Developing Study Habits And Skills Of University Student And Their Relationship To Some Psychological And Educational Variables According To The Readiness Law Of Thorndike

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Abstract

The present study aimed to identify the good study habits of Najran University students and their relationship to some psychological and educational variables. To achieve this aim, the descriptive approach was used. The sample consisted of (104) male and female undergraduate students of some faculties at Najran University. The study instrument consisted of a scale developed by Hamdneh (2017) regarding the study good habits after being validated and verified. Findings showed that students' good study habits and achievement were good. In addition, there was a significant direct correlational relationship between habits of good study and students' academic achievement. Findings also revealed that students' academic achievement differs according to the difference in the level of good study habits whether high or low. In light of these results, a set of recommendations were put forward, among which is the importance of investing good study habits to improve the level of students' ambition and increase their academic achievement and their psychological, social and academic compatibility.

Keywords: Good Study; Male and Female Students; Najran University

Introduction

Study has an important role in student's scientific life and achievement of his aspirations and ambitions. His achievement level is dependent on the efficacy of the varied methods he follows while studying his courses. Moreover, study is important for the quality levels of his academic achievement and excellence.

Statement of the problem

Many students suffer from forgetting the scientific material as soon as they enter the exam hall or start reading the questions. Many questions start revolving in their minds about among which for instance, "I stayed up all night studying and suddenly all the information have evaporated and I now feel lost". Many of them feel unwillingness to study and sleepy during exams and consequently cause them to escape from studying and start watching TV or talking on the phone...etc. In fact, these students do not study before the exam. They just start doing so on the night of the exam in a random and unorganized manner, which leads to lack of focus and low grades in spite of the enormous effort they make.

Importance of the study

In light of the knowledge explosion and information revolution that have swept the whole world at the beginning of the twenty-first century, guesswork has to do to success and progress. The exact and real knowledge has been the real weapon that today's students and tomorrow's men must be provided with. They should be provided with strong, distinct, clear and organized knowledge structures to fight in the battle of knowledge revolution, especially the technological one that exists on the World Wide Web pages.

Success right way lies in the cognitive and correct building of the youth that paves the way for them to use good strategies to organize and manage their time, define their goals and ways to achieve them to obtain sound information in short time and way. Accordingly, they will, through good study skills, succeed in their work not only in their study life, but also in all their life work and affairs.

Aims of the study

The present study aims to:

1.   Present the law of readiness and other laws that have dealt with good study.

2.   Present the latest theories that have dealt with the skills of good study, theorization, organization, and clarification of the relationship between these skills.

3.   Presenting the most important skills that make study work easier, affordable, more useful, and beneficial for students.

4.   Present the strategies that can be used to acquire each study skill.

Hypotheses of the study

1.   Most students at Najran University suffer from good study habits and skills.

2.   There are statistically significant differences in the dimensions of good study habits (high - low) between male and female students at Najran University in favor of female students.

3.   Female students at Najran University are superior to male students in good memorization habits and skills as reflected in their academic achievement.

4.   There is a negative correlation ($\alpha=0.05$) between male and female students regarding the total score on the Good study Habits Scale.

Thorndike law of readiness

Edward Lee Thorndike is considered an American psychologist, born in 1874 and died in 1949. He was a student William James and Cattell, two of the prominent psychologists in that period, he was interested in setting the laws he concluded in his theory "Learning by trial and error" into these three rules or laws (Abu Hatab & Sadiq, 2009) namely, law of effect, law of readiness, Law of Training and Repetition.

1.   Law of effect

As stated by Farghali & Abdellah (2011) is the main law for Thorndike and is considered a great contribution in his rule that states that any correlation between a stimulus and a response increases and becomes stronger if it is accompanied by gratification, satisfaction, or a good effect. Whereas, this correlation becomes

weaken if it is accompanied by narrowness, lack of satisfaction, or uneasiness. In other words, the individual tends to repeat the behavioral actions he performs if followed by satisfaction or a good effect in subsequent times, or if this individual is put in the situation again. However, the individual does not tend to repeat the behavioral actions or responses that are followed by distress and lack of satisfaction in subsequent times or if the situations are repeated again.

