Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

A Comparative Analysis Of High Achievers' And Low Achievers' Study Habits, Time Management On Academic Achievement Of The Undergraduate Students In Karachi

Muhammad Owais Mughal (Corresponding author)
PhD Scholar Education, Hamdard University, Karachi, Pakistan
Email: mowais52@gmail.com

Muhammad Khalid Hussain
PhD Scholar Education, Hamdard University, Karachi, Pakistan
Email: mnengr05@gmail.com

Dr. Munawer Sultana
Head of Department, Education, Hamdard University, Karachi, Pakistan
Email: munawer.sultana@hamdard.edu.pk

ABSTRACT
Study habits are the routine or patterns of behavior and strategies that are employed by individual to organize and interact with learning content and time management, or the capacity to plan and spend time efficiently on academic activities, are some of the major factors and contributors to academic success. The purpose of the study is to review the connection between the study habits and time management, and how they relate to the academic success of undergraduate students. Using quantitative, correlation research design was established to ascertain the association of study habits and time management practices. A sample of 500 students from public and private universities, across four departments both from the public and private universities participated in the study. Findings showed that there is a significant difference in studying habits and time management between high and low achievers as high achievers reported to have better study habits and time management. Furthermore, an increase in time management and study habits was positively correlated with time management and self-study habits, respectively. Suggestions on improving time management and study habits in undergraduate students include conducting time management seminars, study habit development programs, low achievers specific interventions, promoting the use of self-regulation skills and study the effects of long-term interventions on academic performance.

Keywords: Study Habits, Time Management, Academic Achievement, Undergraduate Students

Introduction

Background of the Study

Study habits and time management play a vital role in determining the success of students in the contemporary fast-paced academic world especially for undergraduate students. Through comparing the special learning habits and time management skills of male and female students, the authors intended to find out some common characteristics that impact academic achievement. These differences do not only make it clear why effective learning techniques are essential, but also give ground to the interventions that

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 12 (December) (2025)

can be implemented to enhance the educational experience of all students. With this study, it is our intention to provide a helpful contribution to the area of educational psychology and to academic mentoring which serve as two areas highly relevant for better learning results in higher education.

Study habits are the learning tendencies and practices used by a learner to improve his performance in academic activities. Such attitudes determine the efficiency with which students learn and process, retain and utilize information. Students' success at celebrating failure is developed through fostering good study habits that lead not only to academic success but higher-level functioning and learning (time management, note-taking, self-regulation) in the undergraduate years in Pakistan. A few recent studies have highlighted the crucial role that study habits play in determining students' academic achievements from Pakistan (Khan, 2021; Ahmed & Iqbal, 2022). There has been an argument that students with organizing and strategic studying habits will be better than those with ineffective behaviors (Raza & Shah, 2021).There is still a need to explore the correlation of study habits with academic performance in Pakistani undergraduate students, as much portrayal is made to augment educational outcomes on the higher education level.

Time management is managing the time you have to achieve your personal and professional goals, and it means balancing how much time you spend on all the tasks of life including work, leisure activities, and relationships with each other. Time management that functions effectively is one of the significant predictors of academic achievement among Pakistani undergraduate's students. Studies also reveal that when students use time management techniques, they get motivated and have success in performing the academic tasks well (Ali & Tariq, 2022; Shah & Zaman, 2022). Time management skills enable the student to manage both academic and personal life, alleviate stress, and enhance academic performance (Siddiqui & Awan, 2023).When discussing the student performance in Pakistani universities, but research to establish the determinant of time management and its effect on improving academic performance as yet remained under review of the academicians.

Academic achievement is usually measured by the performance of students in the course-work and institutional exams among other things as well as the credits that they have or attempted to take. The success of the undergraduate students in this case will not be determined by personal attributes, but by several other factors such as studying habits and time management. These high achievers possess well-structured strategies that are related to the study, good time management, and intrinsic motivation, among other factors that make them successful in the university (Shah & Ali 2021; Khan & Saleem 2022). Quite on the contrary, low achievers find it hard since they lacked organised study routines, enough time, practice and focus and they are incapable of meeting academic demands (Ahmed & Iqbal, 2022). Such reverse arguments point to the direction that the high performers are proactive towards their academic duties and not with the low performers whose life condition interferes with the academic performance. This gap explains the need to find factors that can result in improved performance among students in the context of Pakistan, whose academic performance is influenced by these mediating factors.

