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STUDY HABITS AND TIME MANAGEMENT OF COLLEGE STUDENTS DURING THE EXAMINATION

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RESEARCH ARTICLE

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Abstract

This study examines the impact of study habits and time management on the academic performance and well-being of college students during examination periods. A descriptive research design was used, and data were collected from undergraduate and postgraduate students of Sacred Heart College, Tirupattur, through a structured questionnaire. The study focuses on key aspects such as exam-time study behaviour, time management practices, stress, distractions, and challenges faced by students. Statistical tools like percentage analysis, t-test, chi-square, ANOVA, and correlation were applied for data analysis. The findings indicate that students with effective study habits and proper time management perform better academically and experience lower stress levels. Regular revision, planned schedules, and prioritization of tasks contribute positively to performance, while procrastination, poor planning, and digital distractions negatively affect outcomes. The study also reveals that demographic factors such as age and gender do not significantly influence study habits and time management. Overall, the research highlights that disciplined study practices and efficient time management are essential for improving academic success and reducing examination stress among college students.

Keywords: *Study Habits, Time Management, Academic Performance, Examination Stress, Student Well-being, Learning Behaviour, Productivity, Study-Life Balance, College Students*

Introduction

The life of a college student is typically a life that is continuously maintained in the balance of a number of roles and obligations: academic, extracurricular, part-time employment, and the social obligations. During this tornado, the period of study can be regarded as one of the key ones and the most challenging phases of their schooling life. Exams are not just an indicator of the level of knowledge retention but also an indicator of how students cope under pressure, how they can organize and perform under it. Consequently, the performance of students in the learning process can succeed or fail, based on how they utilize their time and the study methods. Good learning begins with study habits involving a student in revising, notes taking, memorization, understanding and preparation to write exams. It is also important to note that time management is also a vital skill that can make students spend their limited time properly to revise coursebooks, rest, and also respond to personal needs. These two variables can be synchronized in a constructive way such that students will stand a better opportunity in doing well in schools besides minimizing stress and burnout. Conversely, poor time management and ineffective study habits tend to lead to last minute cramming, insomnia, and nerves, as well as poor grades. As the academic pressure on the students continues to mount, especially during the examination weeks, it is necessary to seek a way to determine how the study habits and time management practices influence the overall performance of the students. The ongoing study is, therefore, focused at shedding light on the existing practice among college students during exams, issues that they face during the procedure and how the practice affects their learning experience as well as their well-being.

Significant of the Study

The research is significant in that the students in the contemporary society are under the pressure of studying, where the pressure mounts particularly in exams. A lot of students have potential and desire yet could not deliver well because of lack of planning, study habits, and lack of time management. These problems should be understood to help students and enhance their learning results.

Increasing Academic Performance: Good study habits and time management have a direct impact on exam performance by the students. This research aids in realizing how these practices can make academic achievements better.

Lessening Examination Stress and Pressure: Examinations cause a lot of stress to the students. This paper points out the importance of planning and routine in alleviating anxiety and enhancing emotional state.

Determining Study Pattern Gaps in Students: This is because a lot of students do not study at a regular pattern. The paper also outlines the flaws of the methodology of preparation and gives some ground on how it can be enhanced.

Helping Institutions Better Support: The findings would help guide colleges to initiate study skills workshops, counselling, and time management programs to assist students during exams.

Guiding Parents to Support Students: The study helps parents to know the study struggles experienced by the students and also urging parents to establish an improved learning environment at home.

Contributing to Educational Research: The research contributes to the current research on student behavior, providing a valuable insight for future studies on study habits, exam preparation, and time management

Review of Literature

International Reviews

Fu, Y. (2025) conducted a research study on "the effect of time management on the study engagement of college students" was done by them. The study targeted college students in China whose sample size was 1016. The survey questionnaires were used in this study as the main source of data collection. The results showed that time management indirectly predicts engagement in a study by means of self-efficacy and dependence on mobile phones. The researchers found that time management ability could be utilized to improve the engagement of students in the study by enabling them to have self-control and limiting their dependence on mobile phones.

Terzi, E. (2024) conducted a research study on "University Students Free Time Management and Quality of Life". The study was dedicated to the university students and the sample was comprised of 213 participants. The free time management scale, the leisure satisfaction scale, and the quality of life scale were data collection instruments used in the study. There were also suggested findings that the relationship between free time management and quality of life is mediated by leisure satisfaction. The researchers came up with a conclusion that when free time is well managed, it results in improved quality of life among the students.

