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Scholarship of Learning of Students at Higher Education: The Role of Study Culture and Self-Fulfilling Prophecy

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Abstract: *The study has been designed to examine the study culture, self-fulfilling prophecy, and learning skills of the students at the tertiary level. The study culture is very important for the learning of students at all levels, including primary, secondary, and tertiary levels. In the same case, self-fulfilling prophecy also enhances the learning skills of male and female students in higher education. This study has been conducted at the Hafiz Hayat Campus of the university. A survey method and a proportionate random sampling technique were used to draw a sample of 265 students. However, 235 students participated in the study. A structured questionnaire has been used to collect information from 30 students, and Cronbach Alpha has been reported to be more than .700. The study findings report that students use lecture notes, study online, and try to develop their performativity. The statistical analysis reveals that studying in groups, studying online, and studying lecture notes have favourable effects on the learning skills of students at the tertiary level. Further, communication skills and critical skills have also been found to be strong predictors of the learning skills of university students. Hence, it has been concluded that the learning skills of the students have been predicted by several factors at the tertiary level.*

Key Words: Study Culture, Self-fulfilling Prophecy, Learning Skills, Communication Skills, Study Online

Introduction

Several studies on previous study cultures define that students can manage learning activities without digital learning resources (Shoaib & Ullah, 2021a). In developing countries, students find it difficult to manage learning activities because of a lack of resources (Shoaib & Ullah, 2021b). Because of the lack of resources, students have difficulty competing for academic achievements (Shoaib, 2021). In the previous culture of study, students learn from books for academic achievements (Shoaib & Ullah, 2019). It is asserted that students learn through different methods (Shoaib, Mustafa, & Hussain, 2022). It is the learning activities of male and female students through different procedures (Atkinson & Standing, 2019). Students with different learning styles can perform learning activities with the collaboration of group members (Ayachi, 2018; Shoaib, Abdullah, & Ali, 2021). Students can use digital technology for learning and academic activities (A. Ahmad, Shoaib, & Abdullah, 2021; Bourdieu & Passeron, 1977). Students prefer to self-study because they have abilities to manage the learning activities independently (DiMaggio, 1982; Shoaib & Abdullah, 2020). Students review class lectures by studying lecture notes (H. M. Ali & Musah, 2012). Most of the students at the higher education level manage the learning activities with the cooperation of fellows (Kibasan & Singson, 2016). A self-fulfilling prophecy is defined as the expectations of students about someone to compete for the fulfilment of academic learning goals (Al-lawati, 2019; Johnson, 2017; Shoaib, Ahmad, Ali, & Abdullah, 2021). The ability of students to understand the classroom learning activities and get feedback from teachers on the performance and abilities of students to understand lectures for competing study goals (Al-lawati, 2019; Johnson, 2017; Jussim, 1989; Marsh, 1990; Shoaib, Ali, Anwar, Rasool, et al., 2021). Some students take advantage of personality and parental identity in the classroom. Similarly, students learn based on fear and believe that lack of performance affects competing skills

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(Shoaib, Ali, Anwar, & Shaukat, 2021; Walker & Berthelsen, 2017). However, critical skills are defined as students' ability to evaluate and analyze information and manage learning activities (Rezaee & Mubarak, 2018; Shoaib, Ali, & Akbar, 2021). Several studies have been conducted to study the learning skills of students at the tertiary level (Shoaib, Fatima, & Jamil, 2021).

Objective of the Study

This research has been designed to evaluate the effects of study culture and self-fulfilling prophecy on the learning skills of the students at the tertiary level.