2.   Law of readiness

Farghali & Abdellah (2011) mention that this law defines the physiological bases of the effect law, which states that learning of the organism, is affected by his nervous system. It also clarifies the conditions, in which the organism is in a state of relief or distress. In addition, it identifies three basic conditions under which the organism can work under their influence in the learning situations:

a)   If the organism is nervously and physiologically prepared as a result of a strong stimulus, such as food, to perform an action and had the opportunity to perform it, he will perform it with satisfaction and makes the learner more advanced and more inclined to learn. Educationally, the researcher believes that if the student is ready to study, sets his arrangements and books, and begins to study, he will be psychologically comfortable when he studies and understands what he studies with ease.

b)   If the organism is physiologically and nervously prepared to perform an action and does not perform it or does not have the opportunity to do so, he will feel stressed and unrelieved and consequently will not achieve learning. Educationally, the researcher also believes that if the student is ready to study and is told by his father to get up and do, he will be bored and anxious.

c)   If the organism is not physiologically and nervously prepared to perform a certain action and forced to perform, he will feel upset and it will be difficult for him to learn. Educationally, the researcher thinks that if the student desires sports, for example, but does not want to study and his parents force him to do so, he will not understand anything of what he studies.

d)

Correlation between the law of readiness and the law of effect

Abu Hatab (2009: 230) mentions that the law of readiness describes the conditions that make the learner satisfied or dissatisfied with the learning outcome. In addition, learning of the organism is affected by the degree of his readiness and neurological and physiological preparation. For example, when a child learns a certain skill, we must be sure that he is physiologically and neurologically ready to learn it. Gymnastics teaching early without having a physiological readiness makes the child unable to learn it and meanwhile we cannot force him to learn it.

Thorndike formulates these three cases to explain readiness.

Case 1	Case 2	Case 3
Ready to read	Not ready to read	Ready to play
The neurological unit is ready to work, works, and its work relaxes the organism.	The neurological unit is ready, but does not work, its failure to work disturbs.	The neurological unit is ready to act, and forced to act, but its action disturbs the organism.

Therefore, the law of readiness describes the physiological bases of the law of effect. It determines the learner's attitude to feel satisfied or distressed by what he learns or studies.

In the present study, the researcher will address the concept of study, its skills, study common methods among university students, and how to make good and effective study habits through Thorndike's Law of Impact.

First: Concept of study and its skills

There are many definitions of study skills, among which are:

Study skills are the qualitative abilities that students are likely to use individually or in groups to learn the content of their textbooks (Graham & Robinson, 1987). On the opposite, study habits are behavioral patterns acquired by the learner through his repeated practice of obtaining knowledge and information and mastering experiences and skills. These patterns differ according to differences between individuals and specialties. They are acquired behavioral patterns in similar contexts and help to save time and effort, master the educational experiences but they differ by the differences in specialties and individuals (Nabih, 1990). Besides, they are pure behavioral patterns a student acquires through his frequent experiences in achievement (Al Sha'arawi, 1995). Study skills are also defined as private ways the student follow to comprehend the learning materials he studies or will study. Through these ways, he understands the facts, checks opinions and procedures, synthesize, criticize, explain the phenomena, solve problems and innovate new thoughts, master performances that need speed and accuracy, and acquire new behaviors that benefit hi in his specialty area. However, these habits differ from one student to another. Each student has his own habits that are ideal in achievement and uses them to reach the best satisfying level (Abdelnabi, 1996). These habits differ according to the different learning materials. Difference in the types of experiences the student studies needs him to modify and develop these habits o be compatible with the learning subject. The learner's comprehension degree depends on his organization of the study process and prior planning for it. Through study, the student familiarizes himself with the scientific facts, gets acquainted with knowledge objectively. He also arrives at the best explanation of the phenomena and the best solution to the problems he encounters, whether in his specialty or his way of life, in general (Abdelqader, 1990). Thus, we should answer some questions related to the student's skills before addressing in detail them (Alkheefah, 2016). These questions are:

1.   How does a student begin to study?

2.	How can achievement be increased while studying?

3.	When can education be easy and effective?

Second: starting successful study

With regard to the first question, there are four procedures to start successful study (Alkheefah, 2016). These procedures are:

1.	The student has to create the appropriate environment to start studying. The most frustrating thing in the study place is looking around, and feeling that it is depressing. Thus, he has to make this place attractive in his own way, either by arranging it, or placing things that he enjoys, such as flowers, for example. Therefore, the researcher of the present study believes that the law of readiness defines this task. If the organism is nervously and physiologically prepared as a result of a strong stimulus such as food to perform a certain action and have the opportunity to perform it, he will perform it easily with satisfaction and makes him more advanced and more inclined to learn. Educationally, it can be said that if the student is ready to study and actually studied, he will be psychologically comfortable and can understand what he studies.