Zubair, T. (2024) conducted a research study on "The Impact of the Study Hours on Academic Performance." The study was conducted on the students of the business school in Aligarh with a sample consisting of 200 students. The researchers utilized cross sectional survey as the major data collection tool. The results demonstrated that academic performance depends on the number of study hours. The research has come up with the conclusion that academic performance can be enhanced through providing enough study time.

Calonia, J. T. (2023) conducted a research study on "Time Management and Academic Achievement." The study involved college students and the sample size was 100 students. Time management scale and records of academic achievement were also used in the study as data collection tools. The results showed that proper time management leads to success in academics. The research was able to conclude that time management skills were supposed to improve the achievement of students.

Idowu, L. (2022) conducted a research study on "The Impact of Time Management Skills on the productivity of Fine Art students in Obafemi Awolowo University in the Post-COVID-19 Period." This study targeted the fine art students in the Fine and Applied Arts Department of Obafemi Awolowo University, Ile-Ife located in Osun State, Nigeria. The size of the sample was 78 students. These instruments were structured questionnaires that were created to determine the level of awareness about time management skills as well as the kind of time management strategy that they have adopted. The results showed that a big proportion of students of fine art had a high amount of awareness of time management skills. It was concluded that good time management skills have a positive influence on the productivity of fine art students, particularly in terms of the post-COVID-19 era.

National Reviews

Patel, S., & Verma, S. K. (2024) conducted research study on "An Analytical Study of Study Habits in the Context of the Semester Examination System at Undergraduate Level Students under National Education Policy 2020" among students with an undergraduate degree. The research involved an organized questionnaire that was utilized to get information about the study habits and time management in the students. The study discovered that students that performed independent studies, time management and those who took part in the continuous assessment performed better in their academics. The research indicated that the semester system promotes effective involvement on topics and enhanced time management.

Kumar, S., & Deepika, R. (2023) conducted a research study on "Study Habits, time management and academic adjustment in Indian college students." The research was conducted on 280 undergraduate students in the colleges located in Kerala and Tamil Nadu. Structured questionnaires and study habit rating scales were used to gather data in order to have an insight on the study pattern of students, how they prepare to examine, and their ability to plan their time. As the results showed, the academic adaptation of students attending regular study sessions including the daily review, writing syntheses, and breaking the syllabus into small, easy to handle units decreased anxiety before exams. Students who had poor time management particularly those who studied without any timing or relying on the last minute preparation had high levels of stress and disrupted sleep patterns. The

researchers found out that time management and consistency in studying are the factors which assist students to cope with academic pressure in a more comfortable manner and enhance their overall performance during exams.

Imran, S., & Khan, R. (2022) conducted a research study on "Study Habits and Time Management of Undergraduate Students During Examinations." The study targeted college students in Delhi, India, whereby the sample population was 250. Structured questionnaires and interviews were the methods of data collection used in the study. The results showed that students who were organized with their studying time and ensured that they had regular and regular studying timetable performed well in the examinations as compared to the students who did not study in regular courses. The research found out that time management and discipline in studying were important in enhancing academic performance in the time of exams.

Romero Perez, C. (2022) conducted research study on "scientific Narratives on the study of Student Time Management among the university students." The literature review served as the method of analysis of the prevalent scientific discourse on effective time use by students. The study was able to outline important themes and trends in the time management research and explain how they can influence student success. The research gave a perspective of how the concept of time management has been changing over time in academic settings.

Rathod, M., & Joseph, L. (2021) conducted a research study on "A Study on Time management Behavior and Study Approaches of Undergraduate students in India." The study was carried out on 220 students of arts and science colleges in Maharashtra and Gujarat. Survey schedules and observation checklists were based on the assessment of time planning and study behavior and exam preparation patterns by the researchers. The results also indicated that those students with scheduled study plans, who took notes beforehand and balanced the study with relaxation manifested more concentration and academic performance. The research also discovered that a good number of the students were not time disciplined because of excessive use of phones and having inconsistent daily schedules. The authors of the research came to the conclusion that time management behavior is directly related to the results of examinations, and students who form a clear routine are more focused, confident, and successful in their studies.