Review of Literature

A huge body of literature found that study culture and self-fulfilling prophecy have favourable effects on the learning skills of students generally and in higher education particularly (Al-Fadhli & Khalfan, 2009; Dillabough, 2006; Witenstein & Palmer, 2013). Similarly, the analysis of the study asserted that the use of different electronic communication methods for the online study of group activities facilitates collaborative learning abilities (Lareau & Weininger, 2003). Correspondingly, the crux of the research indicated that the expectations of the teacher encompass the self-fulfilling prophecy of the students showing accuracy and competing skills with perceptual biases (Shoaib, 2023). Equally, the study results found that self-fulfilling prophecy means the comprehensive, integrated review of theoretical aspects of the competing phenomenon of students (Ullah, Shoaib, Ali, & Ullah, 2022). In the same way, the study findings outlined that group studies are very effective approaches that promote learning activities and knowledge among individuals in groups (Shoaib, Anwar, & Rasool, 2022). By the same token, the analysis of the study concluded that grounding practice on validated theory discusses the arguments and quality instructions of the university in cooperative learning (Shoaib, Anwar, & Mustafa, 2022). Identically, the results of the study showed that the learning culture of the Chinese changes the learning style and the practices of learning skills (Croll, 1998). Further, it has been argued based on the study findings that study skills in secondary school affect the first-year preparation for university accomplishment (Shoaib, Iqbal, & Tahira, 2021). Furthermore, the results of the research classified that the barriers and practice of skill development employability in work-integrated learning greatly impact the outcomes (Anwar, Shoaib, & Mustafa, 2022).

The study findings outlined the cooperative self-study of two professors on the cultural aspects of teaching and learning skills of the first teaching experiences (Shoaib, 2024). By the same token, the analysis of the study concluded that cultural variances, learning techniques, and transnational education are interlinked factors that affect the educational experiences and results of students throughout different areas (Ullah, Ullah, & Shoaib, 2023). Identically, the results of the study showed that the self-fulfilling prophecy disregards the cultural resources to overcome obstacles (Shoaib, Ali, Anwar, & Abdullah, 2022). Further, it has been argued based on the study findings that the interventions of the learning skills impact the performance of students and learning skills (N. Ali, Shoaib, & Abdullah, 2022). Furthermore, the results of the research classified self-study as studying alone and self-directed learning options and possibilities (Ullah & Shoaib, 2021). Moreover, the overall study findings reported the relationship between the learning skills and academic competing skills of students at higher education levels (Sriyalatha, 2016).

The analysis of the study asserted that determining the impacts of learning skills on digital learners in higher education students during the period of COVID-19 (Abdullah & Shoaib, 2021; A. Ahmad et al., 2021). Correspondingly, the crux of the research indicated that university students improve their achievement and self-directed learning skills through the implementation of classroom strategies utilizing combination tools (J. Ahmad, Shoaib, & Shaukat, 2021; Shoaib, Abdullah, & Ali, 2020). Equally, the study results found that students of the university promote critical thinking and learning skills through peer group feedback on online digital places (J. Ahmad, Ahmad, Shoaib, & Shaukat, 2021). In the same way, the study findings outlined the conceptual framework for examining the effects of student engagement and academic achievement on students at the tertiary level (J. Ahmad, M. Shoaib, et al., 2021). By the same token, the analysis of the study concluded that higher education provides fundamental skills of competencies, and those skills are advanced in learning society (N. Ali, Shoaib, & Abdullah, 2021). Identically, the results of the study showed that digital learning at the tertiary level explores the benefits and causes of engagement

(Anwar, Shoaib, & Zahra, 2021). Further, it had been argued based on the study findings that analyzing the characteristics of language among students (Shoaib, Abdullah, et al., 2021). Furthermore, the results of the research classified the impact of curriculum targets on promoting effective study skills on academic learning achievements and study talents (Mariam, Anwar, Shoaib, & Rasool, 2021).

Theoretical Framework

Bandura (1986) established the social learning theory. In the early 1960s, he conducted the Bobo doll experiment, in which he observed children's behaviour after watching an adult act aggressively with a doll. When dealing with challenging kids who tend to disrupt and cause trouble in the classroom, the social learning theory is an important tool for learning classroom activities. This idea focuses on the concept of children learning from observing others by acting on or not acting on what they observe their classmates. The learning theory is a useful tool for observing classmates respectfully asking for and receiving a treat, or they may overhear another classmate discussing something new they have learned, which teaches the kid something new even if it's not something they do themselves. Hence, this study has been conducted in line with Albert Bandura's theory of social learning. Study culture and self-fulfilling prophecy contribute to the learning skills of students at the tertiary level.

