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Study Habits of Students: A Comparative Study of High and Low Achievers at University of Kotli AJ&K



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Abstract: *This study was conducted to examine the study habits of high and low achievers in University of Kotli AJ&K. The population of the study consisted of all 875 students of BS level in University of Kotli, AJ&K. The current study was descriptive in nature and survey methods were used for the data collection. The researcher selected 270 Students through convenience sampling technique. A five-point Likert scale questionnaire was used as a tool in this study. The researcher personally visited the University of Kotli Azad Jammu and Kashmir and collected the data. The researcher applied frequency, percentage, simple mean and standard deviation for the analysis of data. It is recommended that students may utilize a range of resources to improve their study techniques. High achievers make use of a variety of resources to enhance their study skills and engage in group activities.*

Key Words: Study Habits, High Achievers, Low Achievers

Introduction

A study habit is a behavior pattern that students develop to further their academic goals and serves as a means of learning. It refers to the degree to which a student engages in consistent study behaviors that are characterized by suitable study routines (e.g., frequency of study sessions, material reviews, etc.) and take place in a supportive learning environment. On the other hand, a student's attitude toward studying specifically and their acceptance and approval of the college's overarching objectives are related to as their study attitudes. In essence, a student's capacity to manage their time, work processes, attitudes toward teachers, and acceptance of education all have an impact on their study behaviors and attitudes (Crede & Kuncel, 2008).

The type of intellectual habit that occurs is the study habit. Study habits are actions taken to learn material for exams or other academic tasks. When students adopt various

techniques and routines to learn methodically and effectively when given the chance, this is related to as developing a study habit. It requires the ability to organize, classify, and arrange information as well as the ability to use time wisely. A learned behavior pattern known as a "study habit" helps students learn how to study. A good study habit has actually enabled him to sit down and start working on his assignment with the least amount of fuss and the most concentration (Kuncel, 2008)

Study habits indicate a firmly ingrained propensity to act and think in order to learn from books. A study habit is also described as the commitment of time and attention to learning, especially from books, or, put another way, it is the pursuit of academic knowledge through a thorough investigation of a topic or circumstance (Sharma, 2017).

High achiever is someone who succeeds as a result of their diligence in their studies or at work. High achievers attribute their success and failure to their talent and effort. Someone

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who performs poorly in comparison to their peers is considered a low achiever. Low achievers attribute their success or failure to task difficulty, incapacity, or chance. Academic achievement and study habits of low and high achievers were significantly and positively related, and significantly correlated with low and high achievers. Moreover, high achievers also have better reading habits than low achievers (Jackson, 2002).

When you have overburdened then every individual is tried to pass each problem and trouble in the way of teaching learning process. A lot of difficulties are faced by high and low achievers in their study habits such as distractions while studying, difficulties in remembering facts and figure, lack of right recourses, time management, low motivation and many more. Therefore, the purpose of this study was to compare the study habits of low and high achievers in University of Kotli AJ&K.

Objectives

1. To explore the study habits of high achiever students.
2. To find out the study habits of low achiever students.
3. To compare the study habits of high and low achiever students.

Review of Related Literature

Study Habits

A person's study habits are "the sum total of all habits of personal study, clear purpose and mandatory practice". A study habit is the devotion of a certain amount of uninterrupted time to a learning task. Without it, a person does not develop and their life becomes self-sufficient. Researchers use categories of high, medium, and low achievers to examine student achievement; however, in this traditional classification, the reference point is the group mean or norm, and because learning habits vary from individual to individual, we need a different set of parameters to consider individual abilities (Lawrence, 2014)

Study habit is a kind of behavior that students carry out regularly and habitually in order to

complete the learning tasks. Holding study sessions, taking notes and reading are the examples of this type of behavior. Study habits can be considered effective or ineffective based on their benefit to students. Developing effective study habits is a major factor in many problems related to academic success (Alex 2011). Students with good study habits can complete homework independently. Study habits are defined as "the adopted way and manner in which a student plans his independent readings after classroom learning in order to achieve subject mastery." Good study habits are an asset to learners because they help students become experts in their fields of specialization and produce excellent performance, whereas the opposite results in barriers to learning and failure (Adogbeji, 2007)

Study habits are the consistent practices and behaviors that a person exhibits when learning and acquiring new knowledge. Study habits are the routines you follow when you study. Poor study habits can prevent someone from studying effectively (Kumar 2015). For study habits perceptual ability and growth of knowledge are the significant factors. There are three important realities of the study habits of an individual how much he has ability to learn, how far he want to go, and how much he want to earn (Nasir, 2017).