Methodology

Aim of the Study: To analyze the study habits and time management of college students when they are examining and to determine how it affects examination performance and stress.

Objectives

- To take note and analyses the demographic profile of the students.
- To determine the current study patterns that are used by students when taking examinations.
- The purpose of the study is to research the issue of students balancing between study time and other activities during exams.
- To determine major problems and distractions that impact the best study habits.
- To determine the importance of stress and sleep patterns in preparing exams.
- To determine the correlation between study habits, time management and exam performance.

Research Design: The research is a descriptive one. The descriptive design would be suitable in terms of the systematic observation, description, and interpretation of the current status of the study habits and time management of students during examination periods without any manipulation of the variables.

Universe of the Study: The research sample comprise of all the Undergraduate (UG) and Postgraduate (PG) students of the Sacred Heart College (Autonomous), Tirupattur, who are undertaking their current studies. In case of sampling, the total student strength of the college is estimated to be 4,800 students in all the courses and years. However, the present study is restricted to the students of the 2nd shift and they constitute about 2,000 students. On this basis, these 2nd shift students were an effective population of research sampling because the study is specifically directed to investigate variables that apply to the 2nd shift academic environment.

Tools for Data Collection: *Primary Sources*: The structured questionnaire was administered to data collectors, that is the students. *Secondary Sources*: Books, scholarly journals, past theses, conference proceedings, credible internet materials, and institutional documents, which are associated with study habits and time management.

Statistical Analysis

A. One Way Analysis (ANOVA) of Variance among the Age of the Respondents with regard to Various Dimensions of Student Study Habits and Time Management System

Dimensions	SS	df	MS	Mean	Statistical Inference
Impact of Demographics on Study Habits				G1= 3.00 G2= 3.00 G3= 3.43	F= 1.246 **p= 0.297** p > 0.05
Between Groups	3.21	4	0.802	G4= 3.31	**Not**
Within Groups	58.624	91	0.644	G5= 3.57	**Significant**

Exam – Time Study Behaviour				G1= 3.00 G2= 3.00 G3= 3.13	F= 0.131 **p= 0.971** p > 0.05
Between Groups Within Groups	0.273 47.352	4 91	0.068 0.52	G4= 3.06 G5= 3.00	**Not Significant**
Balance of Studies and other Activities				G1= 3.00 G2= 3.48 G3= 3.70	F= 0.997 **p= 0.413** p > 0.05
Between Groups Within Groups	2.35 53.639	4 91	0.588 0.589	G4= 3.37 G5= 3.29	**Not Significant**
Issues affecting Good Study Habits				G1= 5.00 G2= 3.26 G3= 3.77	F= 1.838 **p= 0.128** p > 0.05
Between Groups Within Groups	5.469 67.687	4 91	1.367 0.744	G4= 3.63 G5= 3.57	**Not Significant**
Influence of Stress and Distractions				G1= 3.00 G2= 3.30 G3= 3.13	F= 0.159 **p= 0.958** p > 0.05
Between Groups Within Groups	0.508 72.451	4 91	0.127 0.796	G4= 3.26 G5= 3.29	**Not Significant**
Effect of Study Habits and Time Management				G1= 3.00 G2= 2.91 G3= 3.07	F= 0.953 **p= 0.437** p > 0.05
Between Groups Within Groups	2.161 51.578	4 91	0.54 0.567	G4= 2.77 G5= 2.57	**Not Significant**

G1 – Below 18 **G2 –** 18-20 **G3 –** 21-23 **G4 –** 24-26 **G5 –** 27 and Above

(H_0): There is no significant difference among the age of the respondents with regard to various dimensions of student study habits and time management system during the examination period.

(H_1): There is a significant difference among the age of the respondents with regard to various dimensions of student study habits and time management system during the examination period.

Result 1: Since the p value (p = 0.297) is greater than 0.05, there is no significant difference among the age of the respondents with regard to the impact of age on study habits. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, age does not have a significant influence on students' study habits during the examination period.

Result 2: Since the p value (p = 0.971) is greater than 0.05, there is no significant difference among the age of the respondents with regard to exam-time study behaviour. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, age does not significantly affect exam-time study behaviour of college students.

