



Study Skills of Tunisian University Students and Academic Achievement: a Comparative Study.

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Abstract

Study skills are essential in organizing and facilitating studying. They should be the focus of educational research targeting the diagnosis of the reasons behind students' success or failure. Such a situation calls for an instant intervention to investigate their presence among university students to identify areas of study skills' strengths and weaknesses. In this paper; study skills of 156 university Tunisian students are compared on the basis of students' academic achievement. The Study and Learning Strategies Inventory, a follow up interview and a study diary were used as the research tools. Both qualitative and quantitative analyses were applied on the different data obtained. Findings revealed that study skills are positively related to academic achievement since high-achievers possess more effective study skills than low-achievers on both cognitive and affective levels. The results of this study could be implemented in, for example, raising the awareness of students, teachers, policy makers and counselors about the importance of study skills use while both teaching and testing as well as in considering the mastery of study skills as an essential component in the profile of a successful university student.