2.	The student has to determine, an in advance, list of the required tasks show where to start without overly ambitious. So, has to define his certain aims that can be achieved in the exact time. Then he can perform the additional works if there is time.

3.	The student has to target the benefits of study, if he does big tasks, feels a lack of enthusiasm in the beginning, and if his ability to gather his strength to start work has decreased, especially if he feels a bit frustrated.

4.	The student has to create an attractive working atmosphere for the next time. He can use the last minutes to rearrange the place and prepare for the next session, which is the best time to plan in advance what he will do next.

5.	The student can reward himself immediately for every study period by doing his favourite things. If he has achieved the goal during that period, he can practice a kind of sport he like, has a meal he loves, or contact a close friend and so on. It is well known that the key to success in work is to make rewards simple and immediate after work but not before it.

Third: Suggestions to increase achievement while studying

How can achievement be increased while studying?

There is a set of important suggestions for developing the study skills-based- achievement and achievement (Cottrell, 1999) such as:

1.	Awareness of what is required of the student, or what he is entrusted with. His knowledge of what he is entrusted and expected of him helps to search for appropriate means to achieve it.

2.	Methods and strategies: Studying courses and lessons will be easier if there are learning strategies and correct work ways, i.e. study skills. Therefore, the student's way of study differs from one course to another.

3.	Confidence in what the student does: success needs the student's feeling that he is learning and achieving. Success of many students increases because of their passing through successful study experiences and feeling unique in their performance although they have no idea about their intelligence level.

4.	Familiarity: Skills develop by practice, feedback from others, or by the person himself through observing his performance and knowing about the result of it. Educationally, the student whenever he studies his lesson will be an expert of the briefed ways, aware of the minor skills he needs, capable of studying for longer times, and performing minor skills and whole skill effectively.

5.	Self-awareness and evaluation: In order to develop his skills, the students has to identify where he is from them, what weak and strong points are in them, what he needs from achievement and fortification in these skills. Insight mainly helps the learner to evaluate what skills he has rather than depending on others.

Fourth: Study and learning, when learning is easy and effective

In order for a good study that leads to easy and effective learning and achievement to take place,

the student should do his best, focus and determine the following (Al-Sheikh, Al-Otoum, Diab, 2012):

1.   Study times

The student has days in the week where he has lectures and other days where there is nothing. If we start with the week days in the lecture days, a student, aftering coming back home, he usually have his meal and then relaxes for some time. The best time to study that day is from 7.00 p.m to 11.00 during which he can say his prayers, and rest for (10) minutes every (50) minutes. During this time, he should avoid watching TV and answering the phone throughout the study time.

The researcher of the present study believe that some students may travel because of special circumstances. Nevertheless, study time should not be less than four hours a day. The student should not think that no study is on the holiday. On holidays, the best time to study is after the dawn prayer. Study hours should be for at least four hours while it should be for six hours during exam days.

2.   Place of study

Choosing the right place for study is one of the most important success factors. The place should be calm and away from noise, where an office or a comfortable healthy session is available. The place should be well- lit, well- ventilated and well-arranged. Arranging the study place is important for self-preparation and psychological comfort.

3.   Stages of study

The study process is divided into three stages (Zaidan, 1990) namely, the stage of preparation, the stage of study, and the stage of study.

1)   The stage of preparation

During the preparation stage, the brain is prepared to receive the new information. Preparation should be done actively without lethargy or fatigue. Activation of the blood circulation by walking quickly inside the room to increase the blood flow in the body is required. Television must be turned off, and the mobile phone should be silent or closed. If preparation is just started, determination of what to be studied according to the schedule prepared in advance is necessary. Only the books and the notebooks rlated to the courses to be stuied should be left on the study table. Beginning with

the most difficult courses or topics is more impportant.

2)   The study stage

The nature of the course to be studied and its requirements should be detrermined at first. Do the courses study require understanding or recitation? As each type has a specific way for the exam preoaration. it is better to define a fixed method of study. moreover, although individual study is always the best, it may sometimes require a review, not studywith a friend, or with a group of friends bearing inmind some reservations such as :

•   Being serious so as not to waste time

•   Each classmate has studied the course before

•   Meeting for revision and discussion

Forgetting problem is one of the biggest problems facing students. It is represented in the inability to focus or study the information that has been studied. Among the strategies that the student can follow while studying to overcome forgetting are the following (Badir, 1990).

1)   Devide reading section, once before the lecture and once after it. The pre-reading is done by browsing, during which a quick idea of the topic is elicited in addition to the identification of the points the lesson revolves around. Attempts to link the new points with the previous information are made. At the end, the student can write down some of his observations about them.