Result 3: Since the p value (p = 0.413) is greater than 0.05, there is no significant difference among the age of the respondents with regard to the balance between studies and other activities. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, age is not a significant factor in maintaining a balance between academic and other activities.

Result 4: Since the p value (p = 0.128) is greater than 0.05, there is no significant difference among the age of the respondents with regard to issues affecting effective study habits. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, age does not play a significant role in the issues influencing effective study habits.

Result 5: Since the p value (p = 0.958) is greater than 0.05, there is no significant difference among the age of the respondents with regard to the influence of stress and distractions. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, age does not significantly influence stress and distraction levels among college students.

Result 6: Since the p value (p = 0.437) is greater than 0.05, there is no significant difference among the age of the respondents with regard to study habits and time management. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, age does not have a significant effect on study habits and time management practices during the

examination period.

B. Gender and Study Habits Level among Students (Two-Way Table)

Gender of the Respondents	Study Habits Level among Students		Total
	Strongly Agree	Agree	
Male	39 (73.6)	14 (26.4)	53 (100.0)
Female	31 (72.1)	12 (27.9)	43 (100.0)
Total	**70 (72.92)**	**26 (27.08)**	**96 (100.0)**

From the above table, it is understood that a little less than three-fourth (73.6%) of the male students strongly agreed that they follow good study habits, followed by a little more than two third (72.92%) of the total students and a little more than seven tenth (72.1%) of the female students who strongly agreed. With regard to agreement, a little more than one-fourth (27.9%) of the female students expressed agreement, followed by a little less than three tenth (27.08%) of the total students and a little more than one-fourth (26.4%) of the male students. This shows that both male and female students demonstrate nearly equal levels of strong agreement and agreement regarding their study habits during the examination period. Hence, gender does not indicate any considerable difference in influencing the study habits of college students during examinations.

C. 't' test between Gender of the Respondents with regard to Various Dimensions of Students Study Habits and Time Management System

Dimensions	Mean	Std Deviation	Statistical Inference
Impact of Demographics on Study Habits			t= -1.685 **p=0.051**
Male (53)	3.04	0.706	p>0.05
Female (43)	3.30	0.832	**Not Significant**
Exam–Time Study Behaviour			t=0.103 **p=0.706**
Male (53)	2.83	0.778	p >0.05
Female (43)	2.81	0.764	**Not Significant**
Balance of Studies and other Activities			t= -0.415 **p=0.783**
Male (53)	3.40	0.817	p >0.05
Female (43)	3.47	0.797	**Not Significant**
Issues Affecting Good Study Habits			t=0.508 **p=0.053**
Male (53)	3.26	0.812	p >0.05
Female (43)	3.19	0.664	**Not Significant**
Influence of Stress and Distractions			t= -0.727 **p=0.171**
Male (53)	3.25	0.939	p >0.05
Female (43)	3.37	0.725	**Not Significant**
Effect of Study Habits and Time Management			t=0.464 **p=0.982**
Male (53)	3.25	0.617	p >0.05
Female (43)	3.19	0.627	**Not Significant**

(H_0): There is no significant difference between the gender of the respondents with regard to various dimensions of student study habits and time management system during the examination period.

(H_1): There is a significant difference between the gender of the respondents with regard to various dimensions of student study habits and time management system during the examination period.

Result 1: Since the p value (p = 0.051) is greater than 0.05, there is no significant difference between the gender of the respondents with regard to the impact of demographics on study habits. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, gender does not have a significant influence on students' study habits during the examination period.

Result 2: Since the p value (p = 0.706) is greater than 0.05, there is no significant difference between the gender of the respondents with regard to exam-time study behaviour. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, gender does not significantly affect exam-time study behaviour of college students.

Result 3: Since the p value (p = 0.783) is greater than 0.05, there is no significant difference between the gender of the respondents with regard to the balance between studies and other activities. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, gender does not significantly influence how students balance their studies with other activities.

Result 4: Since the p value (p = 0.053) is greater than 0.05, there is no significant difference between the gender of the respondents with regard to issues affecting good study habits. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, gender does not have a significant impact on issues affecting students' study habits.

Result 5: Since the p value (p = 0.171) is greater than 0.05, there is no significant difference between the gender of the respondents with regard to the influence of stress and distractions. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, gender does not significantly affect how stress and distractions influence study habits.