Development of Study Habits

For developing effective study habits in students, there are four main reasons of teachers they may emphasis to help the students. The first is that even with the best teachers and learning materials, teachers often find that students do not learn well. The second reason is the lack of required skills which are needed to students lack the skills needed to learn properly. Therefore, it is very difficult to inculcate better study habits in students the motivation of teachers. The third is the lack of prioritized personal and academic growth and development of students. The final one claims that college students' average weekly study time has decreased significantly. (Kumar 2015).

High Achievers

High achievers are motivated by a strong inner desire to accomplish worthwhile, important goals. They are ambitious, goal-focused, self-disciplined individuals. High achievers, for instance, sometimes find that their desire to finish a task perfectly limits productivity. Additionally, they may have trouble asking for help when they need it and are frequently hesitant to delegate tasks (believing that no one can do them as well as they can). High achievers occasionally worry that others will feel threatened by their success or that they will set unrealistic goals for themselves (Akey, 2004).

Other high achievers might start to avoid projects with uncertain outcomes because they worry they won't be able to maintain their reputation indefinitely. Because of this, their career growth may plateau as they start to favor the routine and comfortable over challenge and personal development (Bembenuddy, 2011). There may be fierce competition between other high achievers. While some healthy competition can spur a team to greater heights, excessive competition can stress a team out and lower morale. Unsurprisingly, high achievers are motivated by a strong desire to succeed. They are very motivated to make a significant contribution. While less accomplished people are frequently more driven to avoid failure, which frequently results in them accomplishing less (Clance & Imes 2013). Students who do well academically have a tendency to self-regulate more naturally than those who do poorly (Kumar, 2015).

Kapoor (2006) found that high achievers had better learning orientation and study habits than low achievers. (Sen, 2008) found that there was a significant positive correlation between high achievers' study habits and achievement, (Michael, 2007) found significant differences between high achievers and low achievers in their learning strategies, and (Sarwar et al., 2009) found that high achievers had better study habits. (Singh, 2002) found that high achievers had significantly different self-concepts than low achievers, and that this difference worked in their favour. (Adsul, 2011) found that high achievers and low achievers did not differ

significantly in intellectual self-concept, but they did differ significantly in other self-concepts, including physical, social, emotional, moral, and educational self-concepts. According to (Muhammad et al., 2012) study on creative thinking skills of high achievers and low achievers, there was no significant difference in students' creative thinking skills due to academic achievement. (Habibullah, 2009) found that academic success is related to creativity in both men and women. (Mishra, 2004) found that high achievers were more creative than low achievers in both science and art. (Elizabeth et al., 2009). Research on the learning preferences of high achievers and low achievers found no significant difference in the learning preferences of high achievers and low achievers. (Julie, 2000) In his study of classroom interaction patterns between high achievers and low achievers, he found that high achievers initiated more interactions than low achievers. According to (Davanesan, 2001). Several studies have been conducted on need fulfillment. According to (Adiba, 2004), high achievers primarily attribute their success and failure to effort and ability. According to (Raon, 2000), low achievers are less motivated to learn and perceive academic learning as less valuable. According to (Sontakey, 2005), there is no significant difference in achievement motivation between high achievers and low achievers.

Low Achievers

The low achievers struggle more with coming up with ideas for all kinds of writing. The study also shows that low achievers have more issues with time management and language. Low achievers lacked the knowledge necessary to acquire and develop ideas (Setyowati, 2020). If, at the end of the lesson, unit, or course, the student has not or has only partially achieved the required objectives, it is crucial to label them as a low achiever. To help the person in this situation acquire the skills and knowledge required to achieve the predetermined goals, a corrective plan should be developed. Today, general education classes are being taught to an increasing number of disabled students. Many of these students experience academic

difficulties, especially those who have learning disabilities (LD) and attention deficit/hyperactivity disorder (ADHD) (Deaktor, 2005). Some students struggle academically for various and numerous reasons. Perhaps the material is too complex or demands that students learn a lot in a short period of time. Perhaps there wasn't enough time for review, practice, or using earlier material. When learning or studying their lessons, the students might employ incorrect or subpar learning strategies or study habits. Stress, depression, physical illness, or a learning disability may affect the students. Students' attitudes toward learning may not be positive, they might lack the desire to study and learn. The causes might have to do with the lecturers and lecturing. Teachers might not be clear about the goals that their students are expected to meet. Teachers might employ ineffective or inappropriate methods of instruction or evaluation. Low achievers may not receive the necessary feedback and support, or it may arrive too late. Either fail to take notes, take notes that are insufficient, or fail to try to record everything the teacher says. They do not employ a system for categorizing data related to various subject areas. Time runs out while a low achiever is working on a project. They take longer than peers to complete the task. They have trouble remembering assignments and submitting them on time. Low achievers are being easily distracted and acting inattentive in class. They have trouble picking out crucial information during lectures (Selvarajan, 2022). If lower achievers are motivated to learn the course material, either for their major or out of interest, they tend to self-regulate more (Kumar, 2015). Low achievers are frequently thought of as less competent, less successful, or unsuccessful students, they are typically identified as students who receive a low grade on an exam or in a course. Unsuccessful students are typically those who receive a low grade on an exam or in a course. Unsuccessful learners are those who progress relatively slowly through an intensive program, according to (Vann & Abraham, 2000). Low achievers are the students who spend more time learning and receive lower scores (Wen, 2003). The learner may give up before

achieving their learning objective as a result of the slow progress through a course. In other words, they have a lower chance of finishing a language course. A learner can make slow progress and still be gaining knowledge (Samperio, 2019). English is perceived as a challenging subject by underachievers. They have a negative attitude toward learning the language due to their reliance on the teacher as their source of authority, a lack of encouragement to use English outside of the classroom, a lack of exposure to the target language, a limited vocabulary, and a lack of motivation to do so. The perspective of (Normazidah et al. 2012) on underachievers appears to focus primarily on personal attitudes and motivations toward language learning.

Research Methodology

As the purpose of this research was to explore the study habits of high and low achiever students therefore, the current research was quantitative in nature and descriptive in descriptive in method. Furthermore, cross sectional survey method used to collect the data in this research. All the students of University of Kotli AJK were the population of the study which was 875. In this study the sample was 267 students of University of Kotli. participants were chosen through conveyance sampling technique. Five-Point Likert Scale questionnaire was used in this research to explore the study habits of students of University of Kotli and to identify the study habits of high and low achievers. The questionnaire validated from two experts of the department of Education, University of Kotli Azad Jammu and Kashmir. Cronbach's alpa statistical technique was used to measure the instrument's reliability. The value reliability was 0.76 which was acceptable. The researcher personally visited all the departments of University of Kotli AJ&K and collected the data. The Statistical Package for the Social Sciences was utilized to analyze the data. Frequency, percentage, mean scores and standard deviation were applied by the researcher for the analysis of data.

Data Analysis

Table 1

Analysis Related to the Effective Study Habits for Students of High Achievers.

S. No	Statements	N	Mean
1.	I use different resources to improve my study	135	4.429
2.	I participate myself in group activities	135	3.844
3.	I evaluate my performance after completing my task	135	3.977
4.	I make proper schedule of my activities	135	3.711
5.	I discuss difficult concepts with my friends	135	3.918
6.	I consult my teacher when a topic is unclear for me	135	4.081
7.	I read my notes/lectures on regular basis	135	3.837
8.	I use additional resources to improve/enhance my study	135	3.985
9.	I make my own timetable	135	3.644

Table 1 indicates the mean scores of effective study habits of students. The table further represented that mean score of use of different resources to improve the study; N=135, M=4.29, participate myself in group activities; N=135, M=3.84, I evaluate my performance after completing my task; N=135, M=3.97, I make proper schedule of my activities; N=135, M=3.71, I discuss difficult concepts with my friends; N=135, M=3.91, I

consult my teacher when a topic is unclear for me; N=135, M=4.08, I read my notes/lectures on regular basis N=135, M=3.83, I use additional resources to improve/enhance my study; N=135, M=3.98 and I make my own timetable; N=135, M=3.64. Furthermore, the highest mean score was indicated that students used different resources to improve the studies.

Table 2

Analysis Related to the Ineffective Study Habits for Students of High Achievers.

S. No	Statements	N	Mean
1.	I wait until night before a quiz/exam to review my lectures	135	4.051
2.	While studying, I don't take breaks	135	3.288
3.	I stress a lot when I get fail	135	3.888
4.	I have difficulty determining important points in lecture	135	3.792
5.	I face difficulty to concentrate on my study	135	3.540
6.	I stop working on difficult tasks	135	3.037
7.	I use phone while studying	135	3.444
8.	I always study under pressure	135	3.066
9.	I study in front of TV	135	2.525

Table 2 shows the mean scores of ineffective study habits of students. The table further represented that mean score of I wait until night before a quiz/exam to review my lectures; N=135, M=4.05, while studying, I don't take breaks; N=135, M=3.28, I stress a lot when I get fail; N=135, M=3.88, I have difficulty determining important points in lecture; N=135, M=3.79, I face difficulty to concentrate

on my study; N=135, M=3.54, I stop working on difficult tasks; N=135, M=3.03, I use phone while studying; N=135, M=3.44, I always study under pressure; N=135, M=3.06 and I study in front of TV; N=135, M=2.52. Furthermore, the highest mean score depicted that students waited the night before a quiz/exam to review the lectures.

