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Study Habits and Academic Performance: A Review of the Literature from Educational Policy Perspectives

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ABSTRACT

Purpose of the study: This study aims to review and synthesize existing literature regarding study habits and academic performance. Specifically, it examines the conceptual foundations, the behavioral and strategic components of study habits, and the contextual and psychological factors that influence student achievement.

Methodology: This study employed a systematic literature review approach, analyzing 62 peer-reviewed studies with a search timeframe between 2025 and early 2026 sourced from Google Scholar, Scopus, and other academic databases. Relevant studies were identified through document analysis.

Main Findings: The findings of this study provide valuable insights not only for students, educators, researchers, and policymakers but for all stakeholders in the academic community. The review revealed that study habits are important predictors of academic performance across various educational settings. Effective time management, note-taking, and learning techniques such as distributed practice and practice testing positively influence academic achievement. Motivation, consistency, and student engagement contribute to learning outcomes, while supportive study environments enhance motivation, self-directed learning, and academic success. Additionally, accurate self-reported performance promotes independent learning and self-regulation, although it may be affected by biases. Crucially, these findings help leaders of educational institutions identify strategies, connecting what students do in their own study habits to how institutions are governed for better academic performance.

Novelty/Originality of this study: In contrast to prior studies, this review integrates existing literature to provide a comprehensive understanding of the various factors of study habits and academic performance across diverse educational settings.

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1. INTRODUCTION

Students' academic performance is a key indicator of their success in education, shaping their future career prospects and personal development. Study habits, which include the regular behaviors, strategies, and routines students use in learning, play a significant role in determining academic outcomes [1]. Effective habits such as time management, active engagement with content, goal setting, note-taking, and organized study methods are linked to better academic results [2]. In contrast, poor habits like procrastination or cramming are associated with lower academic achievement and higher stress levels [3].

According to the study of Zimmerman [4], students who practice disciplined and strategic study habits attain higher grades, deeper understanding, and improved knowledge retention. For instance, consistent study schedules and active learning techniques, like summarizing or self-quizzing, enhance cognitive processing and long-term memory [5]. Similarly, ineffective study habits, such as inconsistent study routines or dependence on rote memorization, lead to reduced academic performance [6]. Likewise, various factors influence the formation of study habits, including personal motivation, learning preferences, environmental conditions, and resource availability [7].

Students in supportive academic settings with access to study tools and guidance are more likely to cultivate effective habits [2]. Furthermore, the incorporation of digital technologies, such as online platforms and resources, has reshaped how students approach their learning, impacting their study habits [1]. Global studies indicate that students who cultivate independent learning skills and well-organized study habits maintain higher levels of motivation. This is especially true when they can connect new concepts to real-world practices [8].

Academic performance is the most important component in the educational world and the learning journey. It serves as a primary measure for evaluating student abilities and learning outcomes [9]-[11]. Moreover, regarding positive attitudes toward academic achievement, it is important to explore student study patterns and attitudes to better understand their performance in learning activities [10], [12]. Beyond the measurement of school success, academic performance serves as more than just a metric; it is a significant indicator of future career potential. It is a globally standardized metric for measuring learning outcomes and serves as evidence of the strength of the institutions that provide student support [13]. Meanwhile, measuring academic performance is considered a multifaceted challenge; it must integrate personal commitment, environmental and financial factors, and the resources provided by educational institutions [9], [14]. This would be suggested that achieving academic success does not rely on a single factor, but on multiple factors. Studies have shown that improved academic performance is significantly contributed to by stronger academic competence, while students' chances of persisting and remaining enrolled at their institutions are also increased [15]-[20].

At a university setting, a high GPA is reflective of academic performance throughout students' time, which can be hindered by several factors. These barriers can include cognitive and learning-related factors, involvement in social activities, job responsibilities, childcare duties, and stress [19], [21], [22]. Given the weight placed on Grade Point Average (GPA) as a marker of student success, it is unsurprising that this metric has become deeply embedded in institutional practice. Indeed, the GPA system has been most frequently used around the world as an indicator of academic performance since it was introduced about two centuries ago [23], [24].

In assessment contexts, understanding students' study habits in relation to academic performance makes clear that assessment should support long-term learning. Because students usually adjust their study behaviors to match exam requirements, assessments that go beyond multiple-choice questions, which mostly test recognition of information, are key to promoting active and lasting learning [25]. For institutional support systems at every educational level, findings on favorable and unfavorable study habits and orientations, such as deficiencies in time management (delay avoidance) and work methods, can help departments design interventions that foster self-regulated, lifelong learning. These include remediation courses, learning centers, advising, and counseling [26].