Result 6: Since the p value (p = 0.982) is greater than 0.05, there is no significant difference between the gender of the respondents with regard to the overall effect of study habits and time management. Hence, the null hypothesis is accepted and the research hypothesis is rejected for this dimension. Therefore, gender does not have a significant effect on the overall study habits and time management of students.

D. Gender of the respondents and their mental health level (chi-square test)

Pearson Chi Square Value	0.604_a
Degrees of Freedom	2
Level of Significance	0.739

a. 2cells (33.3%) have expected countless than 5. The minimum expected count is1.34.

(H_0): There is no significant association between gender of the respondents and their study habit level.

(H_1): There is a significant association between gender of the respondents and their study habit level.

Result: Since the p value is greater than 0.05 (0.739), the null hypothesis is accepted and the research hypothesis is rejected. Hence, gender of the respondents does not have a significant association with their study habit level.

From the Chi-square test, it is observed that the Pearson Chi-square value is 0.604 with 2 degrees of freedom and the level of significance is 0.739. As the p value is greater than the level of significance of 0.05, there is no statistically significant association between gender of the respondents and their study habit level. Although minor variations may exist in the study habit levels between male and female respondents, these differences are not statistically meaningful. Therefore, it is concluded that study habits of college students during the examination period do not significantly differ based on gender, indicating that both male and female students follow similar study habit patterns. Furthermore, the result suggests that both male and female students demonstrate similar approaches towards maintaining their study habits during the examination period. This indicates that gender does not play a major role in influencing how students plan and follow their study routines for academic preparation.

E. Karl's Pearson's Co- efficient of Correlation between Type of Residence of the Respondents with regard to Various Dimensions of Students Time Management Level System

Dimensions	Correlation value	Statistical Inference
Impact of Demographics on Study habits	0.076	**p= 0.462** p> 0.05 **Not Significant**
Exam – Time Study Behaviour	0.097	**p= 0.070** p > 0.05 **Not Significant**
Balance of Studies and other Activities	0.186	**p= 0.058** p> 0.05 **Not Significant**
Issues Affecting Good Study Habits	0.342	**p= 0.01**** p> 0.05 **Significant**
Influence of Stress and Distractions	0.013	**p= 0.897** p > 0.05 **Not Significant**

Effect of Study Habits and Time Management	0.048	**p= 0.646** p > 0.05 **Not Significant**

(H_0): There is no significant relationship between the type of residence of the respondents and the selected dimensions of students' time management level system.

(H_1): There is a significant relationship between the type of residence of the respondents and the selected dimensions of students' time management level system

Result 1: Since the correlation value is 0.076 with a p value of (p = 0.462), which is greater than 0.05, there is no significant relationship between the type of residence of the respondents and the impact of demographics on study habits. Hence, the null hypothesis is accepted and the research hypothesis is rejected. Therefore, type of residence does not significantly influence the impact of demographics on students' study habits.

Result 2: Since the correlation value is 0.097 with a p value of (p = 0.070), which is greater than 0.05, there is no significant relationship between the type of residence of the respondents and exam-time study behaviour. Hence, the null hypothesis is accepted and the research hypothesis is rejected. Therefore, type of residence does not have a significant relationship with exam-time study behaviour.

Result 3: Since the correlation value is 0.186 with a p value of (p = 0.058), which is greater than 0.05, there is no significant relationship between the type of residence of the respondents and balance of studies and other activities. Hence, the null hypothesis is accepted and the research hypothesis is rejected. Therefore, type of residence does not significantly affect the balance between studies and other activities

Result 4: Since the correlation value is 0.342withap value of (p= 0.010), which is less than 0.05, there is a significant relationship between the type of residence of the respondents and issues affecting good study habits. Hence, the null hypothesis is rejected and the research hypothesis is accepted. Therefore, type of residence has a significant relationship with issues affecting good study habits.

Result 5: Since the correlation value is 0.013 with a p value of (p = 0.897), which is greater than 0.05, there is no significant relationship between the type of residence of the respondents and influence of stress and distractions. Hence, the null hypothesis is accepted and the research hypothesis is rejected. Therefore, type of residence does not significantly influence stress and distraction levels among students.

Result 6: Since the correlation value is 0.048 with a p value of (p = 0.646), which is greater than 0.05, there is no significant relationship between the type of residence of the respondents and the effect of study habits and time management. Hence, the null hypothesis is accepted and the research hypothesis is rejected. Therefore, type of residence does not have a significant relationship with study habits and time management.