Study habits are the basis of how students understand learning including activities such as note taking, reviewing and goal setting. Whereas the effective use of time and allocation to academic work are dictated by how well students manage their times. Although the two factors gain from a single success, their combined effect on academic performance might be synergistic. There is evidence that students who employ proper study techniques and time management skills are likely to have better academic

ISSN Online: 3007-3154
ISSN Print: 3007-3146

performance (Shah & Ali, 2021). For example, a student who plans his/her study time, breaks up the task into manageable segments and values any kind of an assignment is generally more successful than a student who does not use these strategies (Siddiqui & Awan, 2022). On the other hand, a student who lacks effective time management and ineffective study methods are found to experience problems such as procrastination, stress, and poor examination results (Khan & Saleem, 2022). Thus, the importance of understanding how study habits and time management together play a role in determining academic success is crucial because their joint effect provides an integrated view of students' academic achievement in Pakistan.

Research Problem

Academic performance has been a major concern for undergraduate students in Pakistan including urban centers of Karachi, where competition has shown its highest peak. With the increased emphasis on academic achievement, many students are struggling to succeed due to poor study habits and lack of effective time management. In Karachi (where universities have students from all kind of backgrounds), the absence of institutionalized support system, over burdened classrooms and socio economic gaps make it difficult for those with mental disorders. It has already been shown that students who are studied well and manage their time are supposed to do better in school (Ali & Tariq, 2021; Siddiqui & Awan, 2023). Nonetheless, apparently no substantial studies are dedicated to explore effect of these factors on the performance of undergraduate students in Karachi. The purpose of this study is, therefore, to fill this void by analyzing the relationship between study habits and time management on Pakistani undergraduates' academic achievement.

Research Objectives

The primary objectives of this study are to:

Examine the relationship between study habits and academic achievement among undergraduate students in Karachi, focusing on high achievers and low achievers.

Investigate the impact of time management on the academic performance of undergraduate students in Karachi with a focus on high achievers and low achievers.

Explore how the combined effect of study habits and time management contributes to academic achievement among undergraduate students in Karachi.

Identify specific study habits and time management strategies that are most strongly associated with higher academic performance among undergraduate students in Karachi.

Research Questions

This study seeks to answer the following research questions:

RQ1: What is the relationship between study habits and academic achievement among undergraduate students in Karachi, focusing on high achievers and low achievers?

RQ2: How does time management influence the academic performance of undergraduate students in Karachi with a focus on high achievers and low achievers?

RQ3: What is the combined effect of study habits and time management on academic achievement among undergraduate students in Karachi?

RQ4: Which specific study habits and time management practices are most strongly associated with higher academic achievement in the context of Karachi's educational environment?

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

Research Hypotheses

This study proposes the following hypotheses:

Null Hypotheses	Alternative Hypothesis
H_o : There is no significant difference in time management score between high achievers and low achievers	H_a : There is significant difference in time management score between high achievers and low achiever
H_o : There is no significant difference in Study Habits score between high achievers and low achievers	H_a : There is significant difference in Study Habits score between high achievers and low achievers
H_o : There is no significant difference in Study Habits score between public and private universities.	H_a : There is significant difference in Study Habits score between public and private universities.
H_o: There will be a negative correlation between Time Management and Study Habits.	H_a: There will be a positive correlation between Time Management and Study Habits.

Significance of the Study

There is a significance of current study because the effect of study habits and time management has been examined on academic achievement in undergraduate students living in Karachi, Pakistan. Click turns her attention to a better solution: educating the children of Karachi, many of whom are struggling for their education in overcrowded classrooms with few educational resources. This study, by looking at how studying and time use affect academic progress can contribute with insights to teachers and policy makers on how strategies can be formulated that make bother short-term success (feasibility in the course) as well as long-terms success (academic achievement). The results can help guide the curriculum design and develop student support systems, leading to programs' characteristic of their academic success.

