

Student study habbit

[Education](#), [Learning](#)



The term study habit means “ the tendency of a pupil or a student to study when the opportunity is given or the student or pupil’s way of study whether systematic, efficient or inefficient". The importance of adopting effective, study habits by the students in the whole process of learning has always been ignored in our educational system. Students adopt ineffective study habits which badly affect their performance. It was the need of the situation to develop awareness. Meaning of the term study habit is to investigate or to become acquainted with new ideas, effects or procedure to direct energy towards the mastery of new material, the solution of problems, or the discovery of relationship is considered to be essential to study. The secret of how to study is locked up in the desire to learn. Good students are not born, good students are made by constant and deliberate practice of good study habits and for this the proper use of the time is required after which you will be surprised by a sudden improvement that will develop out of a sensible routine (Rooney, 1998). Most of the researchers determine the specific area about study habit that habits vary individual to individual. All the students have individual habits or study habits, which influence a student to plan his or her private reading outside lecture hours, in order to master their area of specialization (Azikiwe, 1998). Many researchers have been conducted to see the relationship of study habits with the various factors such as sex, age, grades, intelligence, and achievements. There are some researchers that were conducted to see the effect of student study habits on their achievement (Azikiwe, 1998). This research was conducted by Rashid, A and Aslam, M (1972) at post graduate level in order to see the relationship between the study habits and academic achievements. The population of

this research was the student of I. E. R to check the effect of study habits on the achievement but the result of these researches are totally different with each other, so we conduct this study to find out the satisfactory result (Aslam, 1972). These are the different researches that were conducted in the past to see the relationship of study habits and academic achievement in Punjab University Lahore, the data was collected from 200 students of Punjab University Lahore which was processed and analyzed by using the self constructed questionnaires as tools for collecting data about study habits. In relation to academic achievements two groups were taken which was the part of this research. After the research it was concluded that there is no difference between the study habits of low achievers and high achievers (Rashid, 1972). Second research that was also conducted in Punjab University by Durrani, M. A (1973) in order to see the study habits in relation to achievements. This project was undertaken by the researcher to make a comparative study of the study habits of high achievers and low achievers. In this study a study habits inventory was used which was designed in close collaboration of Professor Zahoor-ul-Haq chairman of project committee. This instrument was administered into two groups of fifty students the data was analyzed in tabulated form and classified into two categories i. e. high achievers low achievers. On the basis of data analyzed it was concluded that student with high academic achievements have good study habits and there is a high positive correlation as compared to students with the low academic achievements have bad study habits (Durrani, 1973). In this research Sobia Shehzadi (December, 2003) tried to investigate the different study habits of students at university level. For research purpose of ten departments were

selected as sample. It was also a convenient sampling a 5. Rating scale was developed to gather necessary information. Thirty items were included in rating scale. At the end different study habits were determined. Hassan the student of Faisalabad University studied the relationship between study habits and its effects on the level of cognitive abilities. Hassan administered a quick scoring mental ability test 2nd- wren's study habits invented. The sample of this study consisted of 160 students of the university. The result of the study demonstrates that there is no correlation between study habits and level of cognitive ability (Sobia, 2003). In the comparison of these researches here we want to explore the study habits and then investigate the relationship between students study habits and academic achievements.

Definition of study The act or process of applying the mind so as to acquire knowledge or understanding, as by reading, investigation of any subject event, etc (Amy, 2006).

Definition of achievement The act of achieving or performing; an obtaining by exertion; successful performance; accomplishment; as achievement of his object (Amy, 2006).

Definition of habit An action or pattern of behavior that is repeated so often that it becomes typical of some body, although he or she may be unaware of it (Onyejiaku, 2006).

Specific aid to study success Even under the most favorable study conditions, the actual learning that takes place may not be adequate unless the student himself know how to attack study material and carry the study process through the successful master. A teacher can help his/her pupils to improve their study habits by bringing their attention towards sudden psychological study techniques and then encouraging their application. We all know that effective study is essential to educational