2)   Focus on deep understanding the topic while attending the lecture by discussing what is not understood and take notes. After that, goo back to the book, read it in depth and reflect on to achieve full understanding using the notes you have took during the lecture. Next, write a full summary of the topic using the book and notes together. Review what you have for 6 days, even if it is in the time between lectures as a fast-reading method.

3)   Take into account that onr can study about 20-25% of what he hears heard in the lecture after 6 days. However, this percentage increases if the mentioned strategy accounted for and the acquired information is practiced either by experience or by exercises because this helps to study about 95% of what was gained even after 6 months.

In brief, the importance of these points should be asserted:

- Taking notes during the lecture
- Reading the lesson immediately after the lecture, and then writing a good summary, using the notes taken and the book.
- A quick reading of this summary for 6 consecutive days.
- Increasing the common senses to increase the ability to understand and retain informationto get rid of mental wandering problem.

Among the main causes of mental wandering (Rizk, 2015) are the following:

- Thinking about a private or family problem, a study-related, or because fear of the exam- relared one.
- Preoccupation with an important private or family event.
- Escape from reality towards fantasy, dreams, and believing illusions.
- Discomfort in study session or environment, such as dim light, lack of space, excessive noise, heat, or cold.

To overcome the phenomenon of mental wandering, the student is recommended to:

- Solve a lot of questions after studying to test yours emory and increase your confidence in it.
- Focus and exclude everything around you that distracts your mind.
- Stay away from worry and relax for a while if you feel stressed.
- 1. Move around in the room to renew blood circulation and restore your activity and concentration.
- Begin your work after rest time not after fatigue.
- Increase your senses use while studying, for example, hold a pen to write or read with your voice and not just with your eyes.
- Use appropriate lighting and freshen the roo air when feeling lethargic.
- Do not make the study session very long more than 50 minutes.

3)   After study stage

The verification stage is one of the most important stages of information comprehension and retention when needed. Serious study facilitates information retenrion as a result of linking new information with previous stored information. there are steps that can be carried out to make study serious and increases the ability to retain information when needed (Khalifa, 2016) such as:

A.   Study repetition: Prophet Mohamed, Peace be upin him, used to repeat the saying three times to account for individual differences of his companions. Summarizing is to verify the study results by writing a summary for the lesson, dawing a mind map for the topic studied. Training question solving also contributes to instal information procedures that help retain information include:

- Repetition and recitation: The process of repetition transfers information to long-term memory, and recitation to oneself or to a colleague increases self-confidence and strengthens the ability to memorize.
- The use of some aids by composing some words to remind of certain points that can be retrieved when the word is studied or by using colors, lines, etc…
- Connecting information by linking similar information together to strengthen memory and increases the ability to imagine to create a mental image that remains linked to the mind, which increases the ability to retrieve information again efficiently.
- Summarization: It is the process of studied topic rewriting in student's own style and words that make its revision easier. Summarization is important because it helps to focus on the important basic information of what is read or heard. It also helps in understanding, comprehending and focusing on the information required for exam days. Moreover, it helps in time management effectively effectively. Instead of reading a chapter consisting of (50) pages, it can be summarized in (5) pages only, as important points only are determind previoiusly. Besides, summarizing has a positive psychological impact on the continuation of the process of studying and periodic review. There are many ways to summarize (Rizk, 2015) like for instance:
- The prose method, which is done by prose writing of the topic, in a short and concentrated manner, using the person's own words.
- The structural method that is in the form of single words or short paragraphs placed in the form of a list using divisions such as: main headings, and sub-headings, with the use of numbering.

- Mind maps that are of the very important tools for study multi-branched topics because they help understanding and comprehending and increase student's ability to recall.

1.   Attention skill

Attention skill refers to focusing attention with awareness. it is the ability to focus attention on an idea, concept or problem accompanied with (Luckie & smethurst, 1998). Most students are able to concentrate but for short periods. The majority of those who can concentrate for a period ranging from (90-120) seconds can be trained to focus for longer periods, and in a deeper way, by improving their concentration skill to reach the highest level of recall, and with less effort. With practice, the learner can coincentrate for periods ranging from (10-20) minutes and a maximum of (30) minutes. With such concentration, students can reach the level of excellent performance, and the best perception of their abilities and mental levels (Al Khalifah & Al Mutawa, 2015).