Literature Review

Time is an important factor of everyone's life and it cannot come back. The success of life is directly related to effective time management and ability to manage time may vary from person to person. High performance result requires efficient use of time or how a person valued time management. In the 1950s and 1960s, the word "time management" gained popularity as a technique to assist managers in better allocating their time. The concept of time management was used by Frederick Winslow Taylor to enhance productivity and minimize the time wasting. Time management is synonymous to self-management to decide the tasks on the basis of priority; and how activities have done with correct approaches and strategy (Mercanlioglu, 2010). It is explored the significance of time management in academic achievement and highlighting its role in good academic scores (Ghafar, 2023). Proper planning can be the best strategy to efficient use of time in exams. Time management becomes the concern of all people (professional, teachers, and students). It was pointed out that time management must be acknowledged at school level as the main factor for academic success of students, teachers and school (Chase et al., 2014).

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

According to Chaudhari (2022), there are six essentials of time management such as effective planning, setting up goals and objectives, setting up deadlines, delegation of responsibilities, prioritizing task and spending the right time on the right activity. Furthermore, there are several options to manage the time (Malita, 2011) such as maximum utilization of recourses, efficiency, decision making, stress relief, discipline, learning new opportunities, get rid of distraction, enjoy life, better planning and better forecasting and avoid disappointment.

Study habits, which are a student's unique way of handling their studies across the range of courses and disciplines given in their school, have become a significant component that can have a favorable or bad impact on their accomplishment. The range of study habits includes how students organize their work, stay focused, read and take notes, pay attention, form general routines, manage their time, and cope with the general school and home environment. Their progress may be hampered by their study habits, which may be methodical, effective, or even ineffective (Elango & Manimozhi, 2021).

In light of Islam (2021), study habits have multiple dimensions since adhering to particular study habits allows students to select a study location, schedule a study plan, manage their time, and adopt behavioral patterns. By taking a methodical approach to their studies, students set the path for self-learning. The enhanced performance of students can be attributed to their selection of efficient study routines. Poor study habits, however, pave the route for failure. Students' study habits reveal their inclination to acquire diverse learning abilities based on speaking, listening, reading and writing, and they have distinct manner of handling things. As a result, these behaviors are always seen as a means of achieving success in any academic program (Kamoru & Ramon, 2017).

Knowing the difference between excellent and bad study habits Jafari et al. (2019) handed a number of excellent studies on scholars who indeed consider the study position. We can say that a pupil has a tendency toward healthy and productive study habits if he avoids distractions from others around him and from other sources like television and cell phones in order to concentrate, sits in a quieter area, takes notes constantly, organizes them, choruses from cramming, and prioritizes advanced study techniques. Students' study habits are the most significant determinant of their bettered or dropped performance, indeed if a number of rudiments go into classifying them as high or low achievers. Indeed scholars who are innately blessed struggle because they prioritize their worst study habits.

Multitudinous experimenters in the fields of literacy and psychology have set up a strong correlation between study habits and scholars' success or failure. For illustration, Bibi et al.(2020) set up a significant relationship between study habits and academic achievement while exposing the relationship between the performance of high and low achievers and their study habits. Also, it was discovered that high achievers have effective study techniques. In the same environment, Malik and Parveen (2016) examined a variety of study habits of both high and low achievers, including time operation, promptitude, and indeed attention position. In all of these areas, it was discovered that high achievers performed significantly better than low achievers because they had chosen their study habits wisely. Therefore, their exploration findings indicated that low achievers had bad study habits since they preferred to spend their time on social conditioning rather than fastening on their academic pretensions, which led to issues in their studies.