Table 1

Conceptual framework

Background Variable	Independent Variable	Dependent Variable
Gender	Study Culture	Learning Skills
Age	Study in Groups	Responsiveness Skills
Father's education	Study Online	Independent Work Skills
Mother's education	Self-study	Language Skills
Family Occupation	Study Lecture Notes	Communication Skills
Family monthly income (PKR)	Self-fulfilling Prophecy	Critical Skills
Number of siblings	Take Advantage	Collaborative Skills
Family size	Bootstrapped Induction	
Family type	Performativity	
Residential area	Self-imposed Prophecy	

The Data and Methods

Study Design

This study has been conducted using a quantitative approach to examine study culture, self-fulfilling prophecy, and learning skills of students at the tertiary level.

Population and Target Population

The population of the study consisted of students of the BS (4 Years) program at Hafiz Hayat Campus, University of Gujrat. It is worth stating that the students have been enrolled in the faculty of social sciences disciplines. Male and female students of social sciences constitute the target population of the study.

Unit of Analysis

The unit of analysis for this study has been based on the following inclusion criteria: a) male and female students, b) sixth and eighth semester, c) enrolled in social sciences, and f) studying at the main campus.

Sampling Frame

The sampling frame of students has been collected from the concerned departments of social sciences. It is the complete list of the enrolled students in the concerned department.

Sampling and Sample Size

The sampling procedure has been used to draw a representative sample from the target population of the study. The sample size has been selected using a proportionate random sampling technique from the target

population. The rationale for opting for this sampling technique has been based on an equal proportion given to the department based on the strength of the class. The formula of sample size has been used to determine the representative sample of male and female students from the target population. The sample size has been calculated using the formula given by Yamane (1967) as 265 students of social sciences departments, i.e., $n= N/1+N(e)^2$. However, 235 male and female students participated in the survey. Hence, the actual sample size has been reported as 235.

Technique and Tool of Data Collection

The data collection technique for this study is a cross-sectional survey. This technique has been used on the basis of sample size, objectives, and the nature of the study. The data collection tool is a structured questionnaire. It is based on uniform structures to gain valuable data. Students are requested to respond to each question carefully. It consists of different items for each variable.

Pre-testing

Pre-testing was done on 30 randomly selected respondents to check the reliability of the measurement instrument. The calculated value of Cronbach Alpha has been provided as follows;

Table 2

Reliability test

S.No	Variable Name	Code	Items	Alpha values
C)	Study Culture (C.1+C.2+C.3+C.4)	STCU	24	.809
C.1	Study in Groups	STIG	6	.756
C.2	Study Online	STON	6	.721
C.3	Self-study	SEST	6	.732
C.4	Study Lecture Notes	STLN	6	.709
D)	Self-fulfilling Prophecy (D.1+D.2+D.3+D.4)	SEFP	24	.727
D.1	Take Advantage	TAAD	6	.701
D.2	Bootstrapped Induction	BOIN	6	.707
D.3	Performativity	PERF	6	.769
D.4	Self-imposed Prophecy	SEIP	6	.747
E)	Learning Skills (E.1+E.2+E.3+E.4+E.5+E.6)	LESK	36	.842
E.1	Responsiveness Skills	RESK	6	.793
E.2	Independent Work Skills	INWS	6	.737
E.3	Language Skills	LASK	6	.740
E.4	Communication Skills	COMS	6	.735
E.5	Critical Skills	CRSK	6	.762
E.6	Collaborative Skills	COSK	6	.783

Scale Development and Variables

This study uses an altitudinal scale starting from "not at all" to "to a great extent". Similarly, this scale has been coded with 1 to "not at all" and 3 to "to great extent". In the same way, other background variables response categories have also been coded starting from 1 to onward. The study uses different variables such as background, independent, and dependent variables.

Coding Scheme

The coding scheme has been developed as, to a great extent, '3', to some extent '2', not at all '1'. Similarly, family type has codes as '1' for nuclear, '2' for joint, and 3 for extended family structure. Further, the residential area has been given a '1' for rural and a '2' for urban residential backgrounds. Moreover, the education code illiterate given to '0', primary given to '5', middle given to '8', matriculation given to '10', intermediate given as '12', bachelor given as '14', master given as '16' and above given as '18' for data analysis.

Data Entry, Editing, and Screening of Data

The data entry has been completed within 12 days. It was completed in MS Excel, and data was exported to SPSS for further analysis to draw results and conclusions. Data has been edited on the same day of data collection. All the errors have been removed from the data. Proper screening of the data has been done using SPSS to draw clear results and conclusions. This process is essential before the final data analysis.