success. We properly can diminish the academic dishonesty by promoting good study habits in students and they can know well that good study habits are very important. Good study habits are the great tool to have in the tool box of life. Effective study habits are very important part of the learning process. There are all about to set our daily routine and giving all subjects equal treatments. Good habits are important for all students to protect investment of time and money and to achieve educational goals (Ansari, 2004). Some effective study skills are given below for the students to improve their study habits: They recommend that student's study should have at least three hours out of class for every hour spent in class. They also said that a student must have a special place to study with plenty of room to work. And students should not be cramped. They presupposes that study time will go better if a learner take a few minutes at the start to straighten things up. A desk and straight-backed chair is usually best. " Don't get too comfortable--a bed is a place to sleep, not to study" as what they said. A student must have everything close at hand (book, pencils, paper, coffee, dictionary, computer, calculator, tape recorder, etc.) before starting to study. Students are not suggested to spend on time jumping up and down to get things. The PBCC suggests also that distracting noise should be minimized however they said that there are some people need sound and some like silence. In this case, a learner must find what works for him or her. Culprits are family and friends. Consider a " do not disturb" sign and turning on your answering machine is the way also to have better study habits (PBBC, 2008). He did a research project to determine why students fail. What he founds to be true in that study habits survey was that more than 30 years ago still

rings true today--students fail because they do not know how to study. The best advice he can give is to develop sound study skills. He said that a student should make sure that he/she has a good study environment, a good desk, a sturdy chair, good light, comfortable room temperature and a quiet atmosphere. That means he/she should eliminate all external and internal distractions. Second, get a good overview of the assignment before starting the work. Know what skills, facts and ideas that are expected to master and the ground that are expected to cover. Start with most difficult subject first, while the mind is freshest and most receptive (Frank, 2000). Professors in the developing countries said that the undergraduate students should be fully equip with high level of analytical skills, the capacity for critical reasoning, self-reflection and conceptual grasp and ability to learn autonomously and exercise flexibility of mind (Simmons, 2003). Study habits are said to be improving because of the advent and wide use of the Internet, hypertext and multimedia resources which greatly affects the Study Habits. Karim and Hassan (2006) also note the exponential growth digital information, which changes the way students perceive studying and with printed materials that are to be use in facilitating study. Liu (2005) and Ramirez (2003) report that students print material from the Internet in order to study and read later on. Igun (2005) also found that Nigerians study from materials downloaded from the Internet. Reading is an attempt to absorb the thought of the author and know what the author is conveying. Studying is the interpretation of reading materials. Study habits and skills are particularly important for college students, whose needs include time management, note taking, Internet skill, the elimination of distractions, and

assigning a high priority to study (Leedy, 1956). Fielden states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing. Nneji states that study habits are learning tendencies that enable students work private. The study conducted by Hope L. Graven (2008) on the relationship between an individual's amount of caffeine consumption during his/her study session and the individual's study habits showed that the main effect of drinking caffeine on exam preparation was not significant. There were participants, 20 male and 58 female college students (N= 78), answered self-ratings on their personal consumption of caffeine as well as their study habits when preparing for a test/exam. It was hypothesized that the more caffeine a student consumes while studying, the more accurately his or her study habits would be labeled as 'unhealthy', as determined by the researchers. Unhealthy study habits were operationally defined as low scores on amount of time per study session, time (in days) when preparation began, and amount of information the participants believed they had retained. High scores on anxiety level were included in 'unhealthy' study habits. A Pearson correlation indicated no relationship between amount of caffeine consumed while studying and the individual's effectiveness of studying and preparation. Marcus Credé and Nathan R. Kuncel (2008) in their research at the University of Albany said that Study habit, skill, and attitude inventories and constructs were found to rival standardized tests and previous grades as predictors of academic performance, yielding substantial incremental validity in predicting academic performance. The meta-analysis examined the construct validity and predictive validity of 10 study skill constructs for college students. They

found that study skill inventories and constructs are largely independent of both high school grades and scores on standardized admissions tests but moderately related to various personality constructs; these results were inconsistent with previous theories. Study motivation and study skills exhibit the strongest relationships with both grade point average and grades in individual classes. They also said that Academic specific anxiety was found to be an important negative predictor of performance. In addition, significant variation in the validity of specific inventories is shown. Scores on traditional study habit and attitude inventories are the most predictive of performance, whereas scores on inventories based on the popular depth-of-processing perspective are shown to be least predictive of the examined criteria. Overall, study habit and skill measures improve prediction of academic performance more than any other non cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success (Marcus, 2008). According to the how-to-study. com (2009), students who are very successful in their desired career have good study habits. It is stated in the website that students apply these habits to all of their classes. The website also recommends some tips in improving study habits. The website also suggests that the student should try not to study all the subjects in just a period. The website also added that if you try to do too much studying at one time, you will tire and your studying will not be very effective. Space the work you have to do over shorter periods of time. Taking short breaks will restore your mental energy (Kuncel, 2008). A study conducted by University of Kentucky was to determine if the college success can be improved with the Student Attitude Inventory (SAI). The inventory