F. Reliability Test

Cronbach's Alpha	No of Items
0.806	60

The reliability of the questionnaire was evaluated using Cronbach's Alpha to determine the internal consistency of the items used in the study. The overall Cronbach's Alpha value obtained was 0.806 for 60 items, indicating a high degree of reliability. This value confirms that the items included in the instrument are well-correlated and consistently measure the dimensions related to study habits and time management of college students. Hence, the questionnaire is considered reliable and suitable for conducting further statistical analysis and drawing valid conclusions.

Major Findings

- A significant proportion of respondents belonged to the 24–26 years age group, indicating that most participants were in a mature academic stage.
- The study shows that male respondents were slightly higher than female respondents, but the difference in their study habits and time management was minimal.
- The analysis reveals that age does not have a significant influence on study habits, exam-time behavior, or time management practices among students.
- Similarly, gender does not create a significant difference in study habits, stress levels, or academic performance, showing equal academic behavior across both groups.
- A considerable number of students do not consistently follow structured study plans, and only a few strictly adhere to planned schedules during examinations.
- Many students face challenges such as difficulty in understanding subjects, distractions, and last-minute preparation, which negatively affect their study habits.
- The findings indicate that stress and lack of proper time management moderately affect students' concentration and exam preparation.

- Overall, it is found that effective study habits combined with proper time management play an important role in improving students' understanding and examination performance, even though many students do not fully practice them.

Suggestions

A. Suggestions to Educational Institutions

- Organize regular workshops on effective study habits and time management to improve students' academic performance.
- Provide counselling services to help students manage examination stress and anxiety.
- Ensure quiet and conducive study environments on campus, especially during examination periods.
- Encourage faculty to guide students in preparing realistic study schedules and revision plans.
- Conduct awareness programs on reducing digital distractions like mobile phones and social media.
- Provide adequate library facilities with extended hours during exams to support continuous learning.
- Develop academic support programs to improve students' concentration and study discipline.
- Encourage teachers to regularly monitor academic progress and give timely feedback.
- Organize workshops on stress management and effective learning strategies to support student well-being.
- Promote the use of time management tools like planners and academic calendars for better organization.

B. Suggestions to Students

- Prepare a realistic and flexible study timetable in advance.
- Follow consistent study routines instead of last-minute preparation.
- Break the syllabus into smaller, manageable portions.
- Allocate time for revision and practice previous years' question papers.
- Limit mobile phone and social media usage during study hours.
- Take short breaks to maintain concentration and avoid fatigue.
- Maintain proper sleep and a healthy lifestyle.
- Seek help from teachers or peers when facing difficulties.
- Focus on understanding concepts rather than memorization.
- Develop effective time management skills and avoid procrastination.

Conclusion

Based on the findings of the study, it can be concluded that study habits and time management play an important role in shaping the academic preparedness and examination performance of college students. Effective planning, regular revision, disciplined study behaviour, and conscious efforts to minimize distractions contribute significantly to reducing examination stress and improving students' confidence levels. Although many students recognize the importance of good study habits, the challenge often lies in consistently applying these practices during the examination period.

The study also indicates that examination stress is a common experience among college students. However, the intensity of this stress can be managed through systematic preparation and effective time management practices. Poor planning, procrastination, and irregular study routines tend to increase stress and negatively affect examination readiness. In contrast, students who maintain organized study schedules and balance their academic responsibilities with adequate rest and personal activities appear better equipped to manage examination pressure.

The findings further highlight the role of educational institutions in supporting students during examination periods. Institutions can assist students by organizing orientation programs on effective study habits, time management, and strategies for coping with examination stress. Providing access to academic counselling and creating a supportive academic environment can also help students deal with examination challenges more effectively. At the same time, students must take personal responsibility for developing self-discipline, setting achievable academic goals, and maintaining consistent study routines.

In conclusion, the study emphasizes that strengthening study habits and improving time management skills are essential not only for examination success but also for the overall academic development and psychological well-being of college students. The insights obtained from this research contribute to a better understanding of student learning behaviour and may serve as a useful reference for educators, counsellors, and future researchers who are interested in improving students' academic performance and reducing examination-related stress.

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