Assessment of Study Habits Technique in Relation to Students Exam Results

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Abstract: *Study habit is the amount and kinds of studying routines which the student is used during a regular period of study occurred in a conducive environment. Aims of study: To assess the study habits among students of Tikrit University College of medicine and their effect on the ability to recall information in the exam. Subject and method: A descriptive cross sectional study has been conducted in Tikrit medical college in Salah Al-Deen governorate in Iraq from January 2014 to March 2014. Random Systematic sampling technique was applied through it 105 students were participated in this study. Specialized questionnaire form has been prepared by the researcher, general information like sex, social class Data about their study habits by using survey, question, read, write and recite (QS3R) technique were collected. Results: Females account 59% and middle social class form 75.24%, it was founded that a significant relationship between sex and mean scores of SQ3R strategy and no significant relationship between social class, stage and mean scores, there was a positive correlation between SQ3R and results .Only 14% of study population always get a good night rest prior to exam and 49% never get good night rest prior to exam. Conclusion: Student's performance had a significant relation with their study habits.*

Keywords: Study habits, SQ3R, Students performance

1. Introduction

SQ3R is a Reading/Study formula designed to help process and increase retention of written information. Everyone is different, and for some students, studying and being motivated to learn arise naturally. The success in high school and college is dependent on the ability to study effectively and efficiently. The results of poor study skills usually lead to wasted time, frustration, and low or failing grades so it is affect the student's life, time, and his future. [1]

The SQ3R method

The SQ3R method is proven way to sharpen study skills. SQ3R refers for Survey, Question, Read, Recite, and Review. [2]

Survey – It's like a road map before going on a trip and to get overall picture of what the students are going to study before they study it in any detail.

Question: Students formulating questions related to the reading from previewing it.

Read: As students read, they need to search for answers to the questions that they formulated during their preview of the text which based on the structure of the text that help focus students' reading.

Recite: As students read the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.

Review: After reading, students should review the text to answer the questions and recite the questions they previously answered [3].

Always read directions! Indicate your answers exactly the way the directions state. Determine what the scoring rules for the test are and follow them to your advantage. [4]

2. Subject and Methods

Ethical consideration

Essential official permissions have been obtained from both Tikrit medical college and students that involved in this study have been informed too.

Study Setting

This study has been conducted in Tikrit medical college in Salah Al-Deen governorate in Iraq from January 2014 to March 2014 .10%-15% of total students from each grade were enrolled in this study.
Study design:

A descriptive cross sectional study design has been adopted .105 students from 6 grades in the college, all students who participated in this study shared in midyear exam. Before applying the questionnaire form in order to construct afinal, suitable formative form, pilot study and assessment of validity of questionnaire form was carried.

Study sample:

Random Systematic sampling technique was applied through it 105 students were participated in this study and 23 students excluded because of incomplete information in questionnaire form.

Data collection:

Specialized questionnaire form has been prepared by the researcher including the followings information:

General information like sex, social class depends on family income. [5]

Data about their study habits by using QS3R technique. By applying 5 scoring scale for each item (1 score for not at all, 2 score for some time, 3 scores for to certain extent, 4 scores usually, 5 scores always)

Academic performance:

Taking in consideration the scores of students in midyear exam were calculating as the followings:

(5 scores for Very good was =$\geq$80, 4 scores or Good was =70-79, 3 scores for Middle was = 60-69, 2 scores for Accepted was = 50-59 and I score for Poor was less than 50)

Data analysis: by using SPSS program version 19

Results:

From 105 students the highest percent were from 1st stage and the lowest from 3rd stage. Females account 59% and middle social class form 75.24% as described by table (1).

Table 1: Descriptive demographical characteristic of study population

Items	No.	percent
1-Stage		
1st	31	29.52
2nd	18	17.14
3rd	10	9.52
4th	19	18.1
5th	12	11.43
6th	15	14.29
Total	105	100%
2-Gender		
Male	43	40.95
Female	62	59.05
Total	105	100%
3-social class		
Poor	14	13.33
Middle	79	75.24
High	12	11.43
Total	105	100%

From table (2) it was founded that a significant relationship($p > 0.05$) between sex and mean scores, students results by applying ANOVA analysis of means but there was no significant relationship($p<0.05$) between social class, stage and mean scores, results of students by same analysis.

Table 2: ANOVA analysis of compare means between mean scores and results with certain variables.