was developed in Britain and contains 47 items which attempt to identify students in higher education on the basis of: (1) motivation, (2) study methods, (3) examination technique, and (4) lack of distractions toward academic work. Students in six Kentucky community colleges were asked to express their attitudes toward study habits on the Student Attitude Inventory. There were 996 students in the sample population (413 males and 583 females). A measure of ability (composite American College Test score) and academic performance (cumulative grade-point average) were obtained for each student sampled. The Student Attitude Inventory did contribute statistically significant amount of variance beyond an ability measure for males and females (Mark E. Thompson, 2005). According to Mark Crilly (2000), Successful students are able to balance social activities with good study habits. A diversion from studies will alleviate stress and help prevent from becoming fatigued. He said that a student should make sure that he must take a break for an hour after studies to meet with friends, to play some cards, work out at the gym, or to gab with a new acquaintance. For this way, that student will find concentration when he do study, if he plans a social activity afterwards. He said, " To develop a healthy social life, develop routine study habits. After supper, lug your books and homework to the library. Find a comfortable and quiet niche, and study for two or three hours, taking intermittent 10 minute breaks every 45 minutes (Nathan, 2008).

Reading for ideas Purposeful reading requires the mastery of ideas general and specific as good study procedure to follow are: Read the entire unit through quickly to discover to what extent the content fulfills the intended purpose and how the material is organized Carefully re-read each subunit in

the sequence, noting the specific ideas included and interpreting them in the terms of experimental background. Re-read again for retention, the intent not only to fix the ideas but also to recognize, understand, and appreciate the conceptual building-up or integration of the entire content. The reader may know the meaning of each word in a sentence. Yet he will be able to appreciate the conceptual force of author's presentation of ideas only in so far as they can read into a passage the proper interrelationship among the printed words according to his experimental background and power of mental integration (Marcus, 2008). Use of dictionary Complete understanding and adequate relation of written material necessitates the reader's comprehensive meaning of all the words included in it. Although the connection of a word can be guessed from its context in a sentence, it is best to obtain its precise meaning from the dictionary especially if it is a technical term. The dictionary habit is an excellent learning aid for understanding and in expressing one's own ideas with accuracy and precision (Azikiwe, 2009).

Question raising " Dewey believed thinking starts with a problem". A question whether raised by the teacher or by the student himself, can do much to assist the thought process during the reading of any passage. The principal purpose at the end of the chapter or unit in a text book is to give student and the teacher a list of all points around which ideas can be organized during class discussion. If pre-study questions are not given by the teacher as a guide in the preparation of home assignment, student should ask themselves that our likely to be raised by the teacher. An alert and successful student often can predict the specific points that teachers are likely to stress in a test. He then prepares carefully to the answers of

expected questions (Azikiwe, 2009). Outlining and taking notes: The learning process is helped by those teachers who, during a lesson period, board, similarly, students find that home studies is facilitated by outlining study material or entering difficult or complex concepts in their note books. To serve as learning is arranged in sequential order in a well organized outline or set of notes, which the learners review from time to time (Bakare, 2010). The use of discrimination: Some items are less important than other; a few may be of vital importance in your immediate situation. Many notations should be field away, for reference purpose only. A great deal of what you have studied should be left for consultation in reference works. In short you should use the discrimination in selecting the material to review; periodical those aspects of a subject: Which you are not sure about but you will probably need in future study. Which you know well, but feel it is important to ever learn for increase retention (Bakare, 2010). Skimming and scanning the materials Skimming is a well tried word to see if the book is relevant or not of course, it has limitations. You can skim to find whether you are dealing with such material as information, arguments, or descriptions, but not to extract deeper meaning. For that there is no substitute for carefully reading that allows you to think and ask question. An argument often put forward in the favor of skimming a chapter is that skimming prevents the reader isolating the difficult parts of the text and studying them out of context. If you have even tried to learn to play a music instrument, like a piano, you will know that the first pay of a piece of music usually has much more of your attention. You probably insist on correcting every mistake before continuing. The same applies to a complicated piece of text. Skimming reinforces your