Data Analysis

After the editing and screening of the data, it is analyzed using SPSS, and different tables have been made. This section provides the descriptive and inferential statistical analysis of the data. In this section, univariate tables have been developed to show frequency distribution and percentages. Similarly, all the responses have been provided in a single table. This provides the statistical analysis of the data, including normality of the data, Kendall's tau_b bivariate analysis, and multiple regression analysis to predict the learning skills of students at the tertiary level. It also presents the bivariate and multivariate tables.

Steps Taken to Develop Rapport

The study was conducted at the university, and the process of data collection was completed in a normal routine. In this regard, the researcher uses permission letters, student cards, and personal identities to collect quality information from the students on campus. The process is essential to developing a friendly environment for data collection. The researcher personally visited the students' classrooms at the relevant department for data collection.

Results and Discussion

The primary data analysis points out that 39.6 per cent of the students are enrolled in eight semesters at the university. Primary data analysis reveals that 31.5 per cent of the students are enrolled in four semesters at the university. Field data describes that 19.6 per cent of students are enrolled in six semesters at the university. The statistical analysis points out that only 9.4 per cent of students are enrolled in the second semester at the university. The statistical analysis points out that 67.7 per cent of students at university had a nuclear family. Primary data analysis reveals that 31.9 per cent of students at university had joint families. Field data describes that only 0.4 per cent of students at university had extended family. The statistical analysis points out that 60.9 per cent of students at university are from rural areas. Primary data analysis reveals that 39.1 per cent of university students are from urban areas.

Table 3

Test of normality

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Study in Group	.137	235	.000	.961	235	.000
Study Online	.114	235	.000	.967	235	.000
Self-study	.106	235	.000	.974	235	.000
Study Lecture Notes	.109	235	.000	.970	235	.000
Take Advantage	.113	235	.000	.952	235	.000
Bootstrapped Induction	.103	235	.000	.975	235	.000
Performativity	.102	235	.000	.966	235	.000
Self-imposed Prophecy	.103	235	.000	.969	235	.000
Responsiveness Skills	.147	235	.000	.933	235	.000
Independent Work Skills	.147	235	.000	.912	235	.000
Language Skills	.108	235	.000	.965	235	.000
Communication Skills	.106	235	.000	.942	235	.000
Critical Skills	.099	235	.000	.962	235	.000
Collaborative Skills	.115	235	.000	.952	235	.000
Study Culture	.055	235	.081	.992	235	.211

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Self-fulfilling Prophecy	.066	235	.015	.987	235	.033
Learning Skills	.057	235	.062	.985	235	.016
a. Lilliefors Significance Correction						

Table 3 presents the normality test of the variables used in this study. The calculated values of Shapiro-Wilk and Kolmogorov-Smirnov statistical tests confirm that the data have been non-normally distributed. Hence, non-parametric statistical tests have been employed for further analysis of the data.

Table 4

Kendall's tau_b between Study Culture and Learning Skills

Var.	STIG	STON	SEST	STLN	LESK
STIG	1.000	.195**	.143**	.211**	.195**
STON		1.000	.150**	.234**	.296**
SEST			1.000	.299**	.241**
STLN				1.000	.276**
LESK					1

Table 4 points out Kendall's tau_b between study culture and learning skills of the university students. Similarly, bivariate analysis reveals that there is a weak positive correlation (r=.195) between the study in a group and the study online. Correspondingly, bivariate analysis reveals that there is a weak positive correlation (r=.143) between study in group and self-study. Equally, bivariate analysis reveals that there is a weak positive correlation (r=.211) between study in group and study lecture notes. In the same way, bivariate analysis reveals that there is a strong positive correlation (r=.195) between studying in groups and learning skills. By the same token, bivariate analysis reveals that there is a weak positive correlation (r=.150) between study online and self-study. Identically, bivariate analysis reveals that there is a weak positive correlation (r=.234) between study online and study lecture notes. Further, bivariate analysis reveals that there is a weak positive correlation (r=.296) between studying online and learning skills. Furthermore, bivariate analysis reveals that there is a weak positive correlation (r=.299) between self-study and study lecture notes. Moreover, bivariate analysis reveals that there is a strong positive correlation (r=.241) between self-study and learning skills. However, bivariate analysis reveals that there is a strong positive correlation (r=.276) between study lecture notes and learning skills.