While prior studies have largely examined study habits in isolation, such as students' attitudes, the role of study habits, or study assessment, a gap remains regarding how these factors intersect to influence academic performance. This review addresses that gap by offering evidence to guide decision-making for relevant stakeholders and by contributing to the literature a comprehensive understanding of these factors across diverse educational policy settings. Accordingly, it synthesizes the existing body of literature on study habits and academic performance, with particular attention to how study habits are conceptualized, the various dimensions that make up academic performance, and the behavioral, strategic, contextual, and psychological factors that shape students' academic success.

2. RESEARCH METHOD

The literature reviewed in this article employed a systematic review approach to synthesize existing research on study habits and academic performance. As Pollock and Berge [27] stated, "Systematic reviews may combine data from different research studies in order to produce a new integrated result or conclusion, or they may bring together different types of evidence in order to explore or explain meaning" (p. 139). Systematic reviews considered as a highly effective way to prevent unconscious researcher bias. Relying on using wide-reaching search strategies, strict search terms, and clear criteria on what to include or exclude, these structured reviews help ensure researchers to search beyond their own narrow focus to collect a more balanced and objective body of evidence. It forces a more objective, comprehensive look at the evidence that might otherwise be overlooked [28], [29].

2.1 Research Subjects

The literature sources of this study were peer-reviewed literature and empirical publications examining study habits and academic performance from educational policy perspectives. In total, approximately 62 articles were selected and analyzed for the review.

2.2 Instruments And Data Collection Techniques

According to Creswell's [30], this literature review relied on document analysis to gather and evaluate the data. Relevant scholarly sources were identified through comprehensive searches of academic databases, including Google Scholar and Scopus. The search process was employed with combinations of keywords related to the study topic, such as "study habits," "academic performance," "academic achievement," "study skills," "time management," "note-taking," "learning techniques," "motivation," "consistency," "student engagement," "study environment," "self-reported performance," and "self-assessment." Refining the search, Boolean operators (AND and OR) was applied to control the breadth of the literature search [31]. In information retrieval, these operators are critical for structuring the intersections between keywords, as demonstrated by the sample string "study habits" AND "academic performance" [32]. Furthermore, relevant publications were also examined to identify additional studies that contributed to the review.

The inclusion criteria dictated that selected studies must be peer-reviewed, empirical research published in reputable formats, including research articles, review papers, and scholarly books. The literature search took place between late 2025 and early 2026, meaning that any articles published after this period were not included. More broadly, eligibility for inclusion in a systematic review depends on a relevance and acceptability of the study [33]. Meline [34] and Lam et al. [35] noted that overly broad criteria may admit weak studies, while strict criteria may reduce the number of eligible studies and limit generalizability. Therefore, balancing study quality and quantity inclusion is essential. In practice, this balance may require screening more full-text articles before inclusion decisions can be made [36], [37]. Clear inclusion criteria were applied to improve transparency and consistency in the review process while limiting selection bias [38], [39]. For the exclusion criteria, publications or studies were excluded if they lacked substantial insights into the educational contexts of study habits and academic performance.

2.3 Data Analysis Techniques

The selected literature was examined and organized into thematic categories, and a literature synthesis matrix was developed to summarize the findings. The matrix included study habits, academic performance, self-reported performance, behavioral and strategic components of study habits, and contextual and psychological factors influencing student learning. The reviewed studies were analyzed to identify common findings, areas of consensus, and gaps requiring further study.

2.4 Research Procedures

The research process followed a sequential process involving the selection of academic databases, the application of search strings, the screening of publications based on the eligibility criteria, and the synthesis of the selected literature. This process resulted in 62 selected studies and presented in the the descriptive flowchart of the research process in Figure 1. The flowchart provides a concise overview of the main stages of the review process, including literature search and database identification, keyword identification, the application and refinement of the search strategy using Boolean operators (AND and OR), literature scoping and collection, the application of inclusion and exclusion criteria, and the final selection of the literature. These procedures were intended to improve transparency and support the accuracy and relevance of the literature search.