over view of the context so that difficult passages are at least put in content. In reading text, having is about remembering every word and being is about understanding. Your motives for reading may lead you to one of these two possibilities. 1. To learn the text 2. To learn from the text You may not be the world fastest reader, but experimenting a little with the reading speech can pay off. Although it takes time to see words on a page, you stand better chance of remembering the first half of a sentence if you read quickly enough to reach the second half (Bakare, 2010). Investment of time Unless you carefully budget your time you may find their it has been filtered by unimportant matters before you have the come aware of what has happened. The first step is to discover what activities and periods of time are already determined by external conditions are daily routine, attendance at classes and outside work. Next step should probably be to decide on the desirable numbers of hours for study and allocate study periods. The actual amount of study time requires by an individual depends on his speed and efficiency in a work and his preparation (Nneji, 2002). You can prepare yourself to succeed in your studies. Try to develop and appreciate the following habits: Take responsibility for yourself. Recognize that in order to succeed you need to make decisions about your priorities, your time, and your resources. Center yourself around your values and principles. Don't let friends and acquaintances dictate what you consider important. Put first things first. Follow up on the priorities you have set for yourself, and don't let others, or other interests, distract you from your goals. Discover your key productivity periods and places. Find spaces where you can be the most focused and productive. Prioritize these for your most difficult study

challenges. Consider yourself in a win-win situation. When you contribute your best to a class, you, your fellow students, and even your teacher will benefit. Your grade can then be one additional check on your performance. First understand others, then attempt to be understood. When you have an issue with an instructor (a questionable grade, an assignment deadline, etc.) put yourself in the instructor's place. Now ask yourself how you can best make your argument given his/her situation. Look for better solutions to problems. For example, if you don't understand the course material, don't just re-read it. Try something else! Consult with the professor, a tutor, an academic advisor, a classmate, a study group, or your school's study skills center. Look to continually challenge yourself (Steven, 2007).

Effective reading Most students would like to read more in less time and with increased understanding. In reading you are expected to understand the material and also to recall it evaluate it compare it with other material on the same subject. These are the reading skills. Describe the purpose of reading. Make sure you have the necessary background. Highlight the main points. Learn the new vocabulary. Make it meaningful. Compare information with other information. (Brown, 2010)

Efficient note taking habit Students can note efficiently when they are listening effectively. Effective listening in the classroom is as important as reading the text book. Many teachers present material in class that is not covered in the book. Also mostly teachers point out the important concepts that will appear on tests. The effective learners use the necessary books, material for preparing their notes and expand their knowledge and ideas during the lecture. If they have missed some phrases terminologies and concept, first they review their notes before the next class

of same subjects and second, meet their class mates to clear there concepts about the lecture (Armstrong, 2008). Productive study group A study group can improve your memory vocals the group will always remember more than one person can, and this with this specific materials can be learned more quickly and for long time which is discussed in a group. Most study groups need immediately after class for later to complete and clear the notes. Assignments and homework are also discussed and worked on together. Group members explain difficult concepts to each other until everyone understand. Sometimes the person who is explaining the material in the group, this activity is more beneficial for him than the person who receives the information or just concentrates on listening (Armstrong, 2008). Poor study habits Learning how to study successfully is a challenge for most students has a good time to learn when it comes to proper study skills. Here are some mistakes that students make (Naomi, 2008). The Effects of Poor Study Habits That You Simply Will Need to Know Do you know the effects of poor study habits to your grades? Poor study habits have terrible effects to your grades and may result to failure on your academic subjects. As a student, being responsible in handling your studies need to be your big concern. To guide you further, we will cite to you a number of the poor study habits that most students do and also the effects it may perhaps bring to your studies. Improper management of time is topping the list of poor study habits. Students are having tough time to schedule their studies against other activities and home chores. For active students, extra-curricular activities sometimes influence their time for studies. Proper scheduling of time is perfect answer for this. You need to know easy methods to balance