Table 5

Kendall's tau_b between Self-fulfilling prophecy and learning skills

Var.	TAAD	BOIN	PERF	SEIP	LESK
TAAD	1.000	.245**	.054	.243**	.017
BOIN		1.000	.345**	.284**	.269**
PERF			1.000	.057	.428**
SEIP				1.000	.030
LESK					1

Table 5 points out Kendall's tau_b between the self-fulfilling prophecy and learning skills of the university students. Similarly, bivariate analysis reveals that there is a weak positive correlation (r=.245) between take advantage and bootstrapped induction. Correspondingly, bivariate analysis reveals that there is a weak positive correlation (r=.054) between take advantage and performativity. Equally, bivariate analysis reveals that there is a weak positive correlation (r=.243) between taking advantage and self-imposed prophecy. In the same way, bivariate analysis reveals that there is a weak positive correlation (r=.017) between taking advantage and learning skills. In the same token, bivariate analysis reveals that there is a moderate positive correlation (r=.345) between bootstrapped induction and performativity. Identically, bivariate analysis reveals that there is a weak positive correlation (r=.284) between bootstrapped induction and self-imposed prophecy. Further, bivariate analysis reveals that there is a weak positive correlation (r=.269) between

bootstrapped induction and learning skills. Furthermore, bivariate analysis reveals that there is a weak positive correlation (r=.057) between performativity and self-imposed prophecy. Moreover, bivariate analysis reveals that there is a moderate positive correlation (r=.428) between performativity and learning skills. However, bivariate analysis reveals that there is a weak positive correlation (r=.030) between self-imposed prophecy and learning skills.

Table 6 points out Kendall's tau_b learning skills of the university students. Similarly, bivariate analysis reveals that there is a moderate positive correlation (r=.433) between responsiveness skills and independent work skills. Correspondingly, bivariate analysis reveals that there is a weak positive correlation (r=.093) between responsiveness skills and language skills. Equally, bivariate analysis reveals that there is a moderate positive correlation (r=.361) between responsiveness skills and communication skills. In the same way, bivariate analysis reveals that there is a weak positive correlation (r=.284) between responsiveness skills and critical skills. By the same token, bivariate analysis reveals that there is a moderate positive correlation (r=.341) between responsiveness skills and collaborative skills.

Table 6

Kendall's tau_b Test learning skills

Var.	RESK	INWS	LASK	COMS	CRSK	COSK	LESK
RESK	1.000	.433**	.093	.361**	.284**	.341**	.557**
INWS		1.000	.082	.282**	.215**	.218**	.466**
LASK			1.000	.199**	.328**	.140**	.390**
COMS				1.000	.440**	.368**	.594**
CRSK					1.000	.364**	.583**
COSK						1.000	.536**
LESK							1

Identically, bivariate analysis reveals that there is a moderate positive correlation (r=.557) between responsiveness skills and learning skills. Further, bivariate analysis reveals that there is a strong positive correlation (r=.082) between independent work skills and language skills. Furthermore, bivariate analysis reveals that there is a strong positive correlation (r=.282) between independent work skills and communication skills. Moreover, bivariate analysis reveals that there is a strong positive correlation (r=.215) between independent work skills and critical skills. However, bivariate analysis reveals that there is a weak positive correlation (r=.218) between independent work skills and collaborative skills. Similarly, bivariate analysis reveals that there is a moderate positive correlation (r=.466) between independent work skills and learning skills. Correspondingly, bivariate analysis reveals that there is a weak positive correlation (r=.199) between language skills and communication skills. Equally, bivariate analysis reveals that there is a moderate positive correlation (r=.328) between language skills and critical skills. In the same way, bivariate analysis reveals that there is a weak positive correlation (r=.140) between language skills and collaborative skills. By the same token, bivariate analysis reveals that there is a moderate positive correlation (r=.390) between language skills and learning skills. Identically, bivariate analysis reveals that there is a moderate positive correlation (r=.440) between communication skills and critical skills. Further, bivariate analysis reveals that there is a moderate positive correlation (r=.368) between communication skills and collaborative skills. Furthermore, bivariate analysis reveals that there is a moderate positive correlation (r=.594) between communication skills and learning skills. Moreover, Bivariate analysis reveals that there is a moderate positive correlation (r=.364) between critical skills and collaborative skills. However, bivariate analysis reveals that there is a moderate positive correlation (r=.583) between critical skills and learning skills. Similarly, bivariate analysis reveals that there is a moderate positive correlation (r=.536) between collaborative skills and learning skills.