Procedures that the student can follow to improve his skill of concentration (Rizk, 2015), the most important of which are the following:

1.   Find a suitable study place with a moderate degree of ventilation and adequate lighting, away from noise and all external distractions. make sure to sit in a healthy session on a moderate seat on the desktop while trying to get rid of internal distractions.

2.   Bring a watch or digital watch to accurately determine the time.

3.   Determine the time that will be spent in studying.

4.   Choose short time tasks (20-30) minutes.

5.   Empty the mind screen completely as if it is a television screen without transmitting.

6.   Start and control what to focus on (reading, writing and listening). Start with things that should be finished finish, not the things thare are supposed to be finished.

7.   After (20-30) minutes, take a real break.

8.   Identify the list of distractions that can be encountered during the focus period.

9.   Start trying to overcome or avoid these distractions, then repeat the steps over and over until getting used to focusing.

C) The skill of reviewing and preparing for the test

Revision is more important than study. It restores inforation vitality and activity that has been recalled and stored in memory and prepared for the examination. It is an intrusive activity that requires motivation and mental activity concentration to do. it also requires creativity and the interaction of recall mechanisms and skills. Furtheremore, revision needs a high degree of motivation, good time management, good and effective work with others, and the ability to choose and think critically and analytically.

Procedures to increase the effectiveness of revision

A student can follow these steps to increase tye effectiveness of revision (Al Khalifah, 2016):

- **Reviewing courses and lectures**: Lectures and notes that deal with one topic must be reviewed together. It is better to review lectures and notes in places where you study them as the way and place of studying are complementary.

- **Anticipation and Realization**: With review, work on formulating questions that you expect to be extracted from the points you expect to be important or you think that exam's question will be out of them, taking into account that the majority of examinees focus on students' understanding of the course. Try to answer the expected questions, review yourself and discover your weaknesses.

- **Test yourself**: by collecting the expected questions you have been looking for answers for throughout the year, working on answering them in a specific time to determine what you know and what you do not know, and in light of that, prepare the circle of review and recall.

D) The skill of test preparation

The period of preparation for exams is one of the critical periods for the student and family together. It is necessary to prepare for this period calmly and without tension, during which regular review takes place that requires preparing a review program that

is commensurate with the remaining time and courses that must be studied or reviewed.

Basic principles for preparing a review program during the examination period

- As a muslim student, seek Allah's help, preserve your prayers, and make prayer timings the centerpiece of your schedule.
- Think of the high marks you want to get in order to be a constant motivator for you.
- study regularly for all subjects.
- Determine the remaining time for each subject and divide it according to its study.
- Schedule the study time to suit the effort required for the subject.
- Arrange the review of materials in the immediate pre-exam stage according to their chronological proximity to the test date.
- Distribute fairly the days, for example, review three subject per day differ in difficulty, the time required for them, or the effort you put in them.
- Set periods in the schedule for rest and for a popular hobby, which helps prepare the body and mind for better understanding.
- Fight the causes of mental wandering and daydreaming during the review. Always concentrate while studying and reviewing as there is not enough time. do not think too much about any shortcomings during the study and do not try to blame yourself as this is a door to permanent mental wandering.

- Do not take the review program of one of your colleagues as every student has his own circumstances, abilities and capabilities.
- Never think of any cheating attempt.
- Use your mind maps and summaries you prepared some days ago and try to use the book smartly in order not to lose time.
- Do not have a lot of stimulants such as tea or coffee. A cup of coffee or tea may help you think and work more efficiently, but a lot of them do the exact opposite, and lead to shallow thinking and nervous tension. Instead have a lot of water and juice.
- Avoid group study at this time.
- Do not try to increase your work on the day before the exam, rather finish your review before it, focus on some very important points and try to be relaxed and do not tire yourself, and do not stay up late.

Methodolgy

The sample
The study sample consisted of (104) students at the theoretical colleges at Najran University who were easily accessed as they were taught by the researcher of the present study. Table 1 shows the distribution of those students.

Table (1): Disrtibution of the study sample

N.	College	Number of Males	Number of Females	Total
1	Education	15	35	50
2	Science and Arts	10	29	39
3	Languages and translation	15	00	15
4	Total	40	64	104

Study instrument: Scale of Study Habits
For data collection in the present study, the scale of study habits developed by Hamadneh (2017) that was mainly developed by Khatba (2013) was used after being validated and verified on the Saudi environment. The scale, in its initial form, consisted of (25) items distributed to six dimensions namely, information processing including (4 items), self-monitoring including (4 items), time organization (4 items), selection of basic ideas (4 items), the use of certain means (4 irems) and bearing responsibility bearing and attention focusing (5 items). Likert's three point scale was used and the respondent student was required to choose the response that suits his opinion mainly applies toa great extent, applies to a moderate extent, and applies to a low extent. Responses were given 1, 2, 3 respectively. the highest possible score on the scale was (75) and the lowest score was (25).

