



Evidence in Action

A K20 Center Research Brief

Academic Achievement with Study Skills Learning

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Introduction

This intervention brief explores the research article titled "The Effects of Study Skills Training on Qualitative Academic Achievement among Students" by Saeid Motevalli et al. published in 2021. The study addresses the challenge of improving students' qualitative academic achievement through study skills training. Academic achievement is a critical measure of student success and is influenced by various cognitive, emotional, and behavioral factors. The authors highlight the importance of study skills, which include time management, goal setting, memory techniques, and test-taking strategies, in enhancing students' learning outcomes. The study aims to evaluate the effectiveness of a structured study skills training program in improving self-efficacy, planning, and motivation, and reducing emotional effects and lack of outcome control among high school students.

Methodology

Research Design:

The study employed a true experimental design with pretest, posttest, and follow-up assessments, including a control group. This design allows for a rigorous evaluation of the intervention's impact on the dependent variables over time.

Sample:

The sample consisted of 32 female high school students from Tehran, Iran, selected through cluster random sampling. The participants were randomly assigned to either the experimental group, which received the study skills training, or the control group, which did not receive any intervention.

Data Analysis:

Data were collected using the Dortaj Qualitative Academic Achievement Questionnaire, which measures self-efficacy, planning, emotional effects, lack of outcome control, and motivation. The analysis involved a two-way repeated-measures ANOVA to assess the differences between the experimental and control groups across the pretest, posttest, and follow-up assessments.



Results

The study found that students in the experimental group showed significant improvements in self-efficacy, planning, motivation, and overall qualitative academic achievement from pretest to posttest and follow-up assessments. Additionally, there was a significant reduction in emotional effects and lack of outcome control among the experimental group compared to the control group. These results suggest that study skills training can effectively enhance students' academic performance by improving their cognitive and emotional skills.

Application into Practice

To replicate this intervention in a school context, the following steps can be taken:

1. **Preparation:** Develop a comprehensive study skills training program that includes modules on motivation, goal setting, time management, memory techniques, and test-taking strategies.
2. **Implementation:** Conduct the training sessions over eight weeks, with each session lasting 90 minutes. Ensure that the sessions are interactive and include practical exercises.
3. **Monitoring:** Use pretest, posttest, and follow-up assessments to measure the impact of the training on students' qualitative academic achievement. Collect feedback from students to refine the program.
4. **Support:** Provide ongoing support to students through follow-up sessions and additional resources to reinforce the skills learned during the training.

Work Cited

Motevalli, S., Hamzah, M. S. G., Roslan, S., Hamzah, S. R., & Garmjani, M. G. (2021). The effects of study skills training on qualitative academic achievement among students. *Asian Journal of University Education*, 17(3), 131-141.