Table 7

Kendall's tau_b between study culture, Self-fulfilling prophecy and learning skills

Var.	STCU	SEFP	LESK
STCU	1.000	.324**	.348**
SEFP		1.000	.189**
LESK			1

Table 7 points out Kendall's tau_b study culture, self-fulfilling prophecy and learning skills of the university students. Similarly, bivariate analysis reveals that there is a moderate positive correlation (r=.324) between study culture and self-fulfilling prophecy. Correspondingly, bivariate analysis reveals that there is a moderate positive correlation (r=.348) between study culture and learning skills. Equally, bivariate analysis reveals that there is a moderate positive correlation (r=.189) between self-fulfilling prophecy and learning skills.

Table 8

Chi-square test reference to learning skills of students as a dependent variable

S.No.	Variable Name	Value	Df	Asymp. Sig. (2-sided)
I	Study Online	596.106[a]	506	.003
Ii	Self-Study	735.564[a]	552	.000
iii	Study Lecture Notes	592.855[a]	506	.005
Iv	Performativity	891.006[a]	552	.000
V	Responsiveness Skills	960.127[a]	552	.000
vi	Independent Work Skills	616.096[a]	414	.000
vii	Language Skills	654.545[a]	552	.002
viii	Communication Skills	903.504[a]	506	.000
Ix	Critical Skills	1019.142[a]	506	.000
X	Collaborative Skills	1019.955[a]	552	.000
xi	Study Culture	1809.660[a]	1426	.000
xii	Self-fulfilling Prophecy	1614.970[a]	1518	.041

Table 8 asserts the Chi-square statistical test reference to the learning skills of students as a dependent variable. Similarly, the statistical analysis reveals that there is an association (Chi-square value= 596.106, df=506, sig=.003) between studying online and the learning skills of students at the university level. Correspondingly, the statistical analysis reveals that there is an association (Chi-square value= 735.564, df=552, sig=.000) between self-study and the learning skills of students at the university level. Equally, the statistical analysis reveals that there is an association (Chi-square value= 592.855, df=506, sig=.005) between study lecture notes and the learning skills of students at the university level. In the same way, the statistical analysis reveals that there is an association (Chi-square value= 891.006, df=552, sig=.000) between performativity and learning skills of students at the university level. In the same token, the statistical analysis reveals that there is an association (Chi-square value= 960.127, df=552, sig=.000) between responsiveness skills and learning skills of students at the university level. Identically, the statistical analysis reveals that there is an association (Chi-square value= 616.096, df=414, sig=.000) between independent work skills and learning skills of students at the university level. Further, the statistical analysis reveals that there is an association (Chi-square value= 654.545, df=552, sig=.002) between language skills and learning skills of students at the university level. Furthermore, the statistical analysis reveals that there is an association (Chi-square value= 903.504, df=506, sig=.000) between the communication skills and learning skills of students at the university level. Moreover, the statistical analysis reveals that there is an association (Chi-square value= 1019.142, df=506, sig=.000) between critical skills and learning skills of students at the university level. However, the statistical analysis reveals that there is an association (Chi-square value= 1019.955, df=552, sig=.000) between collaborative skills and learning skills of students at the university level. Similarly, the statistical analysis reveals that there is an association (Chi-square value= 1809.660, df=1426, sig=.000) between Study Culture and the learning skills of students at the university level. Correspondingly, the statistical analysis reveals that there is an association (Chi-square value= 1614.970, df=1518, sig=.041) between self-fulfilling prophecy and the learning skills of students at the university level.