In contrast to these findings, other researchers found no significant association between students' academic accomplishment and their study habits. For example, Okake and Ukoh (2020) discovered no significant correlation between respondents' study habits and

ISSN Online: 3007-3154
ISSN Print: 3007-3146

academic achievement. According to Sherafat et al. (2016), 71% of study participants exhibited bad study habits. However, compared to pupils with bad study habits, those with good study habits did better academically. Students' inherent individual variances may be the cause of this imbalance in their study habits, as no two students are alike, even those who differ in their habits depending on gender. Every boy and girl has different and distinctive habits. A study habit that works well for one student might not work well for another (Oliva, 2021).

Students' organizing behavior is challenged in a variety of ways by the university learning environment. Effective time management is a crucial skill for overcoming these obstacles without slipping academically and ultimately quitting school. It enables students to organize their learning activities and form suitable study habits, as well as to comprehend the amount of work necessary for successful learning (Van der Meer et al., 2010). As a result, empirical research regularly shows a strong relationship between students' time management skills and their academic achievement, as well as wellbeing elements like reduced stress and anxiety (Aeon, B et al., 2021). Unfortunately, in the start of their academic careers, freshmen students typically have poor time management abilities. They express difficulties managing study time and class attendance in addition to non-university obligations and underestimate the amount of time needed to study successfully (Crede, M et al., 2011). They devote a significant portion of their time to things like social networking and TV watching that hinders their academic achievement or divert them from learning activities. All things considered, college students are more likely to procrastinate and report engaging in similar self handicapping behaviors even when they are in class. In summary, time management is a prevalent issue, particularly for first-year students, and time management treatments can be a useful tool to support performance, lower dropout rates, and ease the difficult study entry phase. Although results on the impact on performance indicators are conflicting, there is some evidence that interventions can improve time management skills and performance (Hafner, A et al., 2014).

Research Methodology

Research Design

This research is quantitative in nature, correlation study design to investigate the relationship of study habits and time management with academic performance at undergraduate level in Karachi. Given that this study aims to investigate the relationship between these variables, a correlation design is a valid approach for learning about the strength of connection there is, and how much effect believes a student's studying habit and time management has on academic performance. The methodology follows the guidelines of the Higher Education Commission (HEC) Pakistan in respect of systematic data collection, instrument validation and statistical testing. A correlation research design is suitable for this study, as it allows us to determine whether or not there is a relationship between study habits, time management and academic performance and is supported a similar study (Liu, 2022).

Population and Sample

Population

The target population for this study consists of undergraduate students enrolled in various undergraduate programs at universities in Karachi, Pakistan. These students will be selected from both public and private universities to ensure diverse representation across the academic landscape.

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

Sample and Sampling Technique

Stratified random sampling will be used to reach a representative sample; students will be stratified by faculty (e.g., BBA, CS, Social Sciences and Media Sciences) and gender. This method accounts for proportional representation of the various groups in the population. An estimated sample size of 500 students will be aimed for with power analyses to provide adequate statistical power for the planned tests. A counterpart study by Khan et al. (2021) in Pakistan administered a sample of 1,000 students to test the association between time management behaviour and academic performance; they established an effect size capable enough to detect meaningful relationships.

Instrumentation

Questionnaire Structure

The research will utilize a self-administered questionnaire that consists of three sections:

Section A – Demographic Information: Includes items on gender, university, academic year of study, department and age both from public or private sectors.

Section B – Study Habits Scale: A Likert-type scale assessing behaviors like note-taking, study schedule adherence, concentration, and revising practices (Deeba, 2022) and the suitable questionnaire used as Jafari et al. also took the Palsane and Sharma Study Habit Inventory (PSSHI).

Section C – Time Management Scale: A validated 5-point Likert scale to measure the degree of time management practices, adapted from the Time Management Questionnaire developed by Tanriogen, A., & Iscan, S. (2009).

Data Collection Procedure

In-person administration (for on-campus students) and online surveys (via Google Forms or similar platforms) were used to collect data. The questionnaire will be distributed after gaining permission from university administration, ensuring students' confidentiality and anonymity throughout the process. The researcher made use of software namely SPSS 22 necessitated for data analysis besides the routine Microsoft office.