	Sum of Squares	df	Mean Square	F	Sig.
1-result and mean scores BY stage					
a-Results :Between Groups	1.382	5	.276	.391	.854
Within Groups	70.008	99	.707		
Total	71.390	104			
b-Mean scores: Between Groups	.614	5	.123	.200	.962
Within Groups	60.947	99	.616		.854
Total	61.562	104			
2-Result mean scores BY sex					
a-Between Groups	2.729	1	2.729	4.094	.000
Within Groups	68.662	103	.667		
Total	71.390	104			
b-Between Groups	2.053	1	2.053	3.553	.000
Within Groups	59.509	103	.578		
Total	61.562	104			
3-Result mean scores by social class					
a-Between Groups	1.775	2	.888	1.301	.277
Within Groups	69.615	102	.683		
Total	71.390	104			
b-Between Groups	.029	2	.015	.024	.976
Within Groups	61.533	102	.603		
Total	61.562	104			

From table (3) by applying ANOVA statistical analysis between items of QS3R and results of students exam it was found that there were a significant relation between all items of QS3R.

Table 3: ANOVA analysis of compare means between results with QS3Ritems

		Sum of Squares	df	Mean Square	F	Sig.
Question	Between Groups	6.584	4	1.646	2.540	.044
	Within Groups	64.806	100	.648		
	Total	71.390	104			
Survey	Between Groups	38.421	4	9.605	8.490	.000
	Within Groups	113.141	100	1.131		
	Total	151.562	104			
Read	Between Groups	20.749	4	5.187	9.379	.000
	Within Groups	55.308	100	.553		
	Total	76.057	104			
Recite	Between Groups	19.228	4	4.807	8.241	.000
	Within Groups	58.333	100	.583		
	Total	77.562	104			
Review	Between Groups	12.357	4	3.089	5.455	.001
	Within Groups	56.633	100	.566		
	Total	68.990	104			

By the study the correlation by using Pearson Correlation between the mean scores ofSQ3R and results as shown in

table (5) and figure (1) there was a positive correlation between both variables.

Table 5: Correlation between results and mean scores

		Mean scores	.337(**)
Mean scores	Pearson Correlation	1	.000
	Sig. (2-tailed)		105
	N	105	1
result	Pearson Correlation	.337(**)	
	Sig. (2-tailed)	.000	105
	N	105	.337(**)

[**]correlation is significant at the 0.01 level (2-tailed)

Among total no. of students 105, only 14% always get a good night rest prior to exam and 49% never get good night rest prior to exam. Fig (1)
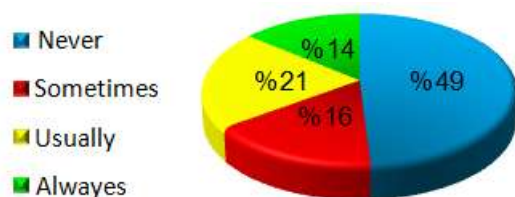

Figure 1: The percentage of night sleeping prior to exam.

3. Discussion

From general characteristics of students that enrolled in current study, it was found that there were no significant effect of social class on students performance that is due to not much variation between all social levels in our country and most students live in internal sections in the college and that is not compatible with Ahuja G.C. and Ahuja P.[6] By which The socioeconomic level effect the reading technique, the students from high socioeconomic level have better reading habit than those form middle and low socioeconomic level. It was assuming affluence give more facilities to learn, it is also believed that the type of the relationship between proper reading and student family income is positive because money can buy all the comforts things that students need to concentrate on their studies. Parents with good educational level can help their children to improve their performance and can keep proper check on their activities. [7-9]

According to SQ3R tool, most of students have middle level or bad reading technique. This can be partly attributed to the traditional teaching styles characteristic of most medical curricula, Also many students perceive that ''distorted'' reading method lead to better or at least comparable—grades. [10]

Bad reading technique was shown to be more in the basic sciences classes i.e. 1st, 2nd, and 3rd classes; while it was less in clinical science classes that's 4th, 5th and 6th classes' students. This is attributable to the student in these classes leave negative reading method that can negatively affect their academic performance.

Good reading technique is more in females than in males. Casey Philips has found that males were more likely to

party more; study later at night, less often and less efficiently. [11]

The results of the current study regarding the mean scores of SQ3R that gain by students and midyear exam results has a significant positive correlation and this result is similar to study conducted by Marcus Credé, Nathan R. Kuncel [12]

About half of students never get good night rest prior to exam. Many students spend time of sleep by revision. And they consider sleeping as a waste of time. Caffeinated drinks such as tea, coffee, or cola prevent students from sleeping.The students' ability to recall information during exam was affected by rate of night sleep prior to scheduled exam. Researchers also found that higher scores were related to greater sleep quality, especially less awakenings rather than the actual length of time a sleep. Robert Stickgold, a psychiatrist at Harvard Medical School, demonstrates that the memory of newly learned stuff improves only after sleeping at least six hours. It seems the brain needs time to file new information and skills away in the proper slots so that it can be retrieved later. Without enough sleep to do all this filing, the new information does not get properly encoded into the brain's memory circuits and Josie Gurney also said "getting enough sleep is key to exam success". [13-15]

4. Conclusions

Student's performance had no significant relation with their social class

Bad reading technique was shown to be more in the basic sciences classes

About halve of students never get good night rest prior to exam; and this appear to affect students' ability to recall information during exam

Acknowledgment

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