your time so you could attend in studying your lessons as well. If appropriate time management is achieved, you can avoid final minute cramming too. For some students, studying on their beds may perhaps be a comfortable way but this isn't actually advisable at all. The main cause for this is that the bed was constructed for sleeping, so studying while on bed can give you a sleepy ambiance. If study table isn't on the market, then appear for a appropriate place inside the home which is comfy for studying your lessons. Don't eat snacks or drink alcoholic drinks throughout your study sessions. Your attention and time will probably be divided if you ever eat although studying. Rather than alcoholic drinks or beverages, prepare a coffee or soda with caffeine to keep your thoughts awake. If you're preparing for the exam and you want far more time to study, then eat a heavy meal so you may not feel hungry while studying. Furthermore, a noisy environment can interfere in your concentration. For some occasions, having music on the background can inspire in studying but if it is too loud then it really is deemed as a noise. Just lower the volume of the radio or disc player so it can't interrupt in memorizing your lessons. Now which you are aware of the poor effects of poor study habits to your studies then you'll want to now apply the solutions that we have cited. If you have a healthy study habit, for certain you will obtain high grades in return and your parents will likely be proud of you too. George Tee may be the author of how to study where he shares his strategies on easy methods to get high-quality grades by cramming your studies successfully. Discover how to study and aces for exams (Armstrong, 2008). Poor attendance This is the most common students' mistake and may be unavoidable. If you want to succeed you need to be in class or most of the

time if you are not attending the classes directly, may be your concepts cannot be clear by second hand information (Boston, 2004). Poor note taking skills Unfortunately when many students come to university they don't have any skills or idea about making notes and organize them. So they face this challenging condition in the class and create much confusion in trickling the previous lecture (Boston, 2004). Poor time management skills Students are over burdened during the studies definitely near the exams. They face problems to manage the time and management is very essential for students. Common mistakes students make in time management. Standing the day without an action plan. No stability in life. Untidy and chaotic area (Boston, 2004). Last minute work Student who studied at the end of the session faced many problems. At the last minute work you could not clear your concepts and certain times you skip the important points (Boston, 2004). Procrastination Of course the issue of last minute work is related to procrastination. Learning to stay focus is a skill especially with so many distractions like video games, television, chatting, and gossips (Boston, 2004). Failure to read directions If your instructor hands your detailed description of how to write an assignment read the description very carefully and follow directions, if you have any questions, ask the instructor, and if he or she goes over the assignment in class listen carefully and take notes. It is plenty frustrating to work hard on assignment and receive a low grade because; you fail to follow the instructions (Crow, 2011). Over reliance on the other students Asking a friend to take notes or you are in a risk when you are absent you should take notes when absolutely necessary. And study groups can be an effective way to prepare for a test. But only if you conduct them

correctly and don't rely on the other students to do all work (Crow, 2011).

Over reliance on the internet The internet has made research so much easier for student today than it was a decade ever. Unfortunately, students can over rely on the internet and ignore other ways to do research. You are more likely to encounter inaccuracies on the internet than in a book or article, when using them in a book or article. When using internet always verify the information you find online by looking at the other sources (Crow, 2011).

Plagiarism Fortunately, most students don't plagiarize. But it is still a serious problem. In most cases, plagiarism occurs because a student has a looming deadline and panic to complete their work. Students often deceive the teacher to accomplish their work abruptly (Crow, 2011). Failure to ask for help Teachers are not going to seek out students who need help. But it does not mean that help is not available. If you have questions and confusions about your subject, than visit your teachers in office hours whenever necessary (Crow, 2011). 10 Great Study Habits to improve

your Performance: Write down Every Assignment The most logical place to write down your assignments is in a planner, but you might prefer to keep a to-do list in a simple notebook or in your cell phone note pad. It doesn't really matter what tool you use, but it is absolutely essential to your success to write down every single assignment, due date, test date, and task (Johnson, 2007). Remember to Bring Your Homework It sounds simple enough, but many F's come from students forgetting to bring a perfectly good paper to school with them. Does your homework have a home? Is there a special place where you always put your paperwork each night? To avoid forgetting your homework, you must establish a strong homework routine

with a special homework station where you work each night. Then you must get in the habit of putting your homework where it belongs right after you finish it, whether this is in a special folder on your desk or in your backpack (Johnson, 2007).