Ethical Considerations

Following the informed agreement with a disclaimer, Institution Officials were assured that the paper and data would be kept secret.

Results & Discussions

Results

The data analysis approach used here is that the researcher used data acquired to depict the measured values using the technique of 'Descriptive Analysis' in SPSS.

Demographics

Table 1

Socio-demographic Characteristics of Participants

Sample Characteristics	n	%	M	SD
Gender				

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

Men	301	60.2		
Women	199	39.8		
University				
Public	267	53.4		
Private	233	46.6		
Academic Year				
First year	234	46.8		
Second year	133	26.6		
Third year	100	20.0		
Final year	33	6.6		
Department				
BBA	167	33.4		
CS	133	26.6		
Social Sciences	134	26.8		
Media Sciences	66	13.2		
Age			1.94	.92

There were 500 postgraduate students in the sample. Gender breakdown showed a higher There were 500 postgraduate students in the sample. Gender breakdown showed a higher percentage of male participation, with 60.2% of participants being men (n = 301) and 39.8% being women (n = 199). In terms of university type, there was a fairly balanced representation from both sectors, with 53.4% of students enrolled in public universities (n = 267) and 46.6% in private universities (n = 233). According to the distribution of academic years, first-year students made up the biggest group of participants (46.8%, n = 234). Second-year students (26.6%, n = 133), third-year students (20%, n = 100), and final-year students (6.6%, n = 33) came next. This suggests that about half of the group had just begun their postgraduate studies. There were four main departments represented among the participants. BBA had the most representation (33.4%, n = 167), followed by Computer Science (26.6%, n = 133), Social Sciences (26.8%, n = 134), and Media Sciences (13.2%, n = 66). This illustrates the wide range of disciplinary distribution found in social science-related topics. The participants' average age was M = 1.94 (SD = 0.92).

Table 2
Comparative Analysis of Students between male and female regarding Study Habits

Variables	H.A		L.A		t (34)	p	Cohen's d
	M	SD	M	SD			
Study Habits	16.41	1.89	15.39	2.31	5.381	.000	0.48

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

The findings as per Table 2 revealed that participants from High Achievers (M = 16.41, SD = 1.89) reported significantly Study Habits to those form Low Achievers (M = 15.39, SD = 2.31), t(34) = 5.538, p = .000, Cohen's d = 0.48. The effect size for the difference was moderate.

Table 3

Comparative Analysis of Students between high achievers and low achievers regarding Time Management

Variables	H.C		L.A		t (498)	p	Cohen's d
	M	SD	M	SD			
Time Management	18.56	4.56	19.31	4.39	-.186	.047	0.16

Table 3 revealed that participant from High Achievers (M = 18.56, SD = 4.56) reported significant Time Management to those form Low Achievers (M = 19.31, SD = 4.39), t(498) = -.186, p = .047, Cohen's d = 0.16. The effect size for the difference was small.

Table 4

Descriptive Statistics and Correlations for Study Variances

Variable	M	SD	1	2	3	4	5	6
1. TP	18.96	4.49	--					
2. TT	16.08	4.96	.523**	--				
3. TW	9.86	1.54	-.365**	-.507**	--			
4. SSH	15.87	2.18	.180**	.239**	-.342**	--		
5. CH	11.65	3.55	-.537**	-.613**	.394**	.406**	--	
6. EH	18.722	2.40	-.598**	.-.182**	.112**	-.435*	-.151**	--

*p< .05, **p < .01

Results of Table 4 reveals that there is a significant correlation between Time Planning (TP) and Time Attitude (TT) (r = .5237, p < .00). A significant positive correlation has been found between Time Planning (TP) and Self-Study Habit (r = .180, p < .00) and positive correlation between Time Attitude and Self-Study Habit (r =.239, p < .00).

Table 5

Comparative Analysis of Students between public and private universities regarding Study Habit.