Validity of the scale

A. Content Validity

As mentioned by Hamadanah (2017), the scale validitation was done through presenting its initial form to ten arbitrators were experts in measurement and evaluation, psychology and mental health at Najran University. Eighty percent (80%) of them agreed on the scale's validity to measure undergradues' study habits. Some linguistic and grammatical modifications were made as requested by the aebitrators and so it was of 25 items in its final form.

B. Scale reliability

Reliability of study habits scale was achieved through using the test-retest method. It was applied to (25) students who were selected from outside the study sample from the College of Science and Arts at Najran University. After two weeks, it was re-applied to the same sample. Pearson correlation coefficient between the scores of the two applications was calculated. The overall coefficient (91.0). to be more sure of the scale's reliabilty, internal consistency coefficient using Cronbach Alpha was used. the cooeifficent this tie was (95.0) as shown inTable 2.

Table 2: Test retest and internal consistency coefficients of the study habits scale

Diension	Test-tetest coefficient Pearson Coefficient	Internal consistency coefficient Cronbach Alpha Coefficient
Data processing	0.89	0.87
Self-observation	0.92	0.87
Time management	0.93	0.92
Choice of main ideas	0.90	0.86
Use of certain aids	0.90	0.85
Attention and responsibilty	0.89	0.87
The whole scale	0.91	0.95

Table 2 shows that the scale's reliability coefficients of the two methods were high indicating that the scale was suitable for achieving the study's aims and purposes.

Discussion

Results relared to the first hypothesis

Results related to the first gypothesis, "Most students of Najran University suffer from good study habits and skills" are shown in table 3 indicate study participannts have a low level of good study habits regarding the whole scale or every dimention. This result can be attributed to to several matters including student's family education that limits their sons and daughters' encouragement to study and follow its good methods and habits. Another interesting matter is the lack of commitment to religious values and teachings because most students tend to cheat, and some consider it as help and cooperation. In addition, students' keenness on graduation, employment and getting an appropriate social and professional position, which guarantees respect and appreciation from others, the living level are also important causes for this result. This explanation of such low level of the good study habits is congruent with Al-Safi (2001) that believes that students' study skills depend on the psychological atmosphere dominant inside the family and educational environments. It also corroborates the findings of Al-Ghareeb (1998) that tension in the relationship between the student, his family, his teachers and his colleagues is a main cause for his feeling of not being loved, which decreases his level of achievement and then his study habits. In addition to the foregoing, the researcher believes that low competition level that exists inside classroom has a role in participant students' academic achievement. This interpretation is consistent with Al-Shafi'e (2012) that competitive educational atmosphere raises students' levels of ambition, study good ways, and achievement. This

interpretation is also in agreement with Sarhan (1993) that competition between students inside classroom, knowledge of colleagues' level and making a comparison between them contribute to

raising his level and might be a cause for his ambition and good study.

Table 3: Responses of Participant to scale items in the first dimension

N.	Item	Agree to a large extent		Agree to a moderate extent		Agree to a low extent		M	Level of agreem ent	Rank
		N	%	N	%	N	%			
1	I can find imaginative organization and analysis that helps me quickly understand and recall information.	58	55.8	36	34.6	10	9.6	2,46	Agree to a large extent	3
2	I can find verbal organization and analysis that helps me quickly understand and recall information.	52	50	38	36.5	14	13.5	2.36	Agree to a large extent	4
3	I learn the ways that give meaning and organization to what I am trying to learn.	78	75	19	18.3	7	6.7	2.68	Agree to a large extent	1
4	I verify the correctness of the information given by reviewing experts and specialists in the field.	64	61.5	29	27.9	11	10.6	2.51	Agree to a large extent	2
Average of all means		**2.50**								