Table 9

An OLS Multiple Regression Analysis Predicting Learning Skills of Students

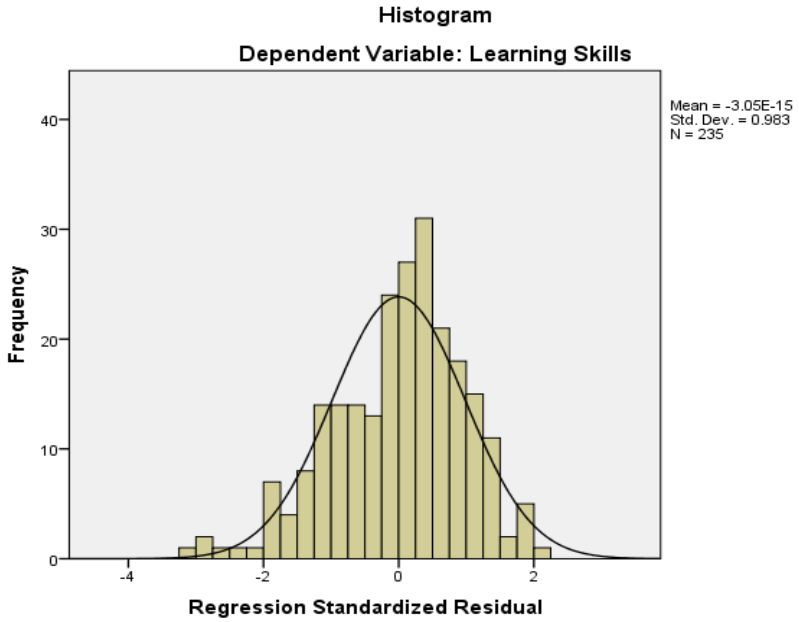
Predictors	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Study in Group	.274	.049	.077	5.564	.000
Study Online	.102	.058	.025	1.766	.079
Study Lecture Notes	.106	.066	.023	1.604	.110
Responsiveness Skills	1.218	.067	.295	18.287	.000
Independent Work Skills	1.035	.065	.251	16.011	.000
Language Skills	.935	.053	.256	17.608	.000
Communication Skills	1.222	.069	.293	17.756	.000
Critical Skills	1.215	.073	.278	16.591	.000
(Constant)	-1.492	1.279		-1.167	.244

R=.981, R Square=.962, Adjusted R Square=.961, F=722.403, Sig.=.000

Table 9 depicts the OLS multiple regression analysis predicting the learning skills of students at the tertiary level. The statistical analysis confirms that studying in groups, studying online, and studying lecture notes have favourable effects on students' learning skills at the tertiary level. Similarly, responsiveness skills, independent work skills, and language skills have also confirmed the prediction of learning skills of students at the tertiary level. Further, communication skills and critical skills have also been found to be strong predictors of the learning skills of university students. Hence, it has been argued that the learning skills of the students have been predicted by several factors at the tertiary level.

Figure 1

Histogram



The study findings reveal that students prefer to study with class fellows. Similarly, the study findings show that students prefer to study with their peer group. Correspondingly, the study findings outline that students discuss their arguments with others in the university. Equally, study findings confirmed that students prefer to study in groups in the library. Identically, study findings point out that students prefer to prepare presentations in groups. Furthermore, study findings assert that students prefer to try to complete assignments in groups. It is important to mention that the study findings are supported by several studies. Correspondingly, the crux of the research indicated that the expectations of the teacher encompass the self-fulfilling prophecy of the students showing accuracy and competing skills with

perceptual biases. In the same way, the study findings outlined that group studies are very effective approaches that promote learning activities and knowledge among individuals in groups. Identically, the results of the study showed that the learning culture of the Chinese can change the learning style and the practices of learning skills. Furthermore, the results of the research classified that the barriers and practice of skill development employability in work-integrated learning can greatly impact the outcomes. Similarly, the analysis of the study asserted that evaluating the effects of study abroad on student learning at Michigan State University. In the same way, the study findings outlined the cooperative self-study of two professors on the cultural aspects of teaching and learning skills of first teaching experiences.

The study findings reveal that students consult computers for study to prepare lecture notes. Similarly, the study findings show that students prefer to study online material during exams. Correspondingly, the study findings outline that students study lecture notes online to prepare for exams. Equally, study findings confirmed that students consult online dictionaries for meanings. Identically, study findings point out that students listen to online lectures for understanding. Furthermore, study findings assert that students prefer to attend online academic activities. It is important to mention that the study findings are supported by several studies. Identically, the results of the study showed that the self-fulfilling prophecy disregards the cultural resources to overcome obstacles. Furthermore, the results of the research classified self-study as studying alone and self-directed learning options and possibilities. Similarly, the analysis of the study asserted the impacts of blended learning on the plant tissue culture and impacts on students' learning outcomes and development of science process skills. Equally, the study results found that digital learning in a self-fulfilling prophecy impacts academic achievement because of content related to moderates quality expectations. By the same token, the analysis of the study concluded that the evidence from Indian universities is because of the involvement of students in emotional learning. Further, it had been argued based on the study findings that examine the collaboration of class perception and motivation in predicting cognitive engagement and academic achievement of high school students.