Table 3

Analysis Related to the Good Study Habits.

S. No	Statements	N	Mean
1.	Good grades are important for me	135	4.377

S. No	Statements	N	Mean
2.	I enjoy learning	135	3.963
3.	I complete my assignments without being reminded	135	3.977
4.	I usually seek a quiet place for studying	135	4.185
5.	I spare some time to revise my course every week	135	3.607
6.	During lectures I turn off my phone	135	3.555

Table 3 shows the mean scores of good study habits of students. The table further denoted that mean score of Good grades are important for me; N=135, M=4.37, I enjoy learning; N=135, M=3.96, I complete my assignments without being reminded; N=135, M=3.97, I usually seek

a quiet place for studying; N=135, M=4.18, I spare some time to revise my course every week; N=135, M=3.60, and during lectures I turn off my phone; N=135, M=2.52. Furthermore, the highest mean score showed that good grades were important for students.

Table 4

Analysis Related to the Bad Study Habits.

S. No	Statements	N	Mean
1.	I study and listen music at the same time	135	2.540
2.	I use social media while studying	135	3.074
3.	I prefer rote learning	135	3.074
4.	I always study when I'm tired	135	2.755
5.	I want to cover a lot of syllabus in short period of time	135	3.488
6.	I always study at last minute	135	3.481

Table 4 shows the mean scores of bad study habits of students. The table further denoted that mean score of I study and listen music at the same time; N=135, M=2.54, I use social media while studying; N=135, M=3.07, I prefer rote learning; N=135, M=3.07, I always study

when I'm tired; N=135, M=2.75, I want to cover a lot of syllabus in short period of time; N=135, M=3.48, and I always study at last minute; N=135, M=3.48. Furthermore, the highest mean score showed that students wanted to cover a lot of syllabus in short period of time.

Table 5

T-test Analysis: High Achievers, Low Achievers in Terms of Effective Study Habits.

Category	N	Mean	SD	t	df	p
High Achievers	135	35.43	4.653	31.746	268	.000
Low Achievers	135	19.18	3.705			

The results of the independent sample t-test analysis are shown in table 5. There was a significant difference in the mean scores of a high achievers (Mean = 35.43, SD =4.653) and a low achievers (Mean = 19.18, SD = 3.705), p =

0.000<0.05. As a result, the null hypothesis was rejected. Furthermore, when as compared to low achievers, high achievers performed significantly better in terms of students' study habits.

Table 6

T-test Analysis: High Achievers, Low Achievers in Terms of Ineffective Study Habits.

Category	N	Mean	SD	T	df	P
High Achievers	135	30.64	5.879	.835	268	.404
Low Achievers	135	30.05	5.635			

The results of the independent sample t-test analysis are shown in table 6. There was no

significant difference in the mean scores of a high achievers (Mean = 30.64, SD = 5.879) and

low achievers (Mean = 30.05, SD = 5.635), $p = 0.404 > 0.05$. As a result, the null hypothesis was accepted. Furthermore, when compared

to high achievers, low achievers performed equally better in terms of students' study habits.

Table 7

T-test Analysis: High Achievers, Low Achievers in Terms of Good Study Habits.

Category	N	Mean	SD	T	df	P
High Achievers	135	23.67	3.710	8.397	268	.000
Low Achievers	135	20.01	3.446			

The results of the independent sample t-test analysis are shown in table 7. There was a significant difference in the mean scores of a high-achievers (Mean = 23.67, SD = 20.01) and a low achiever (Mean = 20.01, SD = 3.446), $p =$

$0.000 < 0.05$. As a result, the null hypothesis was rejected. Furthermore, when as compared to low achievers, high achievers performed significantly better in terms of students' study habits.

Table 8

T-test Analysis: High Achievers, Low Achievers in Terms of Bad Study Habits.

Category	N	Mean	SD	T	df	p
High Achievers	135	18.3037	5.2373	-.366	268	.714
Low Achievers	135	18.5481	5.44267			

The results of the independent sample t-test analysis are shown in table 8. There was no significant difference in the mean scores of a high-achievers (Mean = 18.3037, SD = 5.2373) and low achievers (Mean = 18.5481, SD =

5.44267), $p = 0.714 > 0.05$. As a result, the null hypothesis was accepted. Furthermore, when compared to high achievers, low achievers performed equally better in terms of students' study habits.