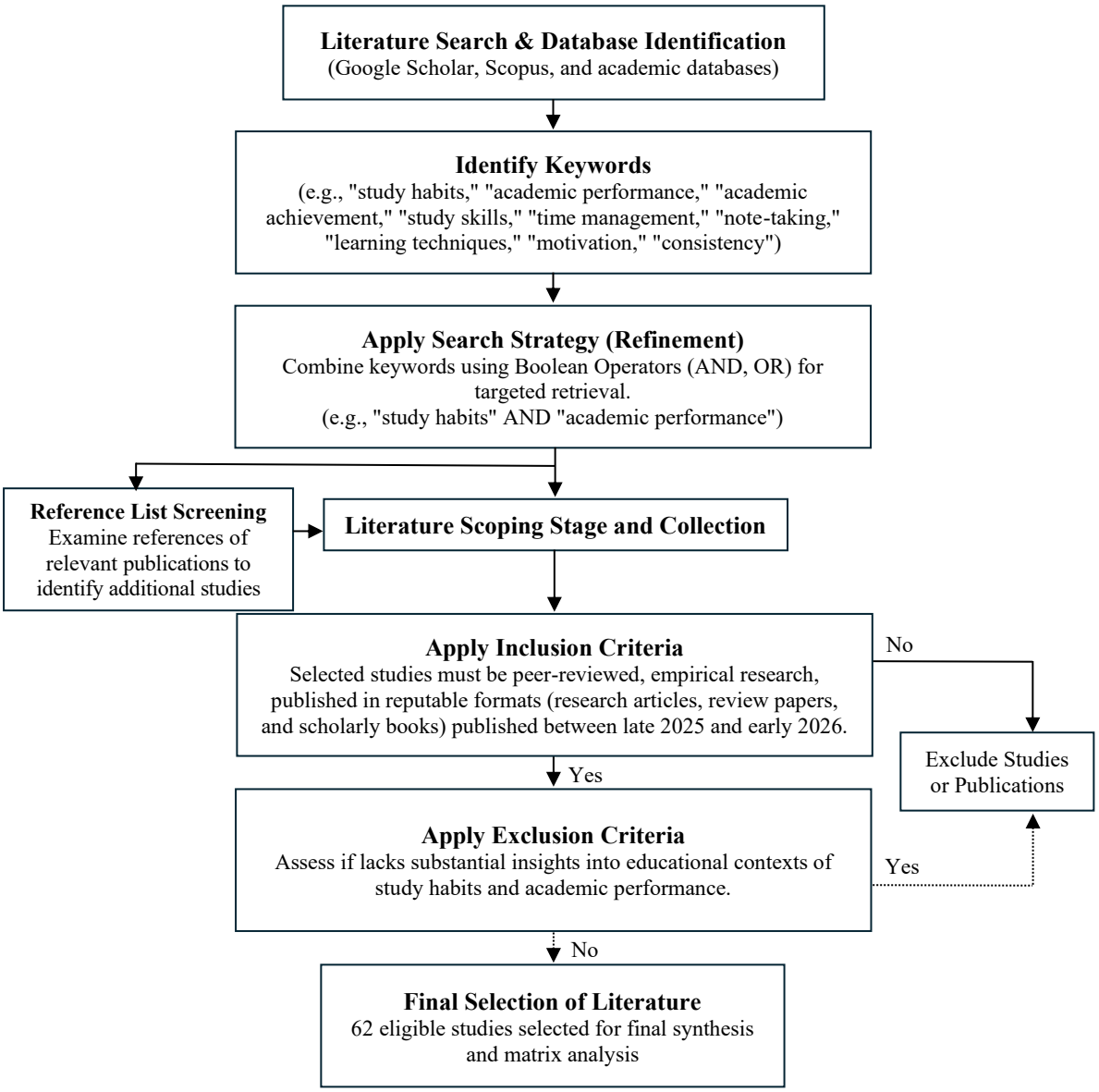


Figure 1. Descriptive Flowchart of Research Process

3. RESULTS AND DISCUSSION

3.1. Defining the Core Constructs

3.1.1. Study Habits

Study habits refer to the consistent behaviors and routines students adopt during learning [40]-[42]. Various habits have been identified, including effective time management, setting clear goals, selecting a suitable study environment, taking organized notes, identifying key concepts, and maintaining organization [43]. Research worldwide indicates that study habits significantly influence academic performance and are a critical predictor of success [44]. For medical students, managing and mastering large volumes of information is challenging, making strong study skills essential for academic achievement [45]-[48].

3.1.2. Academic Performance

Academic performance refers to how well students achieve in different academic subjects. It is typically assessed by teachers and education officials through classroom performance, graduation rates, and scores on standardized tests [49]. Academic performance is broadly recognized as a key measure of student success and the efficacy of educational institutions, particularly in the context of today's highly competitive and globalized academic landscape [50]. Academic performance of students is the achievement that is vital for producing high-quality graduates who will become effective leaders and contributors to a country's workforce. It would boost

economic and social development [51]. Mushtaq and Khan [52] claimed that ways to measure the academic performance of students have garnered significant focus in prior research, presenting a complex challenge in academic studies. The performance of science students is influenced by various social, psychological, economic, environmental, and personal factors, which differ across individuals and countries. Galiher [53] and Darling el al. [54] used GPA as a metric for evaluating student performance, primarily because their emphasis was on assessing outcomes within a specific semester. On the other hand, other researchers such as Hijazi & Naqvi [55] and Hake [56], relied on test scores or results from the prior year, as their investigations centered on performance related to a particular subject or academic period.

3.1.3. Self-Reported Performance

Self-reported performance, or self-assessment, refers to a person's subjective judgment of their own skills, accomplishments, or performance in a particular task or area, usually gathered through tools like questionnaires, surveys, or interviews [57]. Self-reported performance typically involves students estimating their academic results, like grades or test scores, which may not always match their actual outcomes [58]. In an educational context, self-reported performance occurs within the classroom, where students benefit from accurately evaluating their own abilities. For example, a junior high school student deciding whether to review their social studies textbook again before a test or a medical student determining whether to practice intubation skills before a shift can make more effective choices about their study efforts when they have a clear understanding of their strengths and weaknesses [59], [60]. Accurate self-reported performance enables students to become more independent in their learning, taking ownership of acquiring and enhancing their knowledge and skills [61]-[63]. Self-reported performance is commonly used to evaluate how individuals perceive their own skills, accomplishments, or behaviors in academic, social, or professional settings, but these assessments can be influenced by biases like self-enhancement, leading people to overestimate their abilities [64].

3.2. Behavioral and Strategic Components of Study Habits

3.2.1. Time Management

Time management concept tendency refers to the psychological and behavioral traits linked to an individual's ability to effectively manage time and their appreciation of its value [65], [66]. According to Mercanlıoglu [67], the term "time management" gained popularity in the 1950s and 1960s as a method to help managers efficiently use their time more and more. This concept is based on the early work of Frederick Winslow Taylor on motion and time studies, which aimed to improve productivity by reducing wasted time and inefficient tasks. Those with strong time management skills excel in organizing and controlling their time, allowing them to efficiently balance academic and personal responsibilities. As a result, they often lead satisfying lives, foster positive relationships, and enjoy an enhanced sense of well-being [68]. Time management is very important and it may actually affect individual's overall performance and achievements. Effective time management is a critical factor that significantly shapes student's academic performance and certain level of achievement [69]. In addition, the fundamental principles of personal success remain consistent over time; achieving one's goals always depends on the strategic time management available to everyone, as well as a strong emphasis on proactive planning [70]. In terms of academic behavior, time management appears linked to success directly, while academic performance is generally defined as a student's ability measured and level of achievement in school, subject, or set of skills [69], [71].

3.2.2. Notetaking

According to DeZure et al. [72], notetaking has long been a fundamental part of academic life, especially in lecture-based courses. Though widely practiced, both instructors and students have often overlooked its significance. In recent years, shifts in higher education, including the rise of commercial notetaking services, have prompted instructors to question the effectiveness of notetaking in supporting learning and to reflect on their own role in the process. Several studies in the 19s highlighted that notetaking during class and reviewing those notes, either in class or later, positively influences student learning. Numerous studies confirm that students who document lecture content in their notes retain more information [73]. Compared to students who do not take notes, those who do perform better on both immediate and delayed tests of recall and synthesis [74]. Furthermore, the more content students record in their notes, the greater their retention and exam performance [75].

3.2.3. Learning Techniques

Learning techniques refers to actions that learners can take to enhance their learning and have drawn significant research focus in recent years [76]. Donoghue and Hattie [77] stated that the most effective learning techniques are distributed practice, which involves spreading study sessions over time, and practice testing, where students actively test their knowledge. On the other hand, underlining and summarization, while still beneficial, are less effective but maintain relatively high impacts on learning outcomes. Technically, straightforward learning strategies have been explored and tested by cognitive and educational psychologists to help students in meeting

their educational goal [78]. In contrast to earlier frameworks, learning techniques are defined as the specific actions or procedural steps that a student employs to enhance the gathering, storage, and recall information [79], [80].

3.3. Contextual and Psychological Factors

3.3.1. Motivation and Consistency

According to Zakaria et al. [81], motivation is a key factor in improving the success of teaching and learning (TL), especially within digital era education, also known as DED. In a teaching setting, maintaining consistent motivation is crucial for a career teacher, as the education landscape is continuously evolving due to economic growth, technological advancements, and rising competency demands. Moreover, lifelong learning motivation (LLM) refers to the internal drive or external influences that inspire individuals to continuously pursue learning to enhance their knowledge, skills, and understanding. A person with LLM actively seeks learning opportunities through activities like reading, enrolling in courses, or attending seminars. For teachers, LLM is essential to consistently and effectively improve their professional knowledge and skills in a relevant manner throughout their careers. Similar to that, Kalita [82] stated that motivation is a key psychological factor in education, reflected through setting personal goals and fostering curiosity in a subject. It plays a significant role in determining an individual's learning success. Generally, the stronger of an individual motivation to learn, the greater their achievements and learning outcomes. Consistency involves maintaining a regular pattern of engagement over time, whereas persistence reflects ongoing and steady interaction with a course. These metrics, obtained from Learning Management System (LMS) log file data, offer valuable insights into student engagement behaviors, enabling educators to understand how students interact with learning resources. Student engagement includes the attention, curiosity, interest, optimism, and passion students display during learning, serving as a vital indicator of academic success [83], [84]. In learning engagement, consistency refers to the extent to which an individual's learning experiences, knowledge, and skills are gained steadily over time. Consistent engagement enhances learners' performance and is associated with better academic results [83], [85]. Ahadi et al. [86] evaluated consistency by examining whether students' weekly performance levels remained steady throughout a course, using quantiles. High consistency indicated stable performance, while low consistency showed fluctuations. Their findings suggested that these performance variations were not linked to final course outcomes.

3.3.2. Study Environment

Study environment Synonymous with the educational environment, it refers to the social interactions, school culture, structures, and physical or virtual spaces that shape how students experience and learn [87], [88]. This environment can be measured and changed to improve student learning. Checking how students view their environment helps improve education quality. The features of this environment can strongly affect students' motivation, either encouraging or reducing their engagement in learning [89]. According to Kenaphoom [90], Lei and Shin [91], and Liu et al. [92], achieving higher levels of success happens when students are provided with well-structured and supportive study environments. The way to improve an effective learning environment, instruction from instructor must be authentic; this requires a curriculum design that integrates real-world professional contexts so that students can engage in activities that necessary for their future careers. Beyond this, prior studies have shown that students' engagement within the educational environment significantly contributes to their learning outcomes [93]-[95]. However, the educational environment is also closely connected to factors like self-directed learning [95], learning methods [96], their resilience and quality of life [97], attitudes toward specific subjects, stress levels [98], mindfulness [99], and academic success [100].

3.4. Synthesis of Findings and Framework Diagram

3.4.1. Literature Synthesis Matrix

Table 1 provides a synthesis of the literature findings on study habits and academic performance. Across the studies reviewed, effective study habits, including time management, note-taking, learning techniques, motivation and consistency, and a supportive study environment, consistently emerge as important contributors to enhanced academic performance. The literature findings further suggest that these factors shape students' learning behaviors, engagement, and overall academic achievement. Implications for assessment and policy analysis are proposed for consideration.

Table 1. Literature Synthesis Matrix on Study Habits and Academic Performance

Theme	Key Supporting Literature	Main Concepts	Synthesis of Findings	Implications for Assessment and Policy
Study Habits	[40], [41], [42], [43], [44], [45],	Study behaviors, study skills, learning routines, self-	Study habits as the regular behaviors and routines students adopt during learning. Effective study	Assessment: Assessment frameworks should be evaluated post-implementation to

	[46], [47], [48]	regulated learning	habits include time management, goal setting, appropriate study environments, note-taking, identifying key concepts, and maintaining organization. Across educational contexts, study habits are recognized as significant predictors of academic success, particularly in demanding academic programs where students must manage and master large volumes of information.	reward consistent effort rather than just final grades. Policy: Educational institutions should design courses promoting in-school and home activities that build strong study habits. These courses must guide students to take responsibility for time management, goal setting, and self-regulated learning, integrating these habits into institutional policy.
Academic Performance	[49], [50], [51], [52], [53], [54], [55], [56]	Academic achievement, GPA, test scores, educational outcomes	Academic performance as a central indicator of student success and educational effectiveness. Academic achievement is influenced by multiple social, psychological, economic, environmental, and personal factors and is commonly assessed through classroom performance, graduation outcomes, GPA, and standardized test scores. Academic performance is also regarded as essential for developing high-quality graduates who contribute to economic and social development.	Assessment: Assessment frameworks must move beyond isolated test scores to embrace holistic evaluations that reward student perseverance and consistent effort. Policy: Educational institutions should design special rewards for top academic performance rather than relying solely on traditional grading.
Self-Reported Performance	[57], [58], [59], [60], [61], [62], [63], [64]	Self-assessment, self-monitoring, metacognition, self-evaluation	Self-reported performance reflects individuals' perceptions of their own abilities, achievements, and academic outcomes. Accurate self-assessment enables learners to make informed decisions about their learning needs and promotes independent learning and self-regulation. However, self-reported measures may be affected by biases that can lead individuals to overestimate or underestimate their actual performance.	Assessment: Self-reports should be evaluated against these supporting documents, and students should submit confidential self-reports to a dedicated assessment team to ensure they reflect their actual performance accurately. Policy: To reduce bias, policymakers should establish strict and thorough assessment procedures that require supporting documents for all reports.
Time Management	[65], [66], [67], [68], [69], [70], [71]	Time management, organizing and controlling time,	Time management is linked to an individual's ability to organize and control available time efficiently.	Assessment: Training students to handle pressure at a young age helps them learn to use

		goal achievement	Students who demonstrate stronger time management skills are better able to balance academic and personal responsibilities, leading to higher study engagement, improved well-being, and enhanced academic outcomes. Strategic time management and proactive planning are important for achieving personal and academic goals, indicating that effective use of time can contribute to the overall of students' performance and level of achievement.	time effectively and ultimately improves academic performance. Policy: To enhance time management skills, policy makers should implement strict policies starting from pre-school, teaching young students how to prioritize workload, avoid procrastination, and meet standardized submission deadlines.
Notetaking	[72], [73], [74], [75]	Lecture notes, information retention, recall, learning support	Note-taking as a fundamental learning activity that supports information processing and retention. Students who actively record lecture content and review their notes demonstrate stronger recall, synthesis, and examination performance. Greater completeness of notes is consistently associated with improved learning outcomes.	Assessment: Assessment frameworks should allocate a 2% weight to evaluate and reward students who take active notes during class. Policy: To build note-taking as a key study habit, educational institutions should establish a notebook culture for both educators and students by conducting regular notebook checks.
Learning Techniques	[76], [77], [78], [79], [80]	Learning strategies, distributed practice, practice testing, information processing	Learning techniques consist of specific actions and procedural strategies used to enhance learning. Evidence suggests that distributed practice and practice testing are among the most effective techniques for improving learning outcomes, while underlining and summarization also contribute positively impact on learning outcomes. Learning techniques support the acquisition, storage, and recall of information and help students achieve their educational goals.	Assessment: Traditional assessment models must be updated to incorporate AI-driven tools that evaluate student ability beyond simple exams. Policy: Educational institutions should establish small R&D teams to equip educators with modern digital teaching methods through pilot testing and evaluation.
Motivation and Consistency	[81], [82], [83], [84], [85], [86]	Motivation, lifelong learning motivation, engagement, persistence, consistency	Motivation as a critical factor influencing learning success and academic achievement. Students who possess stronger motivation demonstrate greater commitment to learning activities and improved	Assessment: Assessment frameworks should incorporate flexible options, like retakes or diagnostic pre-tests, to help students grasp core concepts and build learning confidence.

			outcomes. Consistency and persistence in engagement contribute to sustained learning experiences and are generally associated with better academic performance, although fluctuations in performance may not always affect final outcomes.	Policy: Policies building long-term motivation must support slow learners rather than dismiss them for low grades. Institutions should offer affordable remedial classes, involve parents, and cultivate peer-support initiatives between high and low achievers.
Study Environment	[87], [88], [89], [90], [91], [92], [93], [94], [95], [96], [97], [98], [99], [100]	Educational environment, engagement, learning support, academic success	Study environment as the social, cultural, structural, and physical or virtual contexts that shape students' learning experiences. Supportive and well-structured environments promote motivation, engagement, self-directed learning, positive learning approaches, resilience, mindfulness, and academic success. The educational environment is therefore considered a significant contextual factor influencing both learning experiences and academic outcomes.	Assessment: Educational institutions should prioritize and evaluate both physical and virtual study environments, ensuring spaces are well-designed with balanced usage policies to prevent negative impacts. Policy: Implementing rotating classrooms and varied pre-, in-, and post-class virtual styles prevents burnout and boosts engagement, even allowing playful teaching techniques to re-engage advanced students.

3.4.2. Framework of Interconnected Factors

The framework of interconnected factors illustrated in Figure 2 presents how the identified themes influence academic performance. The connecting lines visually represent how the behavioral and strategic components of study habits interact with contextual and psychological factors to form a cohesive framework that enhances academic performance.

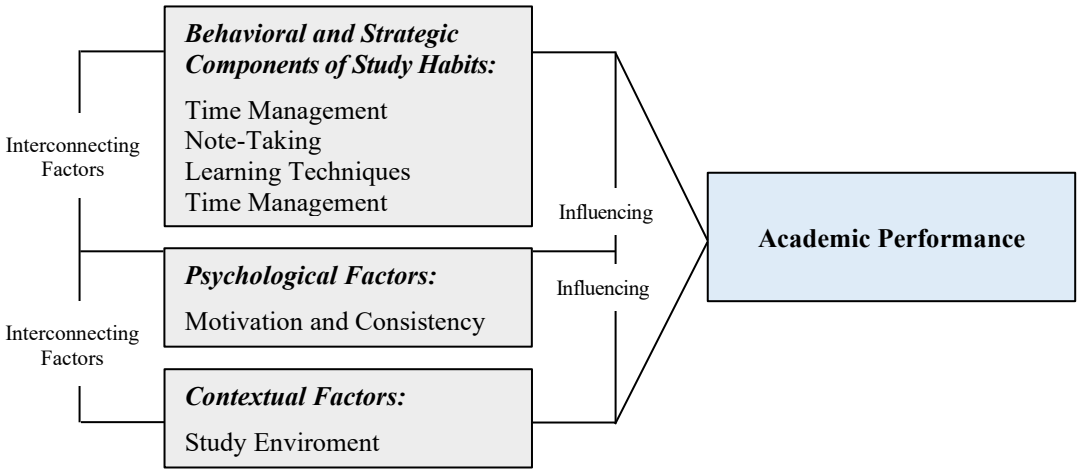


Figure 2. Framework of Interconnected Factors Influencing Academic Performance

3.5. Policy Implications for Assessment and Educational Evaluation

The synthesis of the literature findings in the above sections demonstrate that academic achievement is not solely a function of cognitive ability, but rather the result of interconnected of behavioral and strategic components of study habits, contextual and psychological factors. Consequently, educational evaluation and assessment policies need to move beyond passively measuring academic outcomes and toward actively supporting the behavioral and contextual mechanisms that produce them. This section turns these empirical insights into practical policy frameworks across four key domains.

3.5.1. Integration of a Learning-Skills-Based Curriculum

Educational policy should require systematic instruction in learning strategies as a formal part of core curricula at every educational level [101]-[103]. Darling-Hammond [104] argued well before the digital era that educational debate rarely emphasized schooling that was both academically demanding and supportive, or the recognition of each student's potential. Instead, the prevailing rhetoric favored higher standards, measurable and comparable outcomes, and punitive accountability, with sanctions falling on students and teachers rather than on the policymakers who shaped the conditions for learning. In response to this emphasis on measurement, curriculum frameworks should embed learning-skills instruction directly into subject delivery rather than treating study habits as implicit soft skills, since experience alone predicts expert performance poorly, whereas deliberate practice drives learning-skills development [105]-[107]. Furthermore, the effectiveness of learning-skills-based methods depends partly on the learner's domain, meaning an area of practice with identifiable outcomes and shared knowledge. Specifically, skilled performance develops only when the domain is predictable and allows learners to practice its regularities repeatedly [106], [108]. Accordingly, educators should vary practice on purpose to help learners develop flexible skills and rules that apply across diverse settings [106]. Crucially, curriculum integration must include instruction in metacognitive self-assessment techniques, since this approach helps students direct their own learning by setting goals and tracking their progress [109]. As a core component of this curriculum, teaching students to monitor, reflect on, and gauge their own understanding supports independent learning, in which learners direct their own study rather than follow decisions made by teachers, parents, or more knowledgeable others. Such instruction narrows the gap between study effort and self-reported performance and builds the self-regulatory tools needed for long-term academic autonomy [109], [110].

3.5.2. Formative Assessment Policies

Formative assessment combines assessment for learning (AfL) and assessment as learning (AaL). AfL monitors progress toward a goal and aims to close the gap between a learner's current status and the desired outcome. AaL involves individual and collaborative reflection on evidence of learning [111]. Formative assessment improves learning, so school assessment policies must expand the institutional use of formative evaluation mechanisms to shift evaluation from passive measurement to active learning support [111], [112]. Formative assessment is not a tool for summarizing attainment at fixed intervals. It continuously supports teaching and learning by building the metacognitive skills and learning contexts that self-regulated learning requires: planning, monitoring, and critical but nonjudgmental reflection [111], [113]. Through these practices, students learn to judge their own understanding more accurately, which matters since self-reported performance is only as reliable as the self-judgments behind it. Students and teachers also use this reflection together, so teacher feedback can check and assess what students report about their own progress. Thus, formative assessment brings self-reported performance closer to study effort and directs further learning toward actual improvement [114]-[116]. Assessment policies should establish student self-assessment as one of the formative evaluation tools, since teachers often apply formative assessment informally and without planning, and more deliberate practice is needed [117].