Variables	H.A		L.A		t (498)	p	Cohen's d
	M	SD	M	SD			
Study Habit	16.50	2.05	15.14	2.09	.316	.000	0.65

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 3 No. 12 (December) (2025)

Table 5 revealed that participant from Public University (M = 16.50, SD = 2.05) reported significant Study Habits to those form Private Universities (M = 15.14, SD = 2.09), t(498) = .316, p = .000, Cohen's d = 0.65. The effect size for the difference was moderate.

Discussions

The relationship of study habits & time management with academic achievement of high and low achievers in undergraduate students in Karachi. The findings of this study have critical implications for understanding the influences behind academics behaviors and how students utilize time-based strategies. Firstly, there was also a significant difference between high and low achievers on study habits; high achievers had more organized study habits (M = 16.41, SD = 1.89) than low achievers did (M = 15.39, SD = 2.31), t(34) = 5.538, p <.000). This difference had moderate effect size (Cohen's d = 0.48), and suggested that high achievers tend to study effectively in college. Strong study habits, such as scheduling regular review sessions, self-testing and creating an organized study environment are positively related to better academic performance (Britton & Tesser, 1991). In addition, high and low achievers differed significantly in reports of their time-management skills (High: M = 18.56, SD = 4.56; Low: M = 19.31, SD = 4.39), p <.05) (t(498) = -0.186, the difference was again negligible. This indicates that though both groups use time management strategies, high achievers may be using more efficient ones linked to their academic performance. These results are consistent with prior research highlighting the importance of time management to academic success (Zimmerman, 2002). Inter-correlations of the various variables help in understanding the inter relationship between time management and study habits. We found a highly significant correlation between time planning (r =. 5237, p <. 01) and time attitude (r =. 5237, p <. 01) implies that time planning and positive attitude toward time management are important for academic performance. Also, the time plan correlation with Self study habits (r =.7911) was found to be moderate. 180, p <. 01) observe that students who manage their time well are more likely to have higher study skills. The results demonstrate that time management and learning techniques are intertwined and have an interacting effect on academic performance (Schweizer et al., 2013). Paradoxically, the time management variables were negatively correlated with other aspects such as time wasted (r = -.365; p <. 01) as well as with temporal anxiety (r = − 0.537, p <. 01), which suggests that better time management skills lead to waste of less time, anxiety and may ultimately improve one's overall academic ranking.

Conclusions & Recommendations

This research investigated the correlation of study habits and time management with academic achievement, in high and low undergraduates in Karachi. The findings underline the point that the high-achieving students are more likely to follow the effective time-management system and studying habits that again are strongly related to better performance. Outstanding differences "were observed between good students and bad ones" in both time management and study habits which reinforces the significance of these two dimensions of academic achievement as determinants. High achievers had better time management (M = 18.56, SD = 4.56) than low achievers (M = 19.31, SD = 4.39), possibly because structured use of time leads to greater academic success. Compared with low performers, high-graders (M =16.41 years, SD =1.89) also had more effective study habit scores than the averages of low achievers (15.39; M=2.31), highlighting disciplined studying as a factor in academic performance. Moreover,

ISSN Online: 3007-3154
ISSN Print: 3007-3146

significant relationships were also found between time planning and attitude toward time on the one hand, and self-study habits on the other hand. These results indicate that well-managed study time students are also better disposed to indulge in beneficial study practices. Also the reverse correlation of time management with time wasting and time anxiety also validate that effective time management leads to low academic stress and increased productivity.