Communicate With Your Teacher Every successful relationship is built upon clear communication. A student-teacher relationship is no different. Miscommunication is another one of those factors that can cause bad grades, despite good efforts on your part. At the end of the day, make sure you understand every assignment that's expected of you. Imagine getting a bad grade on a 5-page paper because you didn't understand the difference between an expository essay and a personal essay. Be sure to ask questions and find out what format you should use when you write a paper or what type of questions might appear on your history exam. The more questions you ask, the more prepared you'll be (Johnson, 2007).

Organize With Color Devise your own color-coding system to keep your assignments and your thoughts organized. You may select a single color for each class (like science or history) and use that color for your folder, your highlighters, your sticky notes, and your pens. You'll be surprised to discover how much strong organization skills can change your life! Color-coding is also a tool to use when conducting research. For example, you should always keep several colors of sticky flags on hand when you're reading a book for school. Assign a specific color to every topic of interest. Place a flag on a page containing information you will need to study or to cite. It works like magic! (Johnson, 2007).

Establish a Study Zone at Home Take the time to assess your individual style and your real needs and plan for the perfect study place. After all, if you can't concentrate, you certainly

can't expect to learn very well. Students are different. Some need a completely quiet room free from interruptions when they study, but others actually study better listening to quiet music in the background or taking several breaks. Find a place to study that fits your specific personality and learning style. Then stock your study space with school supplies that will help you avoid last-minute emergencies (Johnson, 2007).

Prepare Yourself for Test Days

You know that it's important to study for test days, right? But there are other things you should consider in addition to the actual material that the test will cover. What if you show up for test day and the room is freezing cold? For many students, this would cause enough of a distraction to interrupt concentration. That leads to bad choices and bad answers. Plan ahead for heat or cold by layering your clothing (Johnson, 2007). And what happens when you spend so much time on one essay question that you don't have enough time to finish the exam? Another way to prepare for test day is to take a watch and be mindful of time management (Johnson, 2007).

Know Your Dominant Learning Style

Many students will struggle in a subject without understanding why. Sometimes this is because students don't understand how to study in a way that matches their brain style. Auditory learners are those who learn best through hearing things. Visual learners retain more information when they use visual aids, and tactile learners benefit by doing hands-on projects. Every student should examine and evaluate their habits and their natural tendencies and decide how they might be able to improve their study habits by tapping into their personal strengths (Johnson, 2007).

Take Fabulous Notes

There are a few tricks to taking fabulous notes that really help when it comes to studying. If you're visual

person, you should make as many doodles on your paper as you can. Useful doodles, that is. As soon as you realize that once topic relates to another, comes before another, is the opposite of another, or has any kind of connection to another—draw a picture that makes sense to you. Sometimes the information will not sink in until and unless you see it in an image. There are also certain code words to look out for in a lecture that can indicate that your teacher is giving you the relevance or the context of an event. Learn to recognize key words and phrases that your teacher deems important (Johnson, 2007).

Conquer Procrastination When you put things off a lot, you end up putting things off until it's too late from time to time. It's that simple. When you procrastinate, you take the chance that nothing will go wrong at the last minute—but in the real world, things do go wrong. So how can you battle the urge to put things off? Start with trying to recognize that a feisty little voice that lives inside every one of us. It tells us it would be more fun to play a game, eat, or watch TV when we know better. Don't fall for it! (Johnson, 2007).

Take Care of Yourself Some of your personal habits might be affecting your grades. Are you feeling tired, achy, or bored when it comes to homework time? You can change your grades by practicing a few healthy homework habits. Change the way you feel by taking better care of your mind and your body. For example, between text messaging, Sony PlayStations, Xbox, Internet surfing, and computer writing, students are using their hand muscles in all new ways, and they're growing increasingly susceptible to the hazards of repetitive stress injury. Find out how to avoid pain in your hands and neck by changing the way you sit at your computer (Johnson, 2007).

Factors influence the study habits These are some factors

that have been found to be important to maintain and improve your cognitive, social, physical, motivational and environmental status.

Social factors People who make relations in society are very rich socially and remain up today than the people who are not connected to others in so Stay in touch with friends and family. Make contact with other people in your course or who are in your area. Attend get together parties, join morning walk with other people and also invite other people in your parties. If you feel lonely, change your nature and become a part of those people who are social and contact with student support services for help (Robinson, 2007).

Physical factors Caring for your body helps your mind to work better. Get into a good sleep in routine. If you have some kind of little or miner disease or illness goes to doctor as soon as possible. Eat a good diet. Avoid these activities like internet, computer, games which are just wastage of time. Give up those habits that are problematic for you and leave bad impression on your personality such as gambling, using drugs etc (Robinson, 2007).

Emotional factors Strong emotions will always arise at some times during our lives. Just manage and able to describe them clearly as possible. Learn breathing exercises, mediation or being in the present. Nearly all our anxiety and brain faithful is caused by those events for happening in the past or future. To overcome, use distractions such as going for a walk. Listening to music, or count the bricks on the wall and you may find. The way for your feelings helpful e. g. if you are angry with someone go for a walk or sing loudly or try your feelings down. Notice the goof time. If you are feeling continuously stress or burdens consult a professional or a friend (Robinson, 2007).

Cognitive factors How you think about those things which are important and

maintaining mental and emotional status equally because our thoughts and emotions are linked. Be optimistic and think positively. Avoid catastrophic thinking e. g. instead of it's a disaster that " I got that mark" "think" it is unfortunate that I got that mark what can I do about it. Avoid absolute thinking e. g. instead of thinking "I always mess things up""think" I did not do so well that time. What I can do to improve. Avoid comparing yourself with others you usually end up bad feelings about yourself. If you are having troubles consult your academic assistance from professional (Robinson, 2007). Improving the study habits of your child is easier than you think " I don't get! " ' My teacher doesn't teach right! " As a parent you have probably heard this before from your child. Indeed when your child tells you that it may be true. However, the majority of the time it isn't so. One of the main reasons for low performance and feelings of helplessness among students is a lack of studying. Many students do not open their notebook to review what they did during the day when they get home. As a parent, you need to review with your child what they did in school. More importantly, when your child has a test it is imperative that you help your child study. Here are some tips to help you help your child study efficiently. It is better to start studying two days before the test. That way the child will have time to process the information the day before the test. Be very patient. What seems easy to you may be very difficult for a young child or any person for that matter. Let your son or daughter know that it is ok to make mistakes and that that is how we learn. Go over your child's past homework. Ask him or her if there is anything that they didn't understand as you review their homework and class notes. Give your child a test that you make up based on

all their notes. At the end of the studying session ask your child if they feel comfortable about taking the test. Let your child know that if for some reason they don't pass the test that it is ok. Plan to review the test with your child when he or she receives the result. If need be contact the teacher to find out what strategies you can use to help your child study more efficiently (Robinson, 2007).

Motivational factors We all lose encourage our motivation for our study from time to time. Have a broad vision about your career. Visualize your success, imagine the time when you will get your degree and how you will celebrate your happiness with others doing different activities. Keep in mind the purpose for what and you got admission here. Set small, specific realistic goals. Keep good work practices, balance work with fun. Top to others about what you are doing. Ask for help from your teachers, professors (Robinson, 2007).

Environmental factor The environment which you study can have a big effect in your study time. Some people likes silence some like noise. You find yourself in which condition you do work better. And remove the specific condition in which you feel trouble. 75 waltz bulb are best, but not too close and place opposite the dominate hand. Better cool than warm. Have a plenty of room to work, don't be cramped. You have avail better study time if you choose such place that is neat and clean because the neat place give you mental relief and for study this must be. A desk and straight-backed chair is usually best. Don't get too comfortable a bed is a place to sleep not study. Have everything in your access which you need during your studies (books, pencil, paper, laptop, dictionary, etc.) don't waste your time to picking different things to use in your study because this diverts your attention to other things (Robinson, 2007).

Characteristics of

outstanding students A few years ago the counseling center did a survey of the best students at the U of C. We talked to students who have learned how to be successful in; life at university. They had not always been successful. They ended up doing well in school but they were also involved with their friends. The community part time jobs volunteering and the important parts of their lives. When we look at their data, we found that most of these excellent students had developed habits that help them to be successful in life and university (Michael, 2002).

Passions The student in our study had found major areas that were interesting and important to them. It's a normally not to be sure about choosing a major area of study. In fact mostly students in the first two years in the process of being discovered, this passion can be a source of energy and motivation for academic work (Michael, 2002).

Social support Successful students are involved with other people. They spend time with their friends and put their energy into their important relationship. Successful students utilize formed study groups. They also teach when they socialize (Michael, 2002).