3.5.3. Teacher Capacity Building on Learning Strategies

Hargreaves [118] stated that school learning capacity refers to a school's ability to respond and adapt as an educational institution, developed by strengthening teachers' professional competence or by improving school management models. Building teachers' capacity to teach learning strategies is therefore a central route to this capacity as a learning-skills-based curriculum depends on teachers who can deliver strategy instruction effectively. Similarly, Hopkins and Jackson [119] identified teachers' collective competency as the central factor in producing effective change and fostering collective learning within a school. Educational institutions can build schools' learning capacity by developing shared teaching strategies among teachers. Nurturing a culture of trust encourages teachers to exchange knowledge, since openness and knowledge sharing depend on the presence of trust [120], [121]. At the school level, building teacher learning capacity gives schools a competitive advantage, which supports continuous improvement, teacher competence, and student learning [122], [123]. In light of this, teachers' professional learning within schools is prioritized as the foundation for shifting teaching and learning toward students' comprehensive development. Institutional policies must support training in learning strategies, which encompass the deliberate actions and mental processes that guide how learners encode information [124], [125].

Furthermore, since teacher learning, as a form of capacity building, is shaped by its context and social setting, schools must provide supportive and innovative organizational arrangements that promote teacher participation, foster teaching innovation, and harness collective cognition for students' development [123], [126].

3.5.4. Targeted Intervention Programs

Intervention programs can effectively teach people to support the autonomy of others [127]. For students with poor study habits, targeted intervention programs can measurably improved school outcomes and reduce student dropout, which makes them a sound component of educational policy [128], [129]. Reaching students before difficulties deepen, early identification policies allow educational institutions to implement Multi-Tiered Systems of Support (MTSS) before students begin to fail. Schools have been undergoing extensive educational reform, and in response, researchers have envisioned a comprehensive multi-tiered model that addresses the full range of academic, behavioral, and social needs of children and youth as a preferable practice model [130]. Within this model, assessment frameworks should include a diagnostic assessment tool and use it proactively to examine student readiness across multiple areas. This tool works well only when its validity, reliability, and practical implementation receive close scrutiny and when its purpose stays fixed on strengthening student achievement in science education [131]. Once diagnosis identifies behavioral and contextual barriers, institutions can offer focused remediation, a process that renews student engagement and rebuilds academic performance. Aquino [26] and Patrick et al. [132] proposed that academic intervention programs based on confluent education can combine remediation courses, learning centers, advising, counseling, and skills training, which have been regarded as helpful for improving students' study habits and attitudes. Beyond, intervention guidelines should establish non-punitive, developmental support structures. Traditionally, many schools relied on punitive discipline, but because of its ineffectiveness and disproportionate application, numerous schools have shifted toward restorative approaches. Such approaches have shown strong potential for motivating students and restoring justice. However, despite being fairer and more productive, the shift also adds to teachers' workload and responsibilities [133]-[135].

4. CONCLUSION

This study examines the literature on study habits and academic performance from educational policy perspectives and makes clear that study habits are not a minor detail in students' academic journeys, but rather central to how well students ultimately perform and shape their academic success. The findings show that effective study habits, including time management, note-taking, and evidence-based learning techniques such as distributed practice and practice testing, positively contribute to academic achievement across different educational settings. In addition, psychological factors such as motivation, consistency, and student engagement, together with contextual factors such as supportive study environments, significantly influence learning outcomes and academic performance. It pointed to the interconnected nature of how students learn and succeed. The study also showed that academic performance cannot be pinned down to any single cause but is affected by behavioral, personal, social, economic, and environmental factors working together. Self-reported performance was identified as another important component, functioning as a key part of self-regulated learning by giving students a way to track their own progress and make informed decisions about how they study, though self-assessment isn't without its limitations, since it can be shaped by personal bias. Still, the literature consistently supports the view that students who approach their studies in an organized, disciplined, and strategic way tend to come out ahead academically. Following this synthesis of findings, corresponding implications for assessment and policy are also presented as recommendations. Despite these insights, several gaps remain. Most of the existing literature has been confined to particular countries or educational contexts, which limits how broadly the findings can be applied across more diverse settings, alongside the impact of fast digital and AI integration on learning behaviors. Therefore, future research should explore study habits through a wider global lens and investigate how emerging AI-based learning tools shape student self-regulation and academic achievement.

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