Recommendations

The researchers accentuate the importance of time management and study habits as potentially adjustable factors of academic achievements. However, the priority in the interventions should be on strategies that will lead to the improvement of the academic performances of the students, especially those who show poor academic performances. Considering the results, the next recommendations could be used to make time management and study habits of undergraduate learners better: a) Time Management Seminars: Institutions ought to hold instructional appointments into the sound management of time. This could include time-blocking and prioritisation training and the use of SMART goals to help students manage their time and reduce their fear of academic failure. b) A Workable Study Habit Development Program: Secondary schools are needed to introduce systematic curriculums that do not only teach children about the strategies of studying but also ease their practical application. The teaching can include systematic note-taking schemes, active learning patterns, and self-assessment approaches, which will result in a higher retention and academic performance in general. c) Institutional Interventions: It is recommended to use not only targeted remedial interventions, but also students with lower academic achievement can be remedied with the help of focused remedial interventions since the latter has relatively poor time-management and study-habit competencies. In such students, special academic support services, peer-tutoring programs, and mentorship programs would be of use to enhance their time management and academic habits. d) Encourage Self-Regulation Techniques: Disseminate to students those regulatory strategies, which have been effective, which may include the setting of clear learning objectives and prioritisation, systematic tracking of progress, and reflective analysis of learning behaviours. This empowerment will have the capability of generating proactive attitude in curricular orientation and developing strong study habits. Lastly Extended Long-term Interventions: The relevance of examining the sustained remedial programs, in terms of learning time-management and study competencies, is also significant Long term analysis of these interventions may clarify their role in academic performance in the long term.

References

Abid, N., Aslam, S., Alghamdi, A. A., & Kumar, T. (2023). Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level. Frontiers in psychology, 14, 1020269.

Awan, S. M., Siddique, Z., & Akhter, N. (2023). Exploring the Effectiveness of Blended Learning Techniques for Science Students at Secondary Level. Journal of Excellence in Social Sciences, 2(2), 124-142.

Aeon, B., Faber, A., and Panaccio, A. (2021). Does time management work? A meta-analysis. PloS ONE 16:e0245066. doi: 10.1371/journal.pone.0245066

Ahmed, R., & Iqbal, M. (2023). Factors influencing academic achievement: A comparative study of high and low achievers in Pakistani universities. International Journal of Higher Education, 25(1), 55-63.

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 12 (December) (2025)

Ali, S., & Tariq, M. (2021). The influence of study habits and time management on academic performance in Pakistani universities. Journal of Educational Research and Development, 24(1), 45-52.

Alay, AGS, & Koçak, S. (2003). The Relationship Between University Students' Time Management and Academic Achievement. Educational Administration: Theory and Practice , 35 (35), 326-335.

Bibi, A., Naseer, N., & Habib, Z. (2020). Study Habits of Students and Academic Achievement:
A Correlational Study. Global Educational Studies Review, 3, 114-122.

Bose, R. S., & Simon, S. (2024). The relationship between study habits and academic performance among university students. International Journal for Research in Applied Science and Engineering Technology. https://doi. org/10.22214/ijraset.

Chase, P. A., Hilliard, L. J., John Geldhof, G., Warren, D. J., & Lerner, R. M. (2014). Academic achievement in the high school years: The changing role of school engagement. Journal of youth and adolescence, 43(6), 884-896.

Chaudhari, T. (2022). Time management essentials and importance. International Journal of Commerce and Management Research, 8(5), 6-8.

Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. Personnel review, 36(2), 255-276.

Crede, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college: A meta
analytic view of the relationship of class attendance with grades and student characteristics. American Educational Research Association, 80, 272-295. http://dx.doi.org/10.3102/0034654310362998

Deeba, F., Syeda, Z. F., & Saleem, A. (2022). A Correlational Analysis of High and Low Achievers' Study Habits Withtheir Achievement. Journal of Development and Social Sciences, 3(2), 617-631.

Elango, M., & Manimozhi, G. (2021). Meta analysis of study habits and academic achievement. Humanities, 8(4), 139-145.

Ghafar, Z. N. (2023). The relevance of time management in academic achievement: A critical review of the literature. International Journal of Applied and Scientific Research, 1(4), 347-358.

Häfner, A., Stock, A., Pinneker, L., & Ströhle, S. (2014). Stress prevention through a time
management training intervention: An experimental study. Educational Psychology, 34, 403–416.https://doi.org/10.1080/01443410.2013.785065

Iqbal, N., Ahmed, H., & Azhar, K. A. (2022). Exploring teachers' attitudes towards using ChatGPT. Global Journal for Management and Administrative Sciences, 3(4), 97-111.