Table 9

T-test Analysis: High Achievers, Low Achievers in Terms of Overall Study Habits.

Category	N	Mean	SD	T	df	p
High Achievers	135	1.0804E2	12.28116	14.120	268	.000
Low Achievers	135	87.7852	11.26505			

The results of the independent sample t-test analysis are shown in table 9. There was a significant difference in the mean scores of a high-achievers (Mean = 1.0804E2, SD = 12.28116) and a low achievers (Mean = 87.7852, SD = 11.26505), $p = 0.000 < 0.05$. As a result, the null hypothesis was rejected. Furthermore, when as compared to low achievers, high achievers performed significantly better in terms of students' study habits.

enhance their study skills and engage in group activities. After finishing their tasks, they assess their performance and create an appropriate schedule of activities. They converse about challenging ideas with friends as well.

2. It is concluded that students speak with their instructors when a subject is unclear to them and regularly read lectures or notes. Additionally, they create their own schedule and use additional resources to advance or enhance their study.
3. It is concluded that high achievers wait until night before a quiz or exam to review the lecture and they don't take brakes while studying. Furthermore

Conclusions

Conclusion of High Achievers

1. It is concluded that high achievers make use of a variety of resources to

students stress a lot when they get fail and face difficulty determining important points in lecture and they also face difficulty to concentrate on study.

4. It is concluded that high achievers stop working on difficult tasks and use phone while studying. Furthermore students study under pressure and study in front of TV.
5. It is concluded that high achiever student's value getting good grades and enjoy learning. Additionally, students finish their work quickly and typically look for a quiet area to study. High achievers spare some time to revise the course work every week, and they also put their phones away during class.
6. It has been concluded that high achiever students listen to music and study at the same time and they prefer rote learning method for their study. Additionally they study at last minute and try cover a lot of material in a short amount of time.

Conclusion of Low Achievers

1. It is concluded that low achievers do not make use of a variety of resources to enhance their study skills and do not engage themselves in group activities. After finishing their tasks, they don't assess their performance and don't create an appropriate schedule of activities. They also don't talk about complex ideas with their friends.
2. It is concluded that students do not speak with their instructors when a subject is unclear to them and do not read lectures or notes regularly. Additionally, they don't create their own schedule and don't use additional resources to advance or enhance their study.
3. It is concluded that students wait until night before a quiz or exam to review the lecture and they don't take breaks while studying. Furthermore students stress a lot when they get fail and face difficulty determining important points in lecture and they also face difficulty to concentrate on study.

4. It is concluded that students stop working on difficult tasks and use phone while studying. Furthermore students do not study under pressure and do not study in front of TV.
5. It is concluded that low achiever student's value getting good grades. Additionally, students don't finish their work quickly and typically look for a quiet area to study. Low achievers don't spare some time to revise the course work every week, and they also put their phones away during class.
6. It has been concluded that low achiever students listen to music and study at the same time and they prefer rote learning method for their study. Additionally they study at last minute and try cover a lot of material in a short amount of time.

Recommendations

1. According to Finding 1 it is recommended to low achiever students that they may utilize a range of resources to improve their study techniques and participate in group activities. After task completion, low achievers students may evaluate their performance and put together a suitable schedule of activities. Low achiever students are recommended that they may discuss difficult concepts with friends this will help them to understand deeper.
2. According to finding 2 it is recommended to low achievers that they may read lectures or notes frequently and speak with their instructors when a topic is unclear to them. In order to advance or improve their study, it is also recommended to low achievers that they may make their own schedule and use additional resources to improve their study.
3. According to finding 3 it is recommended to high and low achievers students that may review their lectures every day rather than waiting until the night before a quiz or exam. They may also take breaks while studying because it will help them to clear their minds and study more.

4. According to finding O4 it is recommended to high and low achiever that students may continue working on challenging assignments because doing so will boost their self-esteem and encourage them to explore more. Students are advised not to use their phones while studying. Additionally, it is prohibited for students to study under duress or in front of the television.
5. According to finding O6 it is recommended to both high and low

achievers that students may not use social media and not listen to music while they study because it will distract them from their studies. Both high and low achievers should avoid using the rote method of learning because they will end up memorizing the material rather than exercising their critical thinking. Students are advised to complete their assignments on time rather than waiting until the last minute to review the material.

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