order to enhance memory, retention, and understanding, the reader converses with the text while actively reading. According to Maarof and Yaacob (2011), students can improve their text comprehension skills by employing the approach of active reading. It is important because it supports students' deeper and more meaningful engagement with the material they read (Wilawan, 2022). As a result, it is thought that one of the things that helps students' study habits develop is active reading (Sun et al., 2021; Yapp et al., 2021). Predicting is one type of reading method that enables readers to use prior information or experience to make educated guesses about what will happen next in a tale. Anticipating is regarded as one of the most crucial tactics for enhancing students' reading comprehension abilities since it facilitates readers' comprehension and retention of the material they have read, strengthening their capacity to recall and assimilate the knowledge (Kucukoglu, 2013). Another tactic is brainstorming, which readers employ to produce thoughts on a particular topic within a set amount of time (Sharafi-Nejad et al., 2016). Readers can make use of prior knowledge and information by using this pre-reading technique. Furthermore, brainstorming encourages free-flowing, active thought that leads to the creation of original viewpoints.

Asking Questions

Questioning is an additional tactic employed by readers to identify key concepts or facts, discover fresh data, and dispel any uncertainties regarding the material they

have perused (Quinonez-Beltran et al., 2023). Asking questions during the reading process aids in helping students focus and become more involved with the material. This tactic also enables students to evaluate their own performance and enhance their reading comprehension.

Scanning

As a reading technique, scanning can also be used to assist readers in rapidly locating and recognizing a particular passage's material, suggesting that they do not have to read the entire thing (Brown, 2003). Reading comprehension skills can be enhanced by scanning texts, since it increases reading speed and helps pupils become more proficient readers (Fauzi & Raya, 2018).

Mapping

Another reading technique is mapping, which enables readers to use charts, graphs, pictures, or figures to build their own visual representation of the passage (Budiharso, 2014). According to Budiharso, mapping fosters creative thinking, helps students associate ideas in the text using logic, helps them understand the structure and arrangement of passages, and helps them grasp the essential ideas. This useful tactic can be used either before or after the reading process.

Summarizing

Khoshima and Tivar (2014) identify another technique that enables students to summarize the essential ideas in a text. When summarizing content, readers must evaluate the entire text, distinguish between key and minor points, and create a new, cohesive text that includes the most pertinent details from the original source. Readers should utilize synonyms, avoid repetition and extraneous details, and construct

sentences that capture the core idea of the text while summarizing.

Spaced Repetition Techniques

Studies have indicated that the majority of students would inevitably cram for assessments of any kind; yet, cramming material into the brain all at once is not a smart way to ensure long-term retention. For most students, cramming is a temporary solution since they believe that once the exam is over, they will not need or apply the material they read outside of the classroom. It has been demonstrated that cramming raises stress levels, which impairs focus and actual memory retention. Another name for it is massed learning. Spaced repetition learning, on the other hand, differs from overloading (Dunlosky et al., 2013).

Spaced replication is an approach to content review that is used on a regular schedule. In the early stages of the learning process, the intervals (one hour, four hours, one day, etc.) are closely spaced. Periods of four days, one week, and two weeks are systematically extended as the information is evaluated. By reviewing the content before it fades from memory, an effective spaced repetition system aids with long-term memory retention. "Cramming" is not the same as spaced repetition in many aspects. Spaced repetition focuses on long-term retention of new information as opposed to short-term learning, which can result in rapid forgetting. To help maintain the information in the long-term memory, it is important to revisit content from a textbook chapter that has been learnt in the first week of the lecture on a regular basis. Some possible review dates are the second, fourth, eighth, and last weeks. The antithesis of cramming is spaced practice (Brown et al., 2014). This method of learning is going over previously taught content multiple times over an extended period of time, in order to

deepen ones' comprehension with each study session (Khoshima & Tivar, 2014).

The concept of the spacing effect, also known as spaced repetition or spaced practice, has received a lot of attention throughout the years. German philosopher Ebbinghaus made the initial discovery of the spacing effect while researching memory in a modest manner. Ebbinghaus discovered that he could improve his recollection of objects more quickly by merely making a study list on paper and spacing out the repetition of items at varied intervals (Namaziandost et al., 2020).

Cognitive Process in Learning

The mental processes needed for comprehension, learning, and communication are referred to as cognitive learning. The functions of speech, memory, problem-solving, imagination, and thought are all part of cognitive processes. These routes enable people to acquire facts, consider them, and integrate the new knowledge with previously acquired knowledge to expand their knowledge base. Memory, recall, and attention are all part of the cognitive process of studying (Amin & Malik, 2014).

Memory and Recall

When a cognitive task is required, it relates to the capacity to retain information and repeat it over time. The Oxford Dictionary (2003) defines memory as the ability to keep information mentally, such as actions, imitations, proofs, and so on, or the recall of past behaviors. According to its functional definition, memory is the brain's capacity to encode, store, and then recall information. From a physiological and psychological perspective, memory is the brain's store of neuronal connections that have been encoded. It is the reassembling of past events and behaviors through synchronized neuronal firing during the learning process. According to Sternberg and Sternberg

(2012), three steps have been conceptualized as part of the process: (i) encoding, (ii) storing, and (iii) retrieval.

- i. **Encoding:** this involves changing sensory data into a format that the memory systems can process further.
- ii. **Storage:** Memory systems preserve the information they acquire in this second stage for future use, and
- iii. **Retrieval:** It means figuring out where the content is kept and recalling it to mind when needed to do an assessment.

But memory loss can result from any issue or barrier that keeps any of these stages from being finished.

Attention

According to Ross (1951) it is the act of bringing an idea or item to the fore front and center in the mind. In contrast, James (2020) described attention as concentrating one's consciousness on a certain thing. It suggests removing oneself from some situations in order to properly handle others. It is the mind seizing control of one distinct, vivid object or train of thinking from among multiple concurrent lines of thought. There are basically four types of attention:

- i. Selective attention

When the brain is overloaded with inputs or environmental circumstances that demand attention, it will deliberately shut out other stimuli and selectively focus on those that catch its attention. This type of focus is called selective attention.

- ii. Divided attention

It speaks to the capacity to focus attention on two or more tasks at once. For

instance, messaging someone while having a conversation. Some psychologists say it is the capacity for multitasking.

iii. Executive attention

This type of concentration encourages us to focus exclusively on the elements of our surroundings that are crucial to achieving our goals and assists us in filtering away irrelevant elements.

iv. Sustained attention

This type of attention aids in our ability to concentrate or stay focused on a single task for extended period of time.

Distributed Practice

Distributed practices and spaced learning are based on Ebbinghaus' Forgetting Curve (Team Expert, 2023). The Forgetting Curve is a tool used to measure how long it takes someone to forget knowledge. Students' forgetting curves shorten and their capacity to retain material in the future is increased when they go over material or notes one day, three days, or even a month later. When students notice that their knowledge is beginning to wane, they should review the material or notes and continue in this manner for several days, weeks, and months. Dispersed practice, which entails revisiting the content at several times to keep it fresh for long-term application, is superior to spaced learning for immediate memory retention. For distributed practice, longer periods are broken up into shorter ones. Distributed practice avoids the requirement to change the setting of the activity and permits multiple repeats of the same content because there are longer breaks between practice sessions, and each recall requires priming.

2.2.2 Metacognitive Study Habits

Students who use metacognitive study techniques are better able to internalize the material they are studying, which will help them recall it for the long term as well as for their examinations. We employ a variety of processes known as metacognition methods to plan, assess our performance, evaluate our comprehension, engage in critical thought, solve problems, and make decisions (Fleming, 2014). Metacognition, as defined by Sternberg and Kagan (1986), is the process of determining the best way to perform a job and then confirming that it is performed accurately. Students who practice metacognition are able to study more efficiently and plan their approach to learning. It aids in planning, selecting useful study resources, and concentrating on areas of weakness.

Metacognitive Study Strategies

Goal setting

Goal setting is a crucial step of students who want to perform excellently in their exams. In other words, goals lead to action. One of the common goal setting frameworks for study habits is the specific, measurable, achievable, realistic, and timely goals.

The main idea of SMART goals is to create objectives that are: 1) time-limited; 2) relevant; 3) attainable; 4) quantifiable; and 5) specific (Doran, 1981).

- vi. Goals need to be Specific; clearly spelled out and well defined, otherwise, without a clear aim, it would be very difficult to achieve them.
- vii. Goals need to be Measurable, with checkpoints and milestones to be reached. If one cannot clearly understand one's progress, it can be easy to lose motivation

and become dispirited. Students' academic performance can be a gauge by looking at their exam scores and essay grades.

viii. Achievable and Realistic goals are essential. One should avoid significant unanticipated roadblocks and impractical difficulties in this approach. For example, it is obviously impossible to revise the entire course the night before a test.

ix. Strict deadlines should be attached to your goals. Overcommitting to a single aim will negatively affect your other academic pursuits and interfere with one's personal life.

One must avoid the urge to devote more attention to one's favorite topics. According to Mumford and Frese (2015), goal setting is only beneficial if students are dedicated to achieving their objectives, have the means and capacity to achieve them, and receive feedback on their tactics and advancement toward them.

Planning

Planning calls for the consideration of future events, which makes it a metacognitive ability. Setting precise, quantifiable, realistic, pertinent, and time-bound goals is a necessary part of planning. Developing an action plan includes figuring out how to accomplish objectives, including the best course of action, tasks, deadlines, sequencing, and obstacles. According to Zimmerman & Martinez-Pons (1992) and Zimmerman (2000), goal-setting and goal-management activities include strategic planning and the identification of approaches and techniques. Students require the following in succeeding:

x. To ascertain how much time and money they require to accomplish their

objectives (Schunk, 2001).

- xii. To think about what could stand in the way of their objectives being met. Novice self-regulators are unaware of all the variables that affect their success in reaching their objectives. Pupils must comprehend that many circumstances are outside their control and that achieving a goal is difficult.
- xiii. Enhanced understanding of tactics, aptitude and drive to employ strategies, and innovative approaches to work toward objectives and take decisive action (Malmberg, 2014).
- xiv. A thorough comprehension of the actions required in order to accomplish their objectives.

This covers the goal of the task, its organizational framework, and its constituent parts, like its activities (Malmberg, 2014; Winne & Perry, 2000).

- xv. An approach to tracking their advancement toward their objectives (i.e., how will they know when they have reached or exceeded their goals?).

After setting goals and creating plans, students must act and monitor their development on a regular basis. A few of the application tools and digital tools that help with goal-setting management are Full Focus Planner, Remente (Remente, n.d), Goals Wizards (Goal Wizard, 2017), Noom, and LifeTick (LifeTick, 2018).

Self-Reflection

Reflection is the idea that mental processing has a goal and/or an expected result (Fleck & Fitzpatrick, 2010). According to Baumer et al. (2014) and Fleck and Fitzpatrick (2010), reflection is a developmental process that requires time and can be driven by many goals. Reflection facilitates self-learning and the knowledge of many

links and viewpoints, which can challenge one's own presumptions and bring about a fundamental shift (Fleck & Fitzpatrick, 2010). In order to develop reasonable and attainable goals, people need to reflect on their talents (Kocielnik et al., 2018; Saksono et al., 2021). Short-term introspective exercises during goal-setting can help people select bold yet doable objectives (Lei, 2015). A person is also more likely to set realistic goals when they take the time to think through their objectives and potential roadblocks (Avishai et al., 2019). The metacognitive talent of reflection calls for an individual to consider what has just transpired and what adjustments are necessary.