Talk to professors Students who talk to professors are more likely to stay in university. It will make your courses more interesting and will help you learn about class requirements. Here are some guidelines to get you started. Say hello when you pass your professors on campus look at them and say hello. Questions after class pay attention in lectures and ask questions about course content after class. Visit your professor during their regular office hours and ask relevant questions about the course. Checks understanding of course concepts are on target. Questions in class about the lecture. There are no stupid questions in most of your class mates probably need the same information you do (Michael,

2002). Organization Different people need different approaches but you do need a method that keeps you on top of your assignments and helps you compare in advance of a project and exams(Michael, 2002). Strategic and Resourceful Successful student have a habit of thinking about upcoming demands and taking advantage of available resources to prepare for them. Utilize both your internal resourcefulness and ask about other resources that may be available. It can be strategic to ask for help and there are lots of services available to help you with any concerns you may have (Michael, 2002). Balance Get sleep, exercise, eat properly, and spend time with people you care about and on your other interest and no play games Jill and Jack dull and uninteresting to them. So keep your energy up by maintaining all the important parts of your life (Michael, 2002). Committed Successful student make a commitment to do what it takes to be successful make a commitment to you to be successful in all aspects of your University experience(Michael, 2002). Characteristics of poor students This section should be pre-empted by noting that everyone has a different study habit. It is important to find your personal best way to study, as you may hate music, while others love it. The following list is a generalization of all problems that students have encountered while studying. Some may apply to you, while others not. Either way, we have provided an explanation and "fix" to the problem (Michael, 2002). Studying with Friends Explanation: While fun, sometimes you may lose out on quality study time by socializing. Fix: Find one good study-buddy if you like group studying. Otherwise, "just say no" when everyone wants to study together (Michael, 2002). Too much Music Explanation: Noise and music can interfere with the brain's ability to

comprehend new information. It can also distract you from focusing on the material at hand. Fix: If you need music in the background, find a specific type (usually classical) that works well for you. Don't keep changing it around. When there are no lyrics, then it is easier to focus on the words on the paper in your hand (Michael, 2002). Bad Environment Explanation: A poor study environment can ruin all quality time. If you are uncomfortable at a chair, desk, room, the temperature is too cold or too hot, you will be unsuccessful studying. Fix: Test out different sites until you find the best place for you. It may be the library, it may be your room, your bed, your best friend's backhouse. Who knows? Find what works best for you and stick with it (Michael, 2002). Last Minute Cramming Explanation: While many people swear by the cramming method, it is ultimately terrible at long term knowledge retention and can cause undue stress. Fix: Study for days up until the test. Or, if you do prefer cramming, try cramming two nights prior to the exam so that the final night will not consist of stress. Rather it will be a night for review (Michael, 2002). Eating Explanation: Eating too much food during studying can disrupt retention of material. It can also take too much time away. You may want to snack lightly during studying, but not eat enormous meals. Fix: Keep a small bag of snacks by your study area. You won't have to leave the area just to pick up food when you get hungry (Michael, 2002). Drinking Explanation: Drinking is a double-edged sword. Never drink alcohol while studying. However, it is important to stay awake and hydrated. Fix: Have a glass of water (or soda with caffeine) by your side. Be very careful not to spill it onto your books and papers (Michael, 2002). Working in your Bed Explanation: While it may be comfortable, your

bed can also sooth you to sleep instead of study. Fix: Sit at a desk in your room instead of on your bed. Do not study on your bed late at night, as you will be tempted to fall asleep (Michael, 2002). Multi-Tasking Explanation: Many people are able to multi-task, meaning they can do several different things at once. This can be good for daily tasks. When it comes to studying, you may not retain as much material as if you were to focus purely on one task. Fix: Before a big exam, drop everything else for at least 24 hours and focus purely on the studying. When it is complete, you can return to your multi-tasking (Michael, 2002). Studying during a commute Explanation: Many people enjoy reading on a train, bus, or car to work and school. These environments are wonderful for light reads, but not necessarily for intense studying. Fix: Use the commute (if you have one) for light studying, such as memorization, repetition, and review. Do not use this time to learn new information (Michael, 2002). Outside Stress Explanation: It is inevitable to allow outside problems into your study world. They exist and cannot be turned off light electricity. Fix: There is no perfect way out of eliminating outside stress to a study area. The best advice we can give you is to find a location that eliminates all superficial stress enough that will allow you even a few hours to focus on writing, studying, reviewing (Michael, 2002).