Table 4: Responses of Participant to scale items in the second dimension

N.	Item	Agree to a large extent		Agree to a moderate extent		Agree to a low extent		M	Level of agreem ent	Rank
		N	%	N	%	N	%			
1	I orally review of the information presented in a self-observation method by repetition and reciting information while reviewing the course content.	78	75	17	16.3	9	8.7	2.66	Agree to a large extent	2
2	I write a self-test to review the course and assess my understanding of it.	55	52.9	40	38.5	9	8.7	2.44	Agree to a large extent	3
3	I assign one of my colleagues or brothers to listen to me and follow up on my information and assess my understanding of it.	52	50	28	26.9	24	23.1	2.67	Agree to a large extent	1
4	I prepare tests from the course content to verify my knowledge and estimate my understanding	54	51.9	40	38.5	10	9.6	2.42	Agree to a large extent	4
Average of all means		**2.55**								

Table 5: Responses of Participants to scale items in the third dimension

N.	Item	Agree to a large extent		Agree to a moderate extent		Agree to a low extent		M	Level of agreement	Rank
		N	%	N	%	N	%			
1	I prepare a schedule for the weekly study hours	68	65.4	27	26	9	8.7	2.57	Agree to a large extent	2
2	I prepare a schedule for the daily study hours	57	54.8	33	31.7	14	13.5	2.41	Agree to a large extent	3
3	I prepare a schedule for the tasks I will do on holidays.	56	53.8	30	28.8	18	17.3	2.36	Agree to a large extent	4
4	I define a study program before the appointment of the final exams.	75	72.1	21	20.2	8	7.7	2.64	Agree to a large extent	1
Average of all means	2.49									

Table 6: Responses of Participants to scale items in the fourth dimension

N.	Item	Agree to a large extent		Agree to a moderate extent		Agree to a low extent		M	Level of agreement	Rank
		N	%	N	%	N	%			
1	I select the important information in the course so that I can focus on while studying.	80	76.9	19	18.3	5	4.8	2.77	Agree to a large extent	3
2	I specify the important information during the course instructor's explanation to focus on while studying.	91	87.5	7	6.7	6	5.8	2.82	Agree to a large extent	1
3	I specify the main ideas in the unit by underlining them to help me study.	82	78.8	16	15.4	6	5.8	2.73	Agree to a large extent	2
4	I specify key ideas in colleagues' presentations to make them easier to study.	59	56.7	39	37.5	6	5.8	2.51	Agree to a large extent	1
Average of all means	2.69									

Table 7: Responses of Participants to scale items in the fifth dimension

N.	Item	Agree to a large extent		Agree to a moderate extent		Agree to a low extent		M	Level of agreement	Rank
		N	%	N	%	N	%			

Fourth dimension	2.69
Fifth dimension	2.47
Sixth dimension	2.59
The whole scale	2.54

Results related to the second hypothesis

Results related to the second hypothesis, "There are significant differences in the dimensions of good study habits between males and females in favor of female students at Najran University" are shown in table 10.

Table 9: T test for the differences between participants' responses to the questionnaire

N	Item	Males (40)		Females (64)		T. value	Sign.
		Mean	SD	Mean	SD		
1	Information processing	10.35	1.95	9.81	2.03	1.32	Not significant
2	Self-observation	9.90	1.77	9.73	2.33	0.38	Not significant
3	Time management	1.35	1.87	9.76	2.33	1.34	Not significant
4	Basic ideas choice	10.95	1.28	10.67	2.00	0.78	Not significant
5	Certain aids use	1.07	1.88	9.82	2.47	0.54	Not significant
6	Responsibility and attention	13.10	1.94	12.90	2.73	0.39	Not significant

Table 9 shows that there were no statistically significant differences (α=0.05) regarding the study between male and female students. This finding indicates that improvement in students' has a tangible effect on their academic achievement, superiority, information processing and time management. It also indicates that good study habits have an effect on students' ability of study and using study habits such as information processing, self-observation, time management, and choice of good ideas, use of aids, bearing responsibility and concentrating attention appropriately. This result can be explained in light of students' responses to the scales items emphasizing what Hamadneh (2017) concluded regarding the importance of developing students' good study habits. Moreover, Good study techniques affect the psychological health of individuals, make them able to adapt to different life situations, help them learn how to change their traditional thinking patterns, and deal with situations positively with logical and scientific thinking.

Results related to the third hypothesis

Results related to the third hypothesis, "female students at Najran University outperform the achievement of male students regarding good study habits whether low or high" are shown in table 11.