Islam, M. N. (2021). Study habits, self-esteem, and academic achievement among public and private secondary school students in Bangladesh. International Journal of Psychology and Educational Studies, 8(3), 39-50.

Jafari, H., Aghaei, A., & Khatony, A. (2019). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. Advances in Medical Education and Practice, 637-643.

Khan, M. J., Ashraf, A., & Nadeem, A. (2020). The effect of time management on the academic performance of students in the higher educational institutions of Islamabad. International Review of Management and Business Research, 9(3),

ISSN Online: 3007-3154
ISSN Print: 3007-3146

202–213.

Khan, M., & Saleem, H. (2022). Exploring academic achievement and its determinants among university students in Pakistan. Journal of Educational Development, 14(2), 78-89.

Kamoru, U., & Ramon, O. G. (2017). Influence of Self-Concept, Study Habit and Gender on
Attitude and Achievement of Secondary School Students in Mathematics. Journal for
Leadership and Instruction, 16(1), 49-52.

Liu, M. (2022). The relationship between students' study time and academic performance and its practical significance. BCP Education & Psychology, 7, 412-415.

Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. Journal of Educational Psychology, 82(4), 760–768. https://doi.org/10.1037/0022-0663.82.4.760

Mercanlioglu, C. (2010). The relationship of time management to academic performance of master level students. International Journal of Business and Management Studies, 2(1), 25-36.

Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. Journal of Educational Psychology, 82(4), 760–768.

Malita, L. (2011). Social media time management tools and tips. Procedia Computer Science, 3, 747-753. https://doi.org/10.1016/j.procs.2010.12.123

Malik, M., & Parveen, N. (2016). Study Habits and Academic Achievement: A Comparative Analysis of the High and Low Academic Achievers. Bahria Journal of Professional Psychology, 15(2), 81-94.

Okeke, U., & Ukoh, E. (2020). The Influence of Locus of Control, Study Habits and Gender on
the Academic Achievement of Senior Secondary School Physics Students in Ibadan
Metropolis. African Journal of Teacher Education, 9, 21-48.

Oliva, A. B. (2021). Study Habits and Their Effects with the Academic Performance of Bachelor of Science in Radiologic Technology Students. International Journal of Scientific Research and Management. https://doi. org/10.18535/ijsrm/v9i07. el01.

Raza, S. A., Qazi, W., Khan, K. A., & Salam, J. (2021). Social isolation and acceptance of the learning management system (LMS) in the time of COVID-19 pandemic: an expansion of the UTAUT model. Journal of Educational Computing Research, 59(2), 183-208.

Rashid, A., Sharif, I., Khan, S., & Malik, F. (2020). Relationship between time management behaviour and academic performance of university students. Journal of Business and Social Review in Emerging Economies, 6(4), 1497–1504.

Shoaib, M., Tariq, M., Shahzadi, S., & Ali, M. (2022). Role of Academic Libraries in Online Academic Activities during COVID-19 Outbreak at Tertiary Level: A Library is a Thought in Cold Storage. Library Philosophy & Practice.

Shah, M., & Ali, F. (2021). The impact of study habits and time management on academic achievement among university students in Pakistan. Pakistani Journal of Educational Psychology, 10(3), 102-113.

Shah, A., & Zaman, S. (2022). Time management as a predictor of academic success

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 12 (December) (2025)

among Pakistani undergraduates. Pakistani Journal of Education, 29(2), 98-106.

Sherafat, R., & Murthy, C. V. (2016). A study of study habits and academic achievementamong secondary and senior secondary school students of Mysore city. TheInternational Journal of Indian Psychology, 3(2), 161-170.

Siddiqui, M., & Awan, H. (2023). The impact of study habits and time management on academic performance: Implications for policy and practice. International Journal of Educational Research, 18(1), 58-67.

Van der Meer, J., Jansen, E., & Torenbeek, M. (2010). 'It's almost a mindset that teachers need to change': first-year students' need to be inducted into time management. Studies in Higher Education, 35(7), 777-791.