Note-Taking

According to Bohay et al. (2011), the note-taking method is a teaching and learning process that builds spoken text using both linear and non-linear documenting approaches to improve readily revisitation, elaboration, and retention of a content. By triggering attentional mechanisms and involving the learner's cognitive processes of coding, integrating, synthesizing, and translating aurally received knowledge into a personally meaningful form, taking notes facilitates lecture learning. Because the notes one takes act as an external information repository that one can refer to and examine at a later time to help remember what was heard, this is why it is considered advantageous (Muraina et al., 2014). Taking notes makes it easier to remember facts and to synthesize and apply new information. This is especially true if the notes are checked before tests. Ukume (2017) lists the following skills as necessary for taking effective notes: the ability to recognize what is significant before writing, the ability to condense the important information into note form and the ability to communicate the connections between important points.

There are numerous note-taking habits with varying purposes that students typically follow.

Three primary purposes of note-taking behaviors are listed by Crumb et al. (2022): (1) encoding, in which the learner takes notes but does not go over them; (2) encoding plus storage, in which the learner takes notes and goes over them; and (3) external storage, in which the learner evaluates notes that they have borrowed while not present at the lecture. In contrast to digital note-taking, manual note-taking facilitates the encoding of material and produces external storage of greater quality, according to research by Luo et al. (2018) and Crumb et al. (2022). According to Mueller and Oppenheimer (2014), students who take paper notes are able to remember the information better and hence learn more than those who take digital notes.

The superiority effect for handwritten notes was discovered in another study conducted by Wong and Lim (2021). They discovered through their experiment that students typically perform worse when they take pictures of the lecture materials instead of taking notes. According to Wong and Lim's findings, a group of students who observed a videotaped lecture without taking any notes at all seemed to perform on par with the students who took pictures. According to Wong and Lim, pupils who take handwritten notes tend to be less distracted, which enhances their ability to remember the information they have learned.

Self-Testing and Quizzing

Self-testing, also known as self-quizzing, is the process of attempting to remember what one has learned or studied without consulting the source. Self-assessment is comparable to practice exams and practice quizzes. People actively assess their own knowledge on a certain subject or topic as part of this learning

technique. By actively retrieving information from memory, self-quizzing entails more than just going over notes or rereading materials. This procedure enhances long-term retention and reinforces learning. Numerous studies have demonstrated the effectiveness of self-testing as a learning approach (Dunlosky et al., 2013). Retrieval practice is what this activity entails attempting to retrieve information from memory.

Consequently, learning occurs more effectively when one tries to remember the content rather than repeatedly reading and analyzing it. Students develop new associations and connections whenever they attempt to recollect previously learned material. These connections will aid them in recalling the information in the future. Moreover, committing knowledge to memory fortifies it and raises the likelihood of recalling it later. Because it offers feedback on what is known and unknown, retrieval practice is also beneficial. When someone is unable to recollect knowledge, it is obvious that they are ignorant of the subject or do not understand it adequately.

Self-testing occurs when someone reads a passage, a page, or a portion of the assigned material, sets it aside, and writes down anything they can recall from it. Although it may seem like a tough and pointless process, self-testing on a regular basis will help to reinforce the memory for all the information that was recalled and make it easier to recollect later. Studies have demonstrated the superiority of this kind of practice exam over just reading the content again, and even over reading and making notes on it. However, when someone reads carefully, considers new meanings, makes connections between new and old material, assesses comprehension, goes back to grasp something better, and so on, reading can be a very fruitful learning experience. Reading and rereading, however merely, fosters a feeling of familiarity with the textual content. Still, knowing the content one was comfortable reading at the time does not mean it

has been learned. One might be able to respond to questions about it now, but not while taking the test.

2.2.3 Behavioral Study Habits

Time management

The skill of efficiently allocating time so that the appropriate amount of time is spent on the appropriate task is known as time management. It involves making effective and sensible use of time. It is a tactic for working more productively and accomplishing goals by deliberately planning and managing the amount of time available for each job. Gloe (2000) asserted that learning how to prepare for true and false, essay, short answer, and multiple choice assessments is crucial and that time management strategies are the greatest ways to manage course contents. Examples of these tactics include the group study method.

2.3 Factors Influencing Study Habits

The scope of study habits extends beyond the individual behaviors of students and encompasses the broader environmental and contextual factors that shape these habits. This includes the influence of family dynamics, peer interactions, and institutional support systems on students' study habits.

2.3.1 Individual Factors

Orb (2023) indicates that by deliberately cultivating effective study techniques and employing prudent time management, students can stay motivated and achieve their goals more efficiently.

Motivation

Unquestionably, motivation plays a significant role in a student's academic success. Higher success rates are almost certain for students who are very motivated to meet their academic objectives than for those who are not as driven. Other factors will come into play, and learning difficulties may prevent a highly motivated kid from achieving excellent academic success despite their best efforts and dedication. Students that are extremely motivated, however, typically succeed. Al-Shawwa et al. (2015) confirmed that, despite a variety of other variables, motivational factors are the most important ones influencing student performance among Saudi Arabian medical students.

Having a clear goal and a strong drive for success will have a favorable impact on GPA. Alkhateeb (2020) similarly found a significant relationship between student performance and motivation. Bailey and Phillips (2016) studied 184 first-year university students and discovered a substantial correlation between anxiety and sadness and a lack of motivation. Ayala and Manzano (2018) found a correlation between low motivation and poorer academic achievement as well as low self-esteem.

Time Management Skills

The ability to organize daily activities and make sure that the limited time is spent productively is crucial for academic success. The preparation can reduce stress and boost the child's confidence, ultimately resulting in improved exam performance, making it less stressful than last-minute cramming (Hanoi, 2023). Research indicated that students found difficulty in managing their study and leisure time. As rightly observed, students have the habit of trivializing academic matters while dedicating more

time to inconsequential social activities as well as spending quality time on social media. Students who aspire to be great in life do not have to waste time on frivolities when they should set priorities, plan their time well and work towards success.

Self-Discipline

Christian (2021) found that students often faced challenges like feeling overwhelmed, struggling with sleep, skipping classes, managing social and academic life, and dealing with procrastination, which hindered their academic performance.

Health and Well-Being

It has been generally asserted that human diet influences several characteristics such as energy, cognitive function, and physical effort with capacity expansion. In the absence of parental guidance, students' sleeping patterns typically result in a greater propensity to look for less healthful and more convenient food options (Elsayead & Said, 2020). For this reason, good nutrition is especially important for students. Student success is only one area in which poor nutrition, or lack thereof, can have a significant impact on a person's life. Food insecurity is a problem that affects students worldwide, and obesity is a prevalent indicator of nutritional issues among pupils. In the same year, 10% of American households with children were said to have experienced food insecurity (Coleman-Jensen et al., 2013).

Poor nutrition might affect pupils' behavior, focus, way of thinking, and general health. Elsayead and Said (2020) evaluated test results between pupils who participated in a junk food ban program and those who did not. It was discovered that the pupils from the group who were consuming healthier food had higher test scores. Because they get an income from their university and are usually supported financially by their

families until graduation, university students in Saudi Arabia are likely under less pressure to eat these kinds of foods (Anderton, 2017). Elsayead and Said (2020) unequivocally discovered a positive correlation between Saudi Arabian students' academic success and their nutritional quality. The majority of research has shown that there is a connection between academic success and physical well-being. Overall wellness and health are just as important as diet. Anderton (2017) talked about how student absence rate are impacted by illness. Pupils with long-term medical conditions are more likely to have worse performance because attendance is a clear element that can improve performance.

2.3.2 Social Factors

Family Influence

Academic support is another factor that is thought to precede effective study habits. According to Bempechat and Shernoff (2012) and Al-Alwan (2014), a student's academic success or failure is largely dependent on the support they receive from friends, family, and teachers. According to Collie et al. (2016) and Gutiérrez et al. (2017), having a positive relationship with the family and supporting students in their academic endeavors can frequently result in positive outcomes. Family traits that contribute to poor performance or dropout include low-educated parents or poverty in single-parent households (Al-Alwan, 2014; Khajehpour, 2011). According to Dudeja and Balda's (2019) research, pupils who had more parental participation exhibited better study habits.

According to Ameyaw and Anto (2018), reading habits are hampered when there is an unfavorable family environment. According to Kapur (2018), students may

find it difficult to raise their grades if they do not have access to necessary learning resources. It has been noted that having a poor familial background also has a detrimental effect on pupils' academic performance. Poverty is the primary cause of financial difficulties and a significant obstacle to academic success. Students are not permitted to enter the testing location if they are unable to pay the service charges or pay them after the deadline. It has been noted that many pupils from disadvantaged socioeconomic backgrounds struggle with this issue. Olufemi Oladebinu et al. (2018) identified parental background as one of the factors that had serious influence on students' academic performance.

According to Kapur (2018), students whose parents make a low-per-capita income have difficulties not just fulfilling their academic obligations in school but also their basic needs, including food, health, and other necessities. Insufficient access to clean water, power, and wholesome food might make it difficult for students to focus entirely on their academic work. Higher family income has a beneficial impact on academic success. Some students eat whatever food is available, drink untreated water, and spend money on candles when there is no electric power source.

School Environment

By encouraging positive academic behaviors, school engagement may contribute to the development of study habits. Iqbal et al. (2022), for instance, have demonstrated recently that there is a clear correlation between study habits and cognitive engagement. Teacher-student interactions have an impact on students' academic performance through increased involvement (Gutiérrez et al., 2017; Jang et al., 2016; Reeve, 2012), and behavioral self-regulation (Alfaro et al., 2006), among

other factors.

Peer Influence

Adolescents with positive peer relationships achieve better academic and non-academic results (Hamm & Zhang, 2010), as well as in several areas of school life including improved classroom participation or academic engagement (Collie et al., 2016). Positive relationships have been identified between learning strategies and teacher support in terms of academic support (Cheema & Kitsantas, 2016). According to Liem et al. (2008), peer relationships have also been positively correlated with deep learning procedures. As demonstrated by King and Ganotice (2014), several authors have also offered details regarding the relationship between self-regulated learning strategies and the support of peers, teachers, and parents.

Gender

Researchers have worked to investigate how gender influences students' reading habits over the years (McGeown, 2015; Razia, 2015). In a number of particular learning environments, research has also been conducted on gender variations in learning strategies. Regarding language acquisition for instance, certain scholars have discovered that men and women employ distinct learning techniques (such as memory) and cognitive strategies (Mahmud & Nur, 2018), while other writers assert that women employ all learning strategies more frequently (Božinović & Sindik, 2011). Some others have reported finding no differences at all (Viriya & Sapsirin, 2014).

2.4 Effective Study Habits

A student's academic experience can be significantly improved by developing effective study habits. They encourage more in-depth learning, improved memory, and time management. Students can improve their academic performance and lower their stress levels by concentrating on specific tasks, establishing clear goals, and setting up a comfortable study space. These routines lessen the need for late hour cramming and the stress that comes with studying by improving students' comprehension and retention of the material. Good study habits foster a lifelong love of learning, a good attitude toward education, time management skills, and the belief that school is an adventure rather than a chore. Beyond enhancing academic performance, there are other benefits to using effective study practices. They build abilities that are beneficial in all facets of life, such as persistence, problem-solving, and organizing. They have the power to boost a student's self-esteem and confidence, which promotes improved general well-being and personal growth (Dunlosky, 2013).

2.4.1 Active Engagement

Edwards et al, (2014) asserted that although reading is a crucial component of pre-studying, absorbing knowledge necessitates active engagement with the subject matter. The technique of creating meaning from text through active participation includes establishing connections between lectures, creating examples, and controlling your own learning (Davis and Gray, 2007). However, rereading, underlining, or rote memorization are not examples of active studying. According to Mackenzie (1994), while these activities could help one stay focused on the work at hand, they are not

regarded as active studying strategies and have little to no correlation with better learning.

2.4.2 Pomodoro Technique

One-time management tactics that can help students stay focused and avoid burnout is the Pomodoro technique. It entails studying for a predetermined period of time, typically twenty-five minutes, and then taking a little break, generally five minutes. Once finished four Pomodoro sessions, students should extend their rest. Without taxing the mind, this cycle aids in maintaining high levels of attentions (Cirillo, 2018).

2.5 Ineffective Study Habits

Academic performance can be negatively impacted by bad study habits like multitasking, cramming, and procrastinating. Reduced comprehension, elevated levels of stress, and last-minute studying are the results of these habits. Intuition and diligence are frequently credited with academic achievement, but the ingrained behaviors that guide students' study methods are just as important. A student's learning process maybe severely disrupted by these behaviors, which can result in low retention rates, poor comprehension, and increased stress. Adopting poor study habits has an impact on a student's general well-being in addition to their exams.

Chronic multitasking and procrastination can result in a persistent state of overwhelm and stress that can affect other aspects of life (Jordan, 2023). Breaking free from these behaviors might be more difficult as a result of this vicious cycle, which can also lower motivation and self-esteem. Any student who wants to enhance their study habits and meet their academic objectives must comprehend these harmful behaviors

and the effects they have. In order for pupils to realize their full potential, these habits must be broken.

2.5.1 Procrastination

Student procrastination is one of the most common and harmful habits. It involves putting off or delaying work, frequently until the very late hour. It can take many different forms. For example, it can be delaying tasks until the last minute or waiting until the night before a test to begin studying. Numerous things contribute to this behavior, such as a lack of drive, a fear of failing, and ineffective time management. Procrastination has wide-ranging consequences that might negatively affect academic achievement. As they rush to finish their assignments, students who procrastinate frequently have higher levels of stress and anxiety. Poorer work and grades are usually the outcome of this hurried effort. Persistently delaying tasks might also cause students to feel more inadequate and less confident (Jordan, 2023). Studying and leisure time are not balanced when procrastination occurs. A student's mental health and general well-being may eventually be impacted by this cycle of stress and delay, which occurs when they are compelled to forfeit personal time in order to make up for missed assignments. This can result in burnout.

2.5.2 Multitasking

As effective as multitasking may appear, it frequently results in insufficient learning and a loss of concentration (Mitchell, 2023). Although many people consider multitasking to be a useful talent, it can really be quite harmful to studying. It is a mistake to think that humans can multitask effectively. Juggling many tasks at once might cause pupils to suffer fragmented attention, which makes it more difficult for

them to take in and remember the knowledge, claim Junco and Cotten (2012). According to this theory, there is a finite amount of working memory. Over processing of information results in increased cognitive load, which impairs understanding and performance. Consequently, multitasking strains cognitive capacities and makes it challenging to provide any one task your whole attention. The brain consequently alternates between tasks all the time, reducing overall productivity and the capacity to commit knowledge to long-term memory.

2.5.3 Passive Reading

Study habits that are popular but inefficient include passive reading, or just reading through content without actively participating. Skimming textbooks or notes without giving the content a thorough thought is a common practice for this approach. A cursory comprehension that does not encourage critical thinking or long-term memory is the end outcome. It is hard to retain and use the information when reading passively because it does not engage the brain in any way. It is more productive to study when actively reading. As per Junco and Cotten (2012), it entails interacting with the text using diverse tactics that foster more profound comprehension and recall.

Active reading strategies dramatically increase retention while simultaneously enhancing comprehension. Students can strengthen their knowledge base by going deeper into the content. The following are further methods to improve understanding and memory:

- i. Divide complex information into digestible, smaller pieces. It is simpler to understand and recall as a result.
- ii. Go over the content again frequently to reinforce what you have learned. It is

especially beneficial to use spaced repetition, which involves going over the content at progressively longer intervals.

- iii. One of the finest methods to ensure that you comprehend the topic is to explain it to someone else. Teaching compels you to sort through your ideas and make any ambiguities clear.
- iv. Apply the knowledge to real-world situations or scenarios. This illustrates the material's relevance and aids in helping you remember it.
- v. Use visual aids like rhymes, acronyms, or pictures to help you remember difficult concepts. Recall can be made more enjoyable and easy with mnemonic devices.
- vi. Maintain interest in the material by finding aspects that are personally meaningful or exciting. An engaged mind is more likely to retain information (Dunlosky et al., 2013).

2.6 Concept of Academic Performance

Hipjillah (2015) defines academic performance as the process in which students go through changes in their knowledge, comprehension, application, analytical ability, synthesis, and assessment. According to Hipjillah evaluating educational outcomes through knowledge, comprehension, application, analytical ability, synthesis, and evaluation modifications is what constitutes academic achievement. Based on each subject's tests or exams, the assessment results are determined. After a predetermined amount of time, the results are applied in the form of numbers and phrases and are objectively interpreted.

According to Paul and Jefferson (2019), academic performance can be classified

into two categories: school performance and academic performance. Despite this difficulty in defining academic performance, researchers cannot ignore it. A student's grade point average serves as a gauge of academic accomplishment, which is determined by their efforts in the classroom, according to Reyes et al. (2012). A grade can also serve as a measure of academic performance; if consistent and reliable, it would indicate the amount of learning resulting from the interaction between the teacher and the student in relation to the course objectives as originally specified (Alva & Manuel, 2017). Hence, academic performance is the culmination of students' cumulative academic work, which is evaluated at the conclusion of each academic term to represent knowledge, comprehension, application, synthesis, and creativity.

Husaini and Shukor (2023) state that academic performance includes grades, test scores, and overall success in academic endeavors. It is defined as a student's accomplishments in a variety of educational activities, such as exams, coursework, and other evaluations. Furthermore, academic achievement is a multifaceted concept that includes perseverance, knowledge, and abilities (Masud et al., 2019). According to Tian and Sun (2018), a student's academic accomplishment is determined by the level of learning they attain at a certain point in time. Students' marks from academic assessments are used to gauge their academic success. The academic performance of students can be evaluated through the use of academic achievement assessments (Metriana & Lataruva, 2014). Two types of learning outcomes are used to measure students' performances: improvement of the quality of their life following graduation from college or university, and academic accomplishment as measured by the Grade Point Average (GPA). Eko et al. (2023) claim that the primary determinant of a student's academic success is their GPA. Academic accomplishment is indicated by

GPA scores (Metriana & Lataruva, 2014). GPA is thus frequently used to gauge academic success. Paul and Jefferson (2019) raise doubts about whether a student's grade on an assessment truly reflects the knowledge they have learned in school because they claim that other factors, such as those related to family, society, and the school, are important to the ideal academic performance of students. As a result, it is clear that a wide range of complexly connected factors affect academic achievement, making analysis challenging.

Students' ability to effectively achieve academically is greatly impacted by both direct and indirect variables. Academic performance is impacted by both external and internal factors (Eko et al., 2023). The internal factors are those that originate from within the individual. The components include both physiological and psychological elements. In contrast to psychological characteristics, which might include aptitude, intelligence and study habits as well as basic life skills, physiological aspects include physical well-being and the ability of the five senses, particularly sight, hearing, and mental health. External factors include family environment, academic environment, peer groups, and community. Batool (2020) also outlined a variety of factors, such as self-esteem, study habits, interests, aptitudes, personality, intelligence, motivation, and the teacher-student connection, can affect academic achievement.

2.7 Concept of Study Habits and Academic Performance

Study habits and academic performance have been linked by many authors. Tadese et al. (2022) opined that study habits were presumed to be a promising indicator of students' scholastic standing and academic success. In light of this, Rabia et al. (2017) contend that effective study habits are essential for achieving academic success

because they boost students' attitudes toward learning and lower exam and deadline anxiety (Orb, 2023).

There is a plethora of factors that impact students' capacity to develop productive study habits. The academic performance of university students can be impacted by various aspects, including their health, motivation, anxiety, surroundings, and the quality of their textbooks and library resources. According to Nuthana and Yenagi's (2009) analysis, there are a number of factors that contribute to low academic performance among university undergraduates, including low self-esteem, low socioeconomic status of the family, poor study habits, achievement motivation, lack of vocational goals, and intellectual ability.

Good study habits can be learned and developed by everyone, and it makes learning more fruitful, efficient, and pleasurable (Coursera, 2023). Bad habits cause damage to the learning experience of students (Orb, 2023). Alcontin (2021) contends one must make intelligent choices when it comes to their study habits because they play a significant role in deciding their future. The process of developing good study habits lasts a lifetime, and since people are always learning throughout their lives, it is a process that takes years to develop (Bhagat & Wadhawan, 2021). Drew (2023) adds to this by stating that a regular and consistent study routine and strategy will improve academic achievement.

Lalrintluangi (2018) argues that study habits not only play a crucial role in enhancing academic performance but also help students critically reflect on skills like choosing, evaluating, critiquing, and synthesizing all of which are essential elements of learning. Study habits encompass a wide range of behaviors, strategies, and practices

individuals employ to enhance their learning and retention of information. These can include but are not limited to time management, note-taking, concentration, and organization. Nine distinct types of study behaviors make up the study habits, and according to Grohol (2019), these are language, interaction, concentration, drilling, comprehension, task orientation, study sets, recording, and drilling. This perspective was supported by Rabia et al. (2017), who pointed out that although some regard study habits as a facilitator and an important factor in the growth of knowledge and mental abilities, others see them as a gateway that opens the door to evaluating students' learning goals and levels of motivation.

Sarwar et al. (2009) also indicated that compared to lower academic achievers, high achiever had superior study habits, study orientation, and attitude. Since every student is unique, some may not automatically develop appropriate study habits. Students who do not have good study habits frequently perform poorly. Their lack of motivation stems from a number of factors, including not knowing where to start, not understanding the content to the fullest extent, or feeling overworked and under time pressure to finish or study the material. If these pupils do not change the way they study, they will not be able to reach their full potential and do poorly on exams.

There are other variables besides study habits that affect a student's performance in college and afterwards; a number of other significant factors also play a role, including high school education background, drive to succeed, intelligence, organizational skills, personal traits, and cognitive processes. Research by Tadese et al. (2022) and Bouchrika (2024) has demonstrated that family and personal factors, such as socioeconomic status, study attitudes, attendance in class, high school grades, and academic self-confidence, as well as teaching quality, study habits, family size, and

parental engagement, have an impact on academic performance.

2.8 Empirical Review

Studies on Study Habits

In a study carried out by Singh (2019), on the study habits among 200 senior secondary school students of Allahabad city, no discernible difference was identified in the study habits of pupils whose mothers were employed or not. Compared to students of working mothers, students of non-working mothers had better study habits. The findings indicated that there was no statistically significant variation in the study habits of students from urban and rural backgrounds. Students from urban backgrounds exhibited more diligent study habits than those from rural backgrounds. There was no discernible difference in the study habits of male and female pupils. Compared to male students, female students had better study habits.

Alam and Islam (2020) conducted a study on academic performance of secondary students in relation to their study habits and socio-economic status. The aim of the research was to examine the correlation between secondary students' academic performance and their study habits and socio-economic background. Simple random selection was used to choose the samples of 250 students. The findings demonstrated a correlation between study habits, academic achievement, and socioeconomic level. Based on the aforementioned research, it can be inferred that students' academic success is significantly influenced by their study habits. Research has demonstrated a robust correlation between students' study habits and their academic achievement. Academic success is positively correlated with effective study habits, whereas ineffective and flawed study habits have the opposite effect.

Barcenas and Bibon (2022) explored the influence of study habits in the development of academic performance of 128 identified senior high school students at Cagraray Island, Philippines. The results demonstrated the senior high school students' ignorance of the most productive and significant study habits that affect their academic achievement in Cagraray Island, Philippines. It was suggested that in order to boost academic performance, schools, teachers, and students should use practical study habits such as creating a suitable class schedule, enhancing reading comprehension, and taking strategic notes.

A study conducted by Bhat and Khandai (2016) on academic achievements and study habits of college students of district Pulwama contained 410 participants in their study, of which, 193 were males and 217 were females. Random sampling was used to choose the sample. His research's aim was to examine the academic performance and study practices of college students. Means, Standard Deviation and T-tests were used to analyze the data. The survey's findings demonstrated that female college students outperform their male counterparts academically and that their study habits are somewhat better.

Sakirudeen and Sanni (2017) carried out a case study of particular secondary schools in the Oyo local education council to investigate the study habits and academic performance of secondary school students in mathematics. With the aim to find out how study habits of secondary school students affected their math ability, the study's conclusions show a substantial correlation between study habits and secondary school pupils' academic ability in mathematics.

Jafari et al. (2019) examined the correlation between study habits and academic accomplishment among medical science students in Kermanshah, Iran. Three hundred and eighty students studying medical science made up the sample, which was chosen at random. Both descriptive and inferential statistics were used in the analysis of the data. The results of the study proved that effective study techniques and academic achievement are closely related.

Sadry and Mustafa (2019) investigated the connection between Afghan EFL students' study habits and academic success. The main objective of the study was to find out whether the study habits of Afghan EFL students were associated with their academic success. Using a stratified random sampling technique, 169 students were chosen as a sample. Correlational design was used to analyze the data. The findings showed a strong positive relationship between the academic success of Afghan EFL students and their study habits.

Zikhali et al. (2015) examined factors affecting students' studies. The results showed that while student housing, relationships, and command of the instruction language had little bearing, factors like poor time management, a lack of necessary materials, computer illiteracy, and financial difficulties had a detrimental impact on students' abilities to study.

In the same vein, Onuekwe (2015) sought to determine the influence of study habits on academic achievement of students in Home Economics in Junior Secondary Schools in Enugu State, Nigeria. The Study Habits Inventory Questionnaire was used to gather the data. The results showed that study habits and academic achievement were positively correlated for home economics students.

Shahjahan et al. (2021) examined factors influencing poor academic performance among university students. The low academic performance of Bangladeshi university students was shown to be caused by a number of reasons, including sporadic attendance, a father with little education, a lack of collaboration from the family, excessive time spent gossiping with friends, and excessive use of social media.

Ajayi and Olaniyi (2022) investigated institutional and individual factors influencing academic performance of vocational and technical education students. Academic performance of students was perceived to be influenced by institutional problems such as inadequate access to internet services, continuous strikes, school closures, inadequate departmental and central libraries, and packed test schedules. The authors also discovered that among the individual factors affecting students' academic performance were low cumulative grade points, family issues, absences from tutorials, poor English language skills and communication, and students' inability to write continuous assessments.

Similarly, Ajai and Shiaki (2020) investigated the study habits of secondary school science students in Jalingo metropolis in Taraba state, Nigeria. Descriptive statistics were employed in the study's data generation and analysis. The study's conclusions demonstrated a substantial positive relationship between students' study habits and academic achievement.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the precise plans, tactics, and analytical procedures used by the researcher to answer research questions. As a result, it includes a description of the following: research design, sampling, participants, constructivism, researcher positionality, research biases, data collection, data analysis, coding, triangulation, trustworthiness.

3.2 Research Design

Research methods are the strategies, processes, or techniques used to collect data or analyze evidence to uncover new information or better understand a topic. The research method describes sampling procedures, data collection procedures, and other procedures critical to the study (Gall et al., 2007, p. 54). Qualitative research can be used to understand the world beyond numbers. Ideas, thoughts, feelings, and perceptions can all be tackled through qualitative research methodology. In this study, a qualitative research approach was used. As a qualitative researcher, I assume that the participants construct social reality and that social reality is continuously constructed in local situations (Gall et al., 2007). Qualitative research allows qualitative researchers to study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011, p. 3). As a researcher, I am interested in understanding the students' perceptions of study habits and students' academic performance.

The researcher adopted a case study. A case study is a qualitative approach in which the investigator explores a case over time through detailed data collection and reports a case description and case-based themes (Creswell, 2007, p. 73). A case study is an appropriate approach to this research because it investigates a particular phenomenon within a specific context, mainly when it is difficult to separate the phenomenon's variables from the environment (Merriam, 2009).

A case study is an appropriate research design to gain concrete, contextual, in-depth knowledge about a specific real-world subject. It allows one to explore the case's key characteristics, meanings, and implications (McCombes, 2023). Case studies are often a good choice in a thesis or dissertation, they keep your project focused and manageable when one does not have the time or resources to do large-scale research (McCombes, 2023). A case study allows the researcher to retain the holistic characteristics of real-life events while investigating empirical events (Schell, 1992). Additionally, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context (Schell, 1992), and it can be used to accomplish various aims, such as providing a description, testing theory, or generating theory (Lincoln & Guba, 2002).

The primary goal of this case study is to provide a detailed description of the students' perceptions of study habits and student academic performance by examining it in a specific setting or case. Lincoln and Guba (1985) claimed that identifying boundaries within a case allows the researcher to set limits for the inquiry, to determine what information is and is not relevant, and to determine who should be included and

excluded. In this study, the case is constrained by a focus on students' perceptions of students' study habits and students' academic performance as the phenomenon of inquiry and by the selection of African Students at Memorial University as research participants.

According to Lincoln and Guba (1985), naturalistic inquiry, otherwise known as constructivism, supports the use of purposive sampling, where the principle is to identify a sample representative of the context. The object is not to focus on the similarities that can be developed into generalizations, but to detail the many specifics that give the context its unique flavor (Lincoln & Guba, 1985, p. 201). Selecting fifteen (15) international graduate student's representative of the diversity of that cohort allowed for a bounding of the case study. This approach was appropriate for the study because it seeks answers to questions concerning participants' academic experiences within a specific and discrete context.

3.3 Sampling

3.3.1 Purposeful Sampling

Purposeful sampling was used in this study. Purposeful sampling requires access to key informants in the field who can help identify information-rich cases (Suri, 2011, p. 4). I used purposeful sampling to identify and contact the informants. Purposeful sampling enables the qualitative researcher to select individuals who can best provide data and insights to understand and offer insights to the study's research problem. The participants were selected by gender; seven males and eight females with different skin colors (dark, brown, and light skin color) and from different countries and ethnicities: Nigerian, Ghanaian, Egyptian, and Ugandan. Participants were international graduate

students in Canada studying at Memorial University, Newfoundland and Labrador.

3.3.2 Snowball Sampling

Snowball sampling was also used to identify and contact the informants. This sampling technique identifies cases of interest from people who know people and cases that are information-rich for the research (Creswell, 2007). Snowballing allowed participants to suggest other appropriate participants for the researcher to invite to participate in data collection. However, there are ethical implications of snowballing. In particular, it might put inappropriate pressure on participants to agree to participate in a study.

3.4 Participants

The participants targeted for sampling were fifteen African graduate students enrolled in Memorial University, Newfoundland, who come from various countries of origin and include both males and females. The rationale for choosing fifteen participants is for the research to yield sufficient data to allow me to explore and substantively document a wide range of experiences deeply. All the participants were MUN students for at least six months and were available to provide feedback immediately, a practice recommended by Lincoln and Guba (1985).

3.5 Constructivism

Constructivism was appropriate in this study. Constructivism is a theory of knowledge and explains how people learn and generate meaning from interaction between experiences and ideas. It argues that people construct their understanding by experiencing and reflecting on those experiences. Eichelberger (1989) described the constructivist researcher as wanting to know what meaning people attribute to activities

and how they relate to their behavior. Given (2008) defined researchers as an integral part of the research. This means my research views and capabilities would differ from other researchers with similar experiences. The knowledge of reality constructed in this study is to discuss MUN graduate students' perceptions of their study habits and their academic performance.

3.6 Research Positionality

Positionality describes the researcher's view and the position they have chosen to adopt with a specific research task (Savin-Baden & Major, 2013). This section focuses on my background.

I am Oluwatosin Comfort Oyeniran, a 31-year-old graduate student at Memorial University in the Department of Educational Leadership. I am from Nigeria. My experiences at Memorial University have been a source of great fulfillment. I had always wanted to study abroad to gain a better perspective of the world beyond the shorelines of my home country, where I have lived and studied all my life. The months of processing time required to process a Canadian study permit in Nigeria discouraged my quest to study in Canada. I chose Memorial University as my Master's degree destination because of the reasonable tuition fees compared to other institutions offering the same or similar courses globally. I hold a Bachelor's Degree in Educational Management with outstanding grades that gave me a huge advantage in securing admission to this distinguished institution. Instructors at Memorial University also helped me adapt to my new environment. Within a few months of study, I was connected to a church network where I met many Africans. I adapted more with their support and made friends from different nationalities and backgrounds. At Memorial

University, expressing oneself to participate in class discussions and other interactive sessions is imperative. These abilities are recipes for success in an academic career. In my experience as an African student at Memorial University of Newfoundland, despite my first degree being completed in English Language Studies and English being my country's official language, I found interactive communication in the classes challenging to overcome. Frequently, in my first term at the University, there were times I had nothing to express in my initial classes, and the primary cause of this was that I did not possess the same degree of fluency in the language as native speakers. However, the desire to be who I am and the willingness to express myself without comparing my language skills with native speakers enabled me to improve my skills as time passed. My life as an African student led me to develop this research topic and focus more on African students as my case study. As a researcher, my years of study as an international graduate student at Memorial University Newfoundland have given me an in-depth knowledge and understanding of African graduate students' experiences, challenges, and limitations relating to study habits.

3.7 Researcher Biases

According to Johnson and Christensen (2008), researchers must be open to findings that contradict the researcher's previous assumptions and challenge their expectations of the study's outcomes. My experiences as an international graduate student at a Canadian University influenced some of my assumptions in this research. However, I did my utmost not to allow those assumptions to influence the data collection or analysis process. Similarly, I did my utmost when coding and analyzing the data to honor the perspectives and experiences of my participants as shared in the data. In this way, I sought to maximize the advantages while minimizing the

disadvantages of my positionality.

3.8 Data Collection

There are several methods for collecting data in qualitative research. These include observations, visual analysis, and interviews. However, the method I used for collecting data and exploring this research study experience was an interview. The significant advantage of interviews is their adaptability (Gall et al., 2007, p. 228), and they allow skilled interviewers to build trust and rapport with participants and produce rich data. Additionally, the purpose of interviewing is to discover what is in or on the participant's mind (Patton, 1990). Interviews are deemed the best way to collect data to answer the research questions and facilitate understanding of the meanings the participants bring to their experiences. For this research, semi-structured interviews explored African graduate students' views, experiences, beliefs, and motivations. Kvale and Brinkmann (2008) stated that the semi-structured interview is neither an open conversation nor a highly structured questionnaire (p. 27). It follows an interview guide that focuses on specific themes and may include suggested questions. Semi-structured interviews consist of leading questions that help to describe the areas to be explored and allow the interviewer or participants to pursue an idea or response in detail. It also provides participants with some guidance on what to discuss, which many participants find helpful. It also allows the researcher to deeply explore participants' individual experiences. The interview is therefore the most appropriate data collection method where detailed insights are required from individual participants. I conducted 15 separate interviews with 15 individuals. I transcribed the interviews; the written text and the recordings were the basis for the subsequent data analysis and meaning-making. The methodology used in the research enabled me to obtain answers to my research

questions (McNeill & Chapman, 2005).

In qualitative research, good questions should require more than a true or false answer (McNeill & Chapman, 2005). The questions were designed to produce more than yes or no answers. It is essential to start with questions that participants can quickly answer to help participants build up confidence and rapport; this process often generates rich data that subsequently develops the interview further. Before an interview, each participant was informed about the study details and assured about ethical principles, including the rule of anonymity and confidentiality, the purpose of the study, data collection, and plans for completion of the final report (Gill et al., 2008). This gave participants an idea of what to expect from the interview. After they agreed to participate in the study, I gave each participant a consent form to confirm their willingness. After each participant signed the consent form, I answered any further questions.

According to Gill et al. (2008), interviews should be conducted in areas free from distractions and at locations most suitable for participants. For the participants in this study, individual interviews were conducted in an empty lecture room free from distractions. Establishing rapport with participants before the interview is also important as this can positively affect the subsequent development of the interview (Gill et al., 2008). There was a good relationship with participants prior to each of the interviews. Furthermore, to ensure that the interview is as productive as possible, researchers must possess the skills to collect comprehensive and representative data (Gill et al., 2008). One of the most important skills is listening attentively to the participant's words. I listened carefully, and the participants recounted their experiences as fully as possible without unnecessary interruptions. I allowed the participants to be

aware of the recording and adopted encouraging body language, nodding, smiling, and making encouraging noises during the interview. Other skills were used in reflecting on participant remarks and seeking clarification from participants if their responses were unclear. At the end of the interview, I thanked the participants for their time and asked them if they would like to add anything. This invitation allowed participants to deal with issues that they might have thought about or thought were critical but were not dealt with by the interviewer. This can often lead to the discovery of new, unanticipated information.

3.9 Data Analysis

This section explains how the data was analyzed. In this study, I analyzed the transcripts and coded them to identify themes in the data. After the data was collected and transcribed, interview transcripts were summarized and synthesized to facilitate interpretation. Creswell (2007) explained that the researcher builds evidence for the explanation through the codes and themes that come out from the various participants of the study or other sources and confirm validity. I avoided data analysis until all the interviews were completed. The data analysis process helped me identify common themes among the participants that were studied. Re-reading the research proposal and the data that were collected enabled me to organize the data topically.

3.10 Coding

Coding is one of the significant steps taken during analysis to organize and make sense of textual data (Basit, 2003, p. 144). Coding is the process of organizing and sorting data. In relating data collection and interpreting the data, coding becomes the basis for developing the analysis. Kelle and Bird (1995) viewed the role of coding

as noticing relevant phenomena, collecting examples of those phenomena, and analyzing those phenomena in order to find commonalities, differences, patterns, and structures. The coding method appropriate for a case study, as preferred by Miles and Huberman (1994), is to create a provisional start list of codes prior to fieldwork that comes from the list of research questions, hypotheses, problem areas, and critical variables that the researcher brings to the study. My prior knowledge of the subject matter, and insights from the literature review helped me to create these codes. The codes were created from a list of codes beginning with the research questions, then encompassing the interview questions, and finally encompassing the transcribed data. I read and became familiar with the data and generated a list of ideas about what was in the data and what is interesting about the participants. After that was done, the initial codes from the data were produced. Code identifies a feature of the data that appears attractive to the analyst (Braun & Clarke, 2006, p. 7).

3.11 Triangulation

A triangulation approach was introduced in this study. The data triangulation process involves using different sources of information to increase a study's validity (Guion et al., 2013, p. 25). Janesick (1998, as cited in McMillan & Schumacher, 2010) explained that triangulation is the use of multiple researchers, multiple theories, or perspectives to interpret the data; multiple data sources to corroborate data; and multiple disciplines to broaden one's understanding of the method and the phenomenon of interest (p. 110). Triangulation was achieved by combining participants' interview data, my experiences as a graduate student, and insights from the literature review. Triangulation enhances the research's credibility, reliability, and trustworthiness, exploring the experiences of international graduate students in a Canadian University.

3.12 Trustworthiness

Lincoln and Guba (1985) suggested that trustworthiness includes credibility, transferability, dependability, and conformability. Based on Lincoln and Guba's suggestion, maximum trustworthiness was explored in this study as a researcher through the data collection and analysis processes. Member checking is also a means of establishing trustworthiness. Lincoln and Guba described member checks as the most crucial technique for establishing credibility (p. 314). In a study, the participants themselves confirm the accuracy of the transcripts. Every effort was made to ensure trustworthiness in the data collection and analysis in this study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Introducing the Participants and Presenting the Data

This study used case study and qualitative methodologies to collect data from fifteen participants to understand better the perception of students' study habits and academic performance of African graduate students at Memorial University. In this chapter, I report on the findings of fifteen participant interviews (See Appendix A). The interviews were conducted in a distraction-free lecture room at Memorial University. The interviews were tape-recorded, participants were informed, and they were free to decline to answer any question if they felt uncomfortable.

The recorded interviews were transcribed, and each participant received a copy of the transcript so that they could add, delete, or edit any part of it. To ensure confidentiality, each participant was assigned a pseudonym, and the aliases Dayo, Yewande, Daniel, Wale, Loveth, Faith, Linda, Joy, Feyi, Absko, Laide, Damba, Elizabeth, Gonza, and Dele.

The case study was conducted through semi-structured interviews, from which all participants contributed substantial and relevant data; the case study method was suitable for this research since it is a way to get an in-depth analysis of complex phenomena and a holistic understanding of the context. Data analysis started once the information had been gathered and transcribed. The submitted data were coded to identify themes and then sorted and organized. A table depicting participants' allocated aliases to ensure confidentiality is given in the below table. A demographic profile of the participants includes their names, gender, and programs.

Table 4.1: Participants' Demographic Profile

Participants	Gender	Semester	Level of Study
Dayo	Male	3 rd	Masters
Yewande	Female	4 th	Masters
Daniel	Male	3 rd	Masters
Wale	Male	4 th	Masters
Loveth	Female	3 rd	PhD
Faith	Female	2 nd	Masters
Linda	Female	4 th	PhD
Joy	Female	2 nd	Masters
Feyi	Female	3 rd	Masters
Absko	Male	3 rd	Masters
Laide	Female	4 th	Masters
Damba	Male	3 rd	Masters
Elizabeth	Female	2 nd	Masters
Gonza	Male	3 rd	Masters
Dele	Male	3 rd	PhD

Participants' Voices

The perspectives and insights of the participants (African graduate students at Memorial University) are thoroughly documented and presented in the following section, reflecting their unique experiences and viewpoints. These voices offer a rich understanding of the research, providing a deeper context for the study's findings and contributing to a more comprehensive interpretation of the data.

Dayo's Voice

Dayo is a master's student at Memorial University; he was a school administrator in Nigeria. He said, based on the thesis topic, that study habit is the first factor that enhances his academic performance. He also stated that the habit of individual students towards studying is the primary factor that improves academic performance. He said his study habits influence his academic performance positively; if he studies hard, he will expect excellent results, and if he studies less, he will get less.

He maintained education does not end in class; he believes group reading and discussion help a lot; he later asserted he prepares well for examinations and tests by revisiting his course notes. He also added that his course notes are his best friend. According to him, "My course notes are my best friends, and I revisit them constantly". Dayo claimed he uses a note approach to document his lectures; he prefers using his notebook and pen rather than a digital note-taking approach. Dayo indicated he visits the library at least twice a week.

Dayo stated that a conducive environment is essential for modern education and helps achieve good academic performance; educational goals and objectives could be achieved with a conducive environment. He believes students will have a good

academic standing in a good environment. Dayo said he does visit the library often; he sees the library as an environment that is serene and conducive enough for him to read, have access to fast internet facilities, and access various textbooks.

Yewande's Voice

Yewande is an African graduate student at Memorial University. She stated that education is a social activity, so social life and education work hand in hand. If they are well-managed, she invests her time judiciously and does not involve herself in things that are not productive. She sees social life as part of education and draws meaningful things from her social life. She believes her social life is part of her education, and as a result, it enhances her academic performance.

Yewande explained “I have never missed any of my classes”. She claims using library facilities has directly impacted her academics. She further commented a productive student must think beyond the ordinary and must be able to think outside the box so that he or she will bring out something reasonable. She believes education is not limited to what you see, not to what you read; education is not based on what is taught in classes. Creating questions from lectures and creating questions from information researched on the internet will contribute positively to student performance of what is taught in class.

Yewande affirmed “class participation has a larger percentage towards my academic performance” because from what you see, you learn, and individual differences will be established in classes; through interaction with others, learning takes place. She likes learning through people and learning through the knowledge of others.

Daniel's Voice

Daniel is an African student and a master's student at Memorial University. He claimed he has set a target to achieve good academic performance. As Daniel noted, "My perspective is a positive one to get to the top". He believes his study habits influence his academic performance. Using library facilities with online materials to study and other study routines have affected his study habits positively.

Daniel explained that his marital status has no negative influence on his academic performance; achieving excellent results is one of his targets, and he works towards achieving them with massive support from his wife. He said his social life does not significantly affect his academics. Daniel further explained that he uses more social media than hanging out with friends – "I do not have a social life apart from social media".

During the interview, he concluded studying is his priority. As a master's student, he does more presentations than examinations. He prepares well ahead of class. He agreed there are complex topics; he added that after class, he meets his instructors physically to have one-on-one interaction and to ask questions, and they attend to him very well. After that he meets with some of his course mates to discuss such topics.

Wale's Voice

Wale is in his fourth semester and an African graduate of Memorial University. He was a school administrator back in Nigeria. He gave a well-detailed explanation of how students who understand effective study routine are more likely to understand productive study strategy, time management, and active learning techniques. When students perceive their studies positively, they are likely to be motivated and confident

in their ability to succeed. He believes that self-awareness, motivation, and study habits help him set realistic goals and take ownership of the learning process, which could lead to good academic performance.

Wale believes encouragement, class participation, evaluation of what has been learned, and use of library facilities are factors that enhance his academic performance. He also stated that every learning environment should be convenient. A well-organized learning environment, the physical environment, classroom settings, and learning facilities encourage good teaching and learning processes that enhance good academic performance. A good relationship helps him in his academics. His wife supports him financially, so his marital support contributes positively to his education.

Loveth's Voice

Loveth is an African student at Memorial University in her third semester; she believes that making studying a habit as a student improves her academics positively, and visiting the library often is part of her obligation as a student. During the interview, she explained that studying and reading enables her to understand the course. As Loveth acknowledged "Yes, when I study and read, it enables me to understand the concept".

Loveth stated the importance of the environment as a factor that enhances academic performance; she said the environment plays a significant role in academic performance, especially when studying is so important. A conducive environment enhances academic performance and, in no small measure, impacts and influences student study. Another factor she mentioned was library facilities. As Loveth explained "When library facilities are available, it encourages me to study; I visit the faculty library to study".

Faith's Voice

Faith is a master's student at Memorial University from Ghana; she believes that study habits have a more prominent role in student academic performance. She stated that her relationship with her instructors encourages her to study more. Most of her instructors have been welcoming and ready to help when needed, and classes are always interactive. Faith added "I can express my mind and share my thoughts during class participation without being judged". Note-taking and recording instructor teaching are ways she documents her lectures. She reviews the notes taken and listens to recordings after class.

She emphasized financial stability, daily reading, attending lectures regularly, group reading, and reviewing notes daily after the lecture as factors that enhance her academic performance. She is married, but her marital status does not affect her academic performance. She commented that her social life does not affect her academic activities either. She said most of her friends are educationally inclined and understand studying is essential. She is not involved in many social activities. She is either going to work or school.

Faith explained that she has never missed any of her classes since she came to Canada. She does not have a busy schedule because she only works for twenty hours weekly. Apart from reading in the library and researching, she attends classes to learn directly from the instructor and other classmates; this broadens her knowledge about the course. She also creates new questions to solve as part of her study routine, especially during tests and exams; the likely questions come up from the new questions she solves, making her understand what she has read.

Linda's Voice

Linda is a PhD Student. She believes that study habits are critical to her educational goals and objectives, with substantial academic achievement at the top. In her words, studying during her undergraduate degree program was difficult; she had limited time to study because she had to work and pay for her school and other extraneous costs. She took it upon herself to study more and make it a habit throughout her master's program, and she passed with flying colors; ever since then, she has taken her academics more seriously and committed more time to study and made it a habit.

Linda explained how using the library has helped her avoid failing examinations and tests in various ways. She described the library as a secure haven away from the noise that distracts her from studying; seeing other students studying in the library positively influences her, and she is always eager to study there at least three times each week. She explained how using the library helped her prepare for class. As Linda concluded “using the library has become a habit for me; the peacefulness allows me to read and understand better than reading elsewhere”.

Her past experiences with studying during her undergraduate degree program made her dedicate more time to studying and prioritize studying. She said her study comes first because the primary purpose of leaving her home country to be in Canada is to study, so she purported her priority is to study well and be successful, so her family can be proud of her. Studying has been easy for her because of the maximum time allocated for reading, attending classes, and reviewing note-taking after lectures. Linda avowed studying in Canada is a blessing and an opportunity for her, and she would not jeopardize that for any reason. In her suggestion, she stated that more support and

additional funds were necessary, particularly for students with good academic performances; that way, students will be motivated to study.

Joy's Voice

Joy is an African graduate student from Nigeria in her second semester. She said that she had difficult academic experiences. Her experiences in school are challenging. Although she has many supporters, she thought there was a need for adequate educational support. Occasionally, she would recall that she is supposed to be independent as a graduate student at a specific level. She indicated she was constantly exhausted from housekeeping chores and having four children. As Joy explained “I made my life difficult by attempting to live up to the standards I had set for myself”.

Her experiences with lecturers were generally positive and as she noted “having a good relationship with the lecturers help me academically”. She said they encouraged her and told her often that if she needed help, she should tell them. She said they have good teaching skills. Joy made it a compulsory move to always research more after each class. She said doing more research had previously helped her during her first degree, and her results were impressive giving her the confidence to do more on research.

Being a mother of four children is a challenging task, and her marital status affects her academic performance because she must care for four children. Despite the demands of being a mother, she makes time to study and revise her notes, but she believes the time allotted to study is insufficient. She stated that learning is a habit because it demonstrates substantial academic success. Joy's study time is limited to when the children leave for school; she studies for small periods and sleeps when stressed.

Her husband helps with the children when he is off work; he spends quality time with them and engages them so they will not disturb her study time. She said two kids are grown up, and they help with the toddler and newborn. Despite the help, she feels she needs to study better to achieve her set academic performance.

Feyi's voice

Feyi is an African student at Memorial University. She added that study habits are the primary responsibility of every student who wants to achieve academic success at University. Feyi stated that she was fascinated by studying overseas and was attracted by the excellent quality of education in Canadian universities compared to her home country. Thus, she wanted to learn more and improve her English in Canada. When she first arrived at Memorial University, she struggled with English and found it difficult to understand the instructors, but things have improved since then. Her academic experience was pleasant because she believed her instructors were educated and responsible. They designed exams and assignments in a way that would enhance student learning. She occasionally struggled to effectively convey her thoughts to the other team members in group projects.

Her social life has no negative impact on her study time as she allocates more time to study, though she sees non-academic activities as a strong point but takes her academics seriously. She got involved in Nigerian student associations to represent people new to St. John's or new students at the University. She was involved with many of the students' events, connecting her with many people in the University. She also plays volleyball and basketball, and with all her schedules, she still creates quality time

to study. As Feyi explained “despite all these, I still read, visit libraries, and attend classes regularly”.

Absko’s Voice

Absko, an African graduate student at Memorial University, is in his third semester. During the interview, he stated that he intended to get good results in his master's program. Therefore, he takes his study habits seriously. Absko went on to say that regular usage of library facilities has been beneficial in achieving solid academic success.

Absko noted that reading and researching are his study routines during preparation for class. He believes visiting the library frequently should be part of every student's study routine. As Absko avers “I am convinced students can only succeed in their studies if they visit the library; it is the best location to study and research without being distracted by others”.

Absko explained “note-taking is my best approach to document lectures”. Going through notes taken in class deepens his knowledge of the subject matter taught in class. He further said even as a student, there are a lot of things to think about; the notes he takes in class are a reminder and, of course, deep knowledge of the topic being taught. There are essential things taught in class that may not be in the course material, but the notes taken in class will give you a vast knowledge of the topic.

Laide's Voice

Laide is an African graduate student from Nigeria who believes that good academic performance requires good study habits, attention in class, and socializing without interfering with your studies. As Laide explained “socialize, but it must not

affect your studies”. She believes that socializing helps students avoid depression; it enables them to pay full attention and excel in their studies. During the interview, she emphasized study habits as the most crucial factor in achieving solid academic success as a student.

Students should always be in class at the scheduled time and venue for lectures, and she further stated that attending class is essential because you need to hear from the instructors, and the teaching helps actualize good performance. As Laide purported “class participation is a good factor that aids good academic performance”. She further stressed that students should take attending classes seriously. Laide also stated that class participation is a good factor in academic performance, as it enhances engagement, reinforces learning, and allows students to actively apply and discuss the material, thereby improving comprehension and retention.

Damba’s Voice

Damba is an African graduate student in his third semester who sees coming to Canada to study as an excellent opportunity to improve his career. As a result, he takes his academics seriously. He emphasized that the approaches and strategies he implemented for studying significantly impacted his academic success. He visits the library once a week to research and read. He takes notes on his phone and finds group reading beneficial to his academic performance. He implemented techniques to ensure that his study habits benefit his academics; he attends classes and prepares for exams and tests, ultimately improving his performance. He believes there is no limited amount of time to studying; he ensures he reads eight hours a day and prepares his reading notes in the morning, and after a lecture, he reads in the evening before bedtime.

His academic attainment is his top focus; he devotes a significant amount of time to studying and prioritizes his activities since his academic performance is important to him. He spends much of his time researching. The strategy he uses to understand complex topics is researching; he visits the library to research more on complex topics and also involves his classmates in group reading. He reviews his notes daily. As Damba explains “reviewing my notes is a daily thing for me”.

Damba believes the design and the physical comfort of the school and learning tools are factors that help his academic performance. Describing his instructors as his mentors, he said he has a good relationship with them; he does meet with his instructors when he has issues with his courses, and the relationship with them is advantageous to his study. His marital status has no negative impact on his academics; there is a distinction between the individual's academic pursuits and his marital status, and he ensures a balance between the two. His social life has no adverse effect on his studies.

Class participation is beneficial to him, to participate and contribute to lectures. All the courses he has done stress the need for participation and interaction during classes; it helps him learn from others, others learn from him. He said he creates maximum time in reading. As he affirmed “I read a lot even when I am not in the library. I read at home. Out of twenty-four hours a day, I use at least eight hours to read”. He also stated that he dedicated so much time in his study.

Elizabeth’s Voice

Elizabeth is an African student in her second semester at Memorial University and was a headmistress in one of the elementary schools in Ghana. She believes taking course notes to study and help her pass courses and achieve excellent grades is

important. She said she reviews her course notes after lectures before bed. She dedicates time to studying and working on her assignments- “I read for at least three hours daily, jot down notes during lectures, and take documentation on my laptop.”

Elizabeth affirmed that the school environment, the school's physical setting, the classroom setting, the internet provider, and the school giving students' free internet helped her succeed in her studies. She knows the importance of having cordial relationships with instructors. Using her experience from her first-degree program, she associated with many lecturers. She continues in that thread, which has helped her relate well with her instructors. As Elizabeth notes “you learn other things beyond class teaching when you have a good relationship with your instructors”. She uses the library often, especially when she wants to deepen her knowledge, do research, and get more information or details. She visits the library at least twice a week.

Gonza's Voice

Gonza is an African graduate student at Memorial University in his third semester. He was a classroom teacher in his home country, and he recalls how he encouraged his students to cultivate the habit of studying to aid them toward a successful academic path. He strives to enhance his study habits so that his academic achievement can increase even further. He previously stated that he allocated less time to learning, such as two hours each day, but he now devotes more time to studying.

He also claimed that he establishes priorities and devotes time to essential tasks. He explained that he takes a step-by-step approach plan to learn complex issues. Preparing for the examination, he reviews his course notes, studies more, researches, and collaborates with his classmates.

Gonza explained that note jotting and storing lecture notes on his computer helps him retrieve the notes when he needs them for studying. He believes that social life is an extracurricular activity. As Gonza maintained “I have learned much in my social life and applied good things to my academics”. He reviews his course notes in order to get ahead of the class.

Dele's Voice

Dele is a PhD student and an African graduate student at Memorial University. He was a university lecturer before relocating to Canada for his PhD. He loves good study habits and admonishes students to give quality time to their studies, enabling them to perform well academically. As Dele noted “study habits help students to stand out among their colleagues”.

Dele explained that study habits are a prerequisite to academic performance at every level of education worldwide. With reading and studying, students can come out with flying colors and perform exceptionally in their courses; he also stated that there is no way students could do something unique from other students without cultivating the habit of studying. In other words, he said how well a student's study differentiates them from other students and helps them to excel in their studies. Dele noted “in twenty-four hours in a day, I use at least eight hours to read”.

Dele said that, after coming to Canada, education was his primary assignment. Considering education as his primary job, he allocates much time to reading, surfing the internet, and giving his education prominent attention.

4.2 Thematic Analysis

This case study delved into the perceptions of African graduate students' study habits at Memorial University to gain a deeper understanding of their academic performance and the broader implications of these habits. The theme analysis is crucial in this study as it provides a structured understanding of the perceptions of students' study habits towards achievement of required academic performances and the key factors influencing the academic performance of African graduate students at Memorial University. It allows for a comprehensive interpretation of the participants' experiences, highlighting commonalities and differences in study habits that can inform targeted support strategies.

4.3 Theme Identification

The process of identifying themes in this qualitative study was guided by Ryan and Bernard's (2003) approach, with a focus on recognizing patterns and recurring elements within the data. While repetition served as a foundational method, the analysis went beyond mere frequency to explore the depth and interconnectedness of participants' experiences.

Five primary themes emerged from the data, each illuminating different facets of African graduate students' study habits at Memorial University. These themes include: study routine, class participation, environment, time allocation, and socializing.

4.3.1 Study Routine

The theme of study routine emerged as a cornerstone of academic success for African graduate students at Memorial University. Participants consistently emphasized the importance of developing structured, personalized approaches to studying that

transcend mere time allocation. These routines were characterized by their diversity and adaptability, reflecting the varied backgrounds and learning styles of the students. For instance, while Dele and Loveth emphasized the critical role of consistent reading, others like Absko and Damba highlighted the importance of integrating library visits into their routines. The library was frequently cited as more than just a resource center; it represented a sanctuary for focused study, free from distractions. Faith's approach of creating self-generated questions exemplifies the proactive nature of these routines, demonstrating a shift from passive to active learning strategies. Importantly, these study routines were not rigid structures but flexible frameworks that evolved with the students' understanding of their own learning processes. The collective narratives suggest that effective study routines are those that foster discipline, maximize resource utilization, and align with individual learning preferences. This theme underscores the transition from externally imposed study habits to internally motivated, self-regulated learning strategies that are crucial for success at the graduate level.

4.3.2 Class Participation

Class participation emerged as a multifaceted theme that goes beyond mere attendance or verbal contribution in lectures. Participants like Yewande and Laide articulated a deep appreciation for the transformative power of active engagement in the classroom setting. This theme encompasses a range of activities and attitudes, from asking questions and participating in discussions to engaging in peer-to-peer learning and seeking one-on-one interactions with instructors. The value placed on class participation reflects a recognition of the classroom as a dynamic learning ecosystem where knowledge is not just transmitted but co-created. Daniel's approach of following up complex topics with instructors and peers illustrates how class participation extends

beyond the formal lecture time. For many participants, like Faith, class attendance was seen as non-negotiable, forming the foundation of their academic experience. The emphasis on class participation also highlights the cultural adaptation many African students undergo, transitioning from potentially more hierarchical educational systems to one that values and encourages student voice. This theme reveals class participation as a crucial component of study habits, serving multiple functions: reinforcing learning, fostering critical thinking, building professional networks, and enhancing overall academic performance.

4.3.3 Environment

The environment emerged as a complex and compound theme, encompassing physical, digital, and social dimensions of the learning space. Participants like Dayo and Wale emphasized the critical role of a "conducive environment" in facilitating effective study habits and enhancing academic performance. This concept of environment extends far beyond the traditional notion of a quiet study space. It includes the physical layout of classrooms and libraries, the availability and quality of technological infrastructure (as noted by Elizabeth regarding internet access), and the overall campus atmosphere. The library, in particular, was frequently mentioned as a key environmental factor, serving not just as a repository of resources, but as a space that psychologically prepares students for focused study. Importantly, the theme of environment also encompasses the social and cultural climate of the university. Participants' comments suggest that an inclusive and supportive academic community contributes significantly to creating an environment conducive to learning. This holistic view of the learning environment highlights the interconnectedness of physical spaces, technological tools, and social dynamics in shaping study habits. It underscores the need

for universities to consider multiple factors in designing spaces and policies that support diverse learning needs, especially for international students adapting to a new educational context.

4.3.4 Time Allocation

The theme of time allocation emerged as a nuanced and strategic aspect of study habits among African graduate students at Memorial University. Rather than simply focusing on the quantity of time spent studying, participants emphasized the quality and intentionality of their time use. Students like Damba and Dele described elaborate systems for allocating their time, often dedicating significant portions of their day to academic pursuits. However, this allocation was not rigid; instead, it demonstrated remarkable flexibility and adaptability to changing circumstances and priorities. For instance, Joy's approach of utilizing the time when her children are at school illustrates the creative ways students balance academic responsibilities with personal obligations. The theme of time allocation also revealed a shift in perspective for many students upon arriving in Canada, with education taking on heightened importance in their daily schedules. This prioritization was often described in terms of investment, with students viewing their time spent on academics as directly related to their future success. Importantly, effective time allocation was not seen in isolation but as part of a larger strategy involving other themes such as study routines and environment. This interconnected view of time management highlights the sophisticated approach these graduate students take to organizing their academic lives, reflecting a mature understanding of the relationship between time invested and academic outcomes.

4.3.5 Socializing

The theme of socializing emerged as a surprisingly integral component of effective study habits, challenging the often-held notion that social activities detract from academic performance. Participants like Yewande articulated a nuanced understanding of socializing as complementary to formal education, viewing it as a source of emotional support, cultural learning, and even academic enrichment. This perspective reframes socializing from a potential distraction to an essential aspect of a well-rounded graduate student experience. The theme encompasses a wide range of social interactions, from structured activities like student associations (as mentioned by Feyi) to more informal peer-to-peer interactions. Importantly, many participants emphasized the need for balance, demonstrating an awareness of how to integrate social activities into their lives without compromising academic priorities. The role of social media, as noted by Daniel, adds another dimension to this theme, highlighting how digital platforms can serve social needs while potentially offering more time flexibility than in-person interactions. Furthermore, the socializing theme intersects with other identified themes, particularly environment and class participation, as it contributes to creating a supportive and engaging academic community. This holistic view of socializing as part of effective study habits reflects the participants' sophisticated understanding of the multiple factors contributing to academic success and personal well-being in a graduate program, especially in the context of international study.

These themes, while distinct, are deeply interconnected, collectively painting a comprehensive picture of how African graduate students navigate, adapt, and succeed in their academic journey at Memorial University. They reflect not just individual coping mechanisms, but also broader patterns of cultural adaptation, academic

resilience, and personal growth within the context of international graduate education. The syntheses of these themes have provided valuable insights into the complex interplay between personal strategies, institutional support, cultural background, and academic expectations that shape the study habits of African graduate students.

4.4 Summary of Findings

This study found that students' perceptions of their study habits significantly enhance their academic performance. Participants emphasized the importance of developing a consistent study routine, which includes activities such as regular reading, utilizing library facilities, and creating new questions to solve. Effective study routines were associated with better time management, productive study strategies, and active learning techniques. Many students highlighted that frequent library visits and the use of its resources played a crucial role in their academic success, providing a conducive environment for focused study and access to necessary materials. Additionally, class participation emerged as a key factor, with students noting that engaging in classroom discussions and learning from peers and instructors greatly contributed to their understanding of course material and overall academic achievement.

The study also identified several factors that enhance students' academic performance, including the learning environment, time allocation, and socializing. A conducive and well-organized learning environment was seen as essential for effective learning and academic success. Students emphasized the importance of allocating sufficient time for study and prioritizing academic tasks over other activities. While socializing was generally considered to have little or no adverse effect on academic performance, it was noted that maintaining a balance between social life and studies is

crucial. On the whole, the study found that a combination of structured study habits, active class participation, a supportive learning environment, and effective time management are key contributors to academic success.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

This study explored the perceptions of African graduate students at Memorial University regarding their study habits and identified several key factors that enhance their academic performance. The findings are discussed based on the specific research questions that the study sought to answer.

Research Question 1: How do the perceptions of students' study habits enhance the achievement of required academic performance?

Findings regarding this research question revealed that African graduate students at Memorial University perceive their study habits as multifaceted, adaptive, and integral to their academic success. They view effective study habits as encompassing not only traditional elements like time management and consistent routines, but also active class participation, strategic use of learning environments, and balanced social integration. This finding illuminates the understanding that African graduate students have developed regarding the role of study habits in their academic journey. Their perception aligns with and expands upon the existing literature on study habits and academic achievement. The multifaceted nature of their study habits reflects the complexity of learning at the graduate level, especially in a cross-cultural context.

The students' emphasis on adaptive study routines resonates with the work of Tadese et al. (2022) and Salva et al. (2022), who posited that study habits are a promising indicator of students' scholastic standing and academic success. These African graduate students have recognized, much like Coursera (2023) suggested, that good study habits can be learned and developed, making learning more fruitful,

efficient, and enjoyable. Their approach demonstrates a level of metacognition about their learning processes, suggesting that they are actively engaged in refining and improving their study strategies.

The importance placed on class participation and engagement by these students aligns with Lalrintluangi's (2018) findings that study habits not only enhance academic performance but also help students develop critical skills such as choosing, evaluating, critiquing, and synthesizing information. This active engagement in the learning process appears to be a key factor in the students' perceived academic success, supporting the assertion of Sarwar et al. (2009) that high achievers tend to have superior study habits, study orientation, and attitude.

Interestingly, the students' perception of socialization as a positive element in their study habits challenges some traditional notions about academic success. While excessive socialization has been linked to poor academic performance in some studies, such as Shahjahan et al. (2021), these African graduate students seem to have found a way to integrate social interactions productively into their academic lives. This suggests a more nuanced understanding of the role of socialization in academic performance, particularly in the context of international graduate education where cultural adaptation and networking can be crucial for success.

The students' strategic approach to creating conducive learning environments, both physical and digital, demonstrates their adaptation to the demands of graduate-level education in a new cultural context. This aligns with Bhagat and Wadhawan's (2021) observation that developing good study habits is a lifelong process. The fact that

these students are actively shaping their study environments suggests a high level of self-awareness and proactivity in their approach to learning.

Collectively, this finding suggests that effective study habits for international graduate students are not just about discipline or time management, but involve a complex interplay of cognitive strategies, social skills, and environmental awareness. The students' perceptions indicate that they view their study habits as dynamic and evolving, adapting to the changing demands of their academic journey and the unique challenges of studying in a foreign educational system.

Research Question 2: What are the factors that may enhance students' academic performance?

Findings with respect to this research question revealed that African graduate students at Memorial University identified several key factors that enhance their academic performance, including a supportive and resource-rich learning environment, quality of instruction, effective time management, cultural adaptation, and balanced social integration. This finding underscores the complex interplay of personal, institutional, and cultural factors that contribute to academic success for international graduate students. It aligns with and expands upon existing research on the determinants of academic performance, particularly in the context of cross-cultural education.

The emphasis on a supportive and resource-rich learning environment echoes the findings of Ajayi and Olaniyi (2022), who noted that institutional factors such as access to internet services, library resources, and overall learning infrastructure significantly influence academic performance. The African graduate students in this study demonstrated a keen awareness of how their surroundings impact their ability to

study effectively, often seeking out specific spaces like libraries or quiet areas that promote focused learning. This highlights the importance of universities providing diverse and well-equipped learning spaces to cater to different study preferences and needs.

The quality of instruction emerged as another crucial factor, aligning with Bouchrika's (2024) research on the impact of teaching quality on academic performance. The students' emphasis on class participation and engagement with instructors suggests that they value interactive and dynamic learning experiences. This finding has implications for pedagogical approaches in graduate education, particularly for international students who may be adjusting to new teaching styles and expectations.

Effective time management was identified as a key factor, reflecting the findings of Zikhali et al. (2015) on the importance of time management skills in academic success. However, the African graduate students in this study seemed to conceptualize time management not just as a personal skill, but as part of a broader strategy that includes balancing academic, personal, and social commitments. This holistic approach to time management suggests a mature understanding of the multiple demands of graduate student life.

Cultural adaptation emerged as a significant factor influencing academic performance, adding depth to the findings of Alam and Islam (2020) on the correlation between socioeconomic background and academic achievement. The students in this study demonstrated remarkable resilience in navigating the cultural differences between their home countries and the Canadian academic system. This adaptation process

appears to be an ongoing one, influencing not just their study habits, but also their overall approach to learning and academic engagement.

Perhaps most intriguingly, balanced social integration was identified as a factor enhancing academic performance. This finding adds nuance to the existing literature, which often focuses on the negative impacts of excessive socialization (e.g., Shahjahan et al., 2021). The African graduate students in this study seem to have found a way to leverage social interactions for academic benefit, using them as opportunities for cultural learning, stress relief, and even academic discussion. This suggests that social integration, when managed effectively, can be a positive factor in academic success, particularly for international students who are navigating a new cultural and academic environment.

The identification of these factors by the students themselves demonstrates a high level of self-awareness and metacognition about their learning processes. It suggests that these students are not passive recipients of education, but active participants in shaping their academic experiences. This aligns with the findings of Jafari et al. (2019), who found a strong relationship between effective study techniques and academic achievement.

This finding highlights the multidimensional nature of academic performance for international graduate students. It suggests that universities need to take a holistic approach to supporting these students, considering not just academic factors, but also cultural, social, and environmental elements. The students' perspectives offer valuable insights for institutions seeking to enhance the academic success of their international graduate student population.

5.2 Conclusion from the Research

Based on the findings of the study, it can be concluded that African graduate students at Memorial University exhibit a multifaceted and adaptive approach to their study habits, which they perceive as integral to their academic success. These students understand that effective study habits go beyond traditional elements like time management and consistent routines, encompassing active class participation, strategic use of learning environments, and balanced social integration. Their sophisticated and dynamic approach reflects a deep awareness of the complexities involved in graduate-level learning, especially within a cross-cultural context. This understanding is not static, but evolves in response to the demands of their academic journey and the unique challenges posed by studying in a foreign educational system. The students' emphasis on adaptive study routines and the strategic shaping of their learning environments suggests a high level of metacognition and proactivity in their approach to education, underscoring the importance of holistic and context-sensitive support mechanisms for international students.

Furthermore, the study highlights several key factors that enhance academic performance, as identified by the students themselves. These include a supportive and resource-rich learning environment, high-quality instruction, effective time management, cultural adaptation, and balanced social integration. The findings suggest that academic success for international graduate students is influenced by a complex interplay of personal, institutional, and cultural factors. The students' ability to navigate and leverage these factors demonstrates their resilience and resourcefulness in adapting to a new cultural and academic environment. This underscores the need for universities

to provide comprehensive support systems that address not only academic needs, but also cultural, social, and environmental aspects of student life.

5.3 Recommendations

1. The University could consider organizing group reading or learning sessions to promote students' study habits.
2. Active learning approaches, including summarizing, instructing, and problem-solving, should be used by students.
3. Universities should promote a positive learning environment to motivate students to study.
4. Students should create a designated study environment that is peaceful and distraction-free.
5. Students should establish clear goals for each study session.

5.4 Suggestions for Further Studies

For further research, the above areas that need to be considered are:

1. Comparative studies should be conducted to identify the correlation between study environment and academic performance
2. Effective time management among international students
3. A study should be carried out to identify what is most effective between group reading and solo reading for student's academic performance

5.5 Contribution to Advanced Knowledge

This study has contributed to advanced knowledge by providing an in-depth understanding of the multifaceted and adaptive study habits of African graduate students at Memorial University and identifying key factors that enhance their academic performance. Through the exploration of these students' perceptions, the study has highlighted the complexity of learning at the graduate level, especially within a cross-cultural context, and underscored the importance of holistic and dynamic approaches to studying. The findings emphasize the significance of active class participation, strategic use of learning environments, and balanced social integration, thereby expanding existing literature on study habits and academic achievement. Additionally, the identification of critical factors such as supportive learning environments, high-quality instruction, effective time management, and cultural adaptation offers valuable insights for universities aiming to improve support mechanisms for international students, thereby enhancing their academic success and overall educational experience.

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Appendix A

INVITATION TO PARTICIPANTS

My name is Oluwatosin Comfort Oyeniran. I am a student in the Master of Education Program at the Faculty of Education, Memorial University of Newfoundland and Labrador. I am researching Perceptions of Students' Study Habits and Academic Performance: A Case Study of African Students at Memorial University. I am seeking African graduate students to participate in the study. I will conduct an interview as part of a research study to understand better how students perceive their academic achievement and study habits. If you opt to participate, I will set up an interview in person at a time that will be conducted on campus. The interview will last approximately one hour. The interview will be audio-recorded during this time. Participants can skip any questions that they do not wish to answer.

During this interview, I will ask questions about the Perceptions of Students' Academic Performance and Study Habits. This study will also look into students' perceptions of what may have improved or hindered academic performance and studying at Memorial University. You will be assigned a pseudonym to protect your privacy.

Your participation in the research project is entirely voluntary. Participants can terminate the interview at any point as well as choose not to answer specific questions. Participants will be given the opportunity to withdraw from the study and their data from the project up to 2 weeks (14 calendar days) after their interview is conducted. For further questions about the research, please contact me via email at ocoyeniran@mun.ca or on my mobile at 709-740-6513. You can also contact my research supervisor, Dr. Noel Hurley, at nhurley@mun.ca or by phone at 709-740-6513.

If you know anyone who may be interested in participating in this study, please give them a copy of this information. Participation in this study is not a requirement of your university teacher or program.

This research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research (ICEHR). If you have ethical concerns about the research, such as how you have been treated or your rights as a participant, you may contact the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Thank you.

Oluwatosin Comfort Oyeniran

Appendix B

These research questions will guide the study:

1. How do the perceptions of students' study habits enhance the achievement of required academic performance?
 - i. How often do you use library facilities?
 - ii. What approach do you use to document your lectures?
 - iii. Do you think your study habits influence your academic performance? If so, how?
 - iv. Describe how much time you allocate to study.
 - v. How do you invest your time in light of your busy schedule in this contemporary world?
 - vi. How do you prepare for tests or examinations?
 - vii. What strategies do you use to understand complex topics?
 - viii. How often do you review your course notes?
2. What are the factors that may enhance student's academic performance?
 - i. How can the environment influence students' study habits toward achieving required academic performances?
 - ii. Describe how your relationship with the lecturers makes or mars student's academic performance.
 - iii. How does your marital status affect your performance academically?
 - iv. What role does social life play in your academic activities?
 - v. How often do you attend classes amidst busy schedules?
 - vi. Do you think attending classes and using library facilities helps you academically? If yes, how?
 - vii. Do you create new questions to solve as part of your study routine?
 - viii. Explain how class participation helps you in your academics.
 - ix. How often do you engage yourself in reading?

Appendix C

Informed Consent Document

Title: Perceptions of Students' Study Habits and Academic Performance: A Case Study of African Students at Memorial University.

Researcher(s): My name is Oluwatosin Comfort Oyeniran, and I am a master's student at Memorial University of Newfoundland and Labrador's Faculty of Education, email: ocoyeniran@mun.ca, Phone: 709-740-6513.

Supervisor(s): Prof. Noel Hurley, Faculty of Education, Memorial University of Newfoundland and Labrador's, email: nhurley@mun.ca, Phone: 709-683-7472. Dr. Rose Neville, Faculty of Education, Memorial University of Newfoundland and Labrador's, email: f62rmet@mun.ca, Phone: 709-864-8607.

You are invited to take part in a research project. This document explains what the research is about and what your participation will involve. It is entirely up to you to decide whether or not to take part in this research. Please contact the researcher if you have any questions about the study or would like more information before you consent.

Purpose of Study:

My research title is Perceptions of Students' Academic Performance and Study Habits: A Case Study of African Students at Memorial University. The primary purpose of this study is to examine the relationship between study habits and students' academic performance. This study intends to identify various study habits used by the students and their relationship with their academic performances.

What you are being invited to do in this Study:

The researcher will interview selected African students who have come directly to the university to pursue graduate courses. Semi-structured interview questions will lead the interviewing process. The researcher will contact you immediately after receiving your agreement to schedule an interview at a convenient time and location. The time commitment for each participant will be approximately one hour. The interview will be audio-recorded for subsequent transcription by the researcher.

Anonymity and Confidentiality:

You will not be identified in any publication resulting from this study. There will be a maximum effort to ensure the confidentiality of participants. Participants may be identifiable to informed readers based on what they say. Each participant will have a pseudonym. Participants are free to choose their own pseudonyms. While in my study participants are not anonymous since through the interviews the participants are known to the researcher, as noted any identifiable information will be replaced by pseudonyms to protect participant identities. No identifying information will be included in the findings.

Withdrawal from the Study:

Your participation in this research project is entirely voluntary. Participants will be able to terminate the interview at any point as well as choose not to answer specific questions. If a participant withdraws partway through the interview, their data will be retained unless they indicate that their data cannot be used in the study, in which case their data will be destroyed. Participants will be given the opportunity to withdraw from the study and their data from the project up to 2 weeks (14 calendar days) after their interview is conducted. If a participant wishes to withdraw from the study they can email the researcher prior to the 14-day deadline. There is no penalty if you choose not to participate or withdraw from this study. Any data you enter will be kept strictly confidential. Data will be kept for a minimum of five years, as per Memorial University policy on Integrity in Scholarly Research. My study supervisor will save data in a secured location for the duration of the research protocol.

Use, Access, Ownership, and Storage of Data:

My project team members will have access to the data. Access will be anonymized data. Once the data is collected, it will be stored electronically while I will transcribe data for research purposes. Then after the study is completed, it will be stored electronically also while hard copies will be stored in a secured cabinet. Electronic data will be stored securely on password-protected devices such as computers or external hard drives. Stored backup copies of data will also be in secure locations. Access to data will be limited to the principal researcher and project team members. Data will be kept for a

minimum of five years, as required by Memorial University's policy on Integrity in Scholarly Research.

Possible Risks:

This research is minimal risk; you may choose not to answer uncomfortable questions. There is likely some minor psychological/emotional risk associated with the study given that the participants are international students. Participants may experience minor psychological or emotional risks due to the questions that might be asked. Please Contact the MUN Student Wellness and Counselling Centre at the Memorial University of Newfoundland by email at swccfrontdesk@mun.ca or phone: 709-864-8500. Participants may reach out to the Student Wellness and Counselling Centre if they need counseling services.

Possible Benefits:

The study will be beneficial to participants, educational stakeholders, and society on the need to pay the required attention to how the study habits of the students affect their academic performance. Educators will see the development of the findings as valuable, especially in engaging in school activities. This will be achieved through the accurate information provided in the study. Such programs include the implementation of guidance and counseling services in school. There may be no direct benefits to you as a participant in this study.

Reporting and Sharing Results:

Upon completion, my thesis will be available at Memorial University's Queen Elizabeth II Library and can be accessed online at <https://research.library.mun.ca>

Questions:

You are welcome to ask questions before, during, or after your participation in this research. If you would like more information about this study, please contact:

Oluwatosin Comfort Oyeniran
Educational Leadership

**Faculty of Education,
Memorial University
Newfoundland and Labrador
ocoyeniran@mun.ca
709-740-6513**

**Dr. Rose Neville
Faculty of Education
Email: f62rmet@mun.ca
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Or

**Prof. Noel Hurley
Professor
Faculty of Education
Email: nhurley@mun.ca
Phone: 709-683-7472**

This research has been approved by the Interdisciplinary Committee on Ethics in Human Research (ICEHR). If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Consent Summary:

Your signature on this document means that:

- You have read the information about the research.
- You have been able to ask questions about this study.
- You are satisfied with the answers to all your questions.
- You understand what the study is about and what you will be doing.
- You understand that you are free to withdraw participation in the study without having to give a reason, and that doing so will not affect you now or in the future.

Regarding withdrawal during data collection:

· You understand that if you choose to end participation during data collection, any data collected from you up to that point will be retained by the researcher unless you indicate otherwise.

Regarding withdrawal after data collection:

· You understand that if you choose to withdraw after data collection has ended, your data can be removed from the study up to 2 weeks (14 calendar days) after your interview.

I agree to the use of direct quotations. Yes No

By signing this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

A copy of this Informed Consent Document will be given to you for your records.

Signature of Participant

Date

Researcher's Signature:

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

Signature of Principal Investigator

Date