Table 11: T. test for the differences between participants' responses according to gender

N	Item	M < 2.5 (n=6)		M > 2.5 (n=98)		T. value	Sign.
		M	SD	M	SD		
1	Information processing	10.00	2.89	10.02	2.01	0.24	Not significant
2	Self-observation	9.33	1.63	9.82	2.15	0.55	Not significant

3	Time management	9.33	1.63	10.03	2.21	0.76	Not significant
4	Choice of basic ideas	9.34	1.64	10.87	1.74	2.10	Significant
5	Use of specific aids	8.67	1.62	10.00	2.27	1.14	Not significant
6	Responsibility and attention	11.67	1.64	13.06	2.47	1.35	Not significant
The whole scale		58.33	9.52	63.81	1.72	1.22	Not significant

Results in table 11 show significant differences between male and female students regarding the choice of basic ideas dimension in favor of female students. This indicates that improving female students' good study habits has a significant effect in their superiority and achievement. It also reveals positive correlation between female students' and academic achievement. In addition, female students' good study habits differ due to their high or low level of ambition. Students of high level of ambition have high good study habits while students of low level of ambition have low good study habits. This result can be explained by the close relationship between these two variables, good study habits and academic achievement.

Individuals with high level of ambition do not feel disappointed. They always look for new knowledge. They can have alternative aims if their aims are not fulfilled. They are self-dependent, have clear aims that fit their capabilities, plan for the future and failure do not stop them from continuing their efforts. In addition, they love competition and are not satisfied with their current levels (Zainaty, 2011).

Results related to the fourth hypothesis

Results related to the fourth hypothesis, "There is a negative correlation (α=0.05) between male and female students regarding the total degree on the scale of good study habits are presented in 12.

Table 12: T. test for students' total degree on the scale of good study habits

N	Male (n=40)		Female (n=64)		t. value	Sign.
	M	SD	M	SD		
1	64.72	8.89	62.71	11.67	0.93	Not significant

Table 12 shows that participants' study habits and skills are not significant. In addition, there is a negative correlation between good study habits and academic achievement whether at the level of the scale's overall score the level of the scale's dimensions. This result can be attributed to students' low level of their study skills and habits that do not motivate them to do their work and complete the tasks assigned to them in order to achieve their desired aims. Hence, the relationship between students' study habits and academic achievement was a positive and direct relationship. That is, good study habits lead to higher academic achievement but if their good srudy skills and habits decline, their academic achievement will decline in turn. This result corroborates the findings of Qundleft (2002) that the ambitious individual always tries to move from one success to another. He believes that he reaches the success whenever he does his best and develops himself and abilities. Effort and perseverance help him overcome any difficulties he might face. This result

is in agreement Saghiroon (2014) and Salem, Qabil and Al-Khalifa (2012) that showed a relationship between students' good study habits and academic achievement. In conclusion, study skills, whether studied regarding their impact on the academic achievement by training on as a program, by studying them as a course, or by studying them in relation to various personality variables are the key to academic success. Besides, they are a way to restore self-confidence and control on the test anxiety among students. They are a means to motive students to form positive attitudes towards school and curriculum.

Directives to be accounted for during exam periods

1.   Get up early and praying Fajr on time. Try to study anything important and simple but do not tire yourself.

2.   Come early to the exam hall so as not to get nervous. Try to have fresh fruits or a s

3. have the question paper calmly and do not be anxious as you have studied well. Do not be afraid of anything.

4. Do not look directly at the exam paper, remind yourself of your goal, and the required grades.

5. Have a quick look at all questions, try to divide them quickly, and start with the easiest because it will give you confidence and you will forget any tension and confusion.

6. Try to distribute the time to questions quickly. Give each question the right amount of time, and do not forget to leave time for revision.

7. Read the instructions carefully before starting to answer and make sure you understand what is required.

8. Do not rush out, but use any time left to review and read the same question before you read the answer you wrote.

9. Never give up and do not despair of any difficult question. Do not stop at it, leave it and then return to it if you have extra time after you finish the solution and try to think about it from another angle.

However, you are not advised to review your answers with anyone after the exam. you should go home directly and prepare for the next test and do not try to look at the course papers that have been tested in.

Conclusion

Results of the present study has proved that participant students' good study habits are of high level, whether at the level of the overall score or at the level of each of the scale dimensions, namely the, academic, social and religious ones. It has also revealed that students' motivation for achievement was high. There was a significant positive correlation between good study habits and the the academic achievement. Moreover, students' academic achievement differs according to their good study habits whether high or low.

Statements on open data, ethics and conflict of interest [23, 24, 25, 32, 33]

1. Data can be accessed by contacting the authors [14, 15, 16, 26, and 27].

2. No agreements of any type were needed as all participant students were enrolled in a course

that researchers of the study were teaching [17, 18, 19, 28, 29].

3. The authors declare that they have no conflict of interest [20, 21, 22, 30, 31].

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