The study findings reveal that students have self-directional skills. Similarly, the study findings show that students have a creative personality. Correspondingly, the study findings outline that students try to solve problems in a good way. Equally, study findings confirmed that students try to manage things under pressure. Identically, study findings point out that students critically analyze the facts. Furthermore, study findings assert that students are a strong motivational source for others. It is important to mention that the study findings are supported by several studies. Equally, the study results found that expectations of the teachers on HER classic reprint-student of different social classes a prophecy in ghetto education. By the same token, the analysis of the study concluded that the involvement of students in digital learning at higher education level. Further, it had been argued based on the study findings that study on university students that culture is the important business level of students and learning techniques. Moreover, the overall study findings reported how students can polish digital learning skills for study. Correspondingly, the crux of the research indicated that self-fulfilling prophecy refers to expectations that impact the behaviours of a person who fulfils the expectations. In the same way, the study findings outlined that international students of Asia benefit from the academic flows of international culture.

The study findings reveal that students learn to complete group tasks. Similarly, the study findings show that students easily adjust to social groups. Correspondingly, the study findings outline that students contribute to group activity for study purposes. Equally, study findings confirmed that students actively participate in group activity. Identically, study findings point out that students manage their time with group members. Furthermore, study findings assert that students make trustworthy relations with others. It is important to mention that the study findings are supported by several studies. Identically, the results of the study showed an experimental investigation of self-fulfilling prophecies in a simulated cultural market. Furthermore, the results of the research classified that instructional implications of implementing the latest innovations improve the involvement of students in education and learning outputs. Similarly, the analysis of the study asserted that skills of group work learning in the course of computer programming at the higher education level. Equally, the study results found that their developmental vegetative state perpetuates itself in the presence of consciousness in congenitally decorticate children, which can be viewed as a self-fulfilling prophecy. By the same token, the analysis of the study concluded that gaining the problem-solving ability of students in mathematics and discovery learning is guided by the context of

local culture. Further, it had been argued based on the findings of the study on the impact of digital learning on the higher education level.

Conclusion

The study concludes that study culture has been very important for the students to learn different skills during these education activities. The study found that students prefer to study in class groups or the library, prepare presentations in groups, and try to complete assignments within their intimate study groups. The study also concludes that students use lecture notes, study online, and try to develop their performativity. The statistical analysis concludes that studying in groups, studying online, and studying lecture notes have favourable effects on the learning skills of students at the tertiary level. Similarly, responsiveness skills, independent work skills, and language skills have also confirmed the prediction of learning skills of students at the tertiary level. Further, communication skills and critical skills have also been found to be strong predictors of the learning skills of university students. Hence, it has been concluded that the learning skills of the students have been predicted by several factors at the tertiary level.

Recommendations

Study Design and Population

The study may be conducted using mixed-method research from more than one university student.

Sample Size and Variables

The sample size may be larger, and different sects of variables, such as university facilities, transportation, internet, electric facilities, etc., may be used to conduct research in the future.

Statistical Analysis

Future research may use advanced statistical analysis, including structure equation modelling techniques and artificial neural networks.

Policy Implication

The results of this study have significant policy implications for dealing with study culture and self-fulfilling prophecy, specifically in terms of students' learning skills at the tertiary level. Educational institutions can conduct targeted interventions that encourage positive self-beliefs and lessen negative expectations by recognizing the influence of self-fulfilling prophecies on academic achievements. Additionally, equipping students with the necessary skills for academic achievement through the integration of effective learning techniques into the curriculum and the provision of specialized assistance programs may promote a more supportive learning environment and provide the groundwork for enhanced educational results.

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Appendix-A

Study Culture, Self-fulfilling Prophecy and Learning Skills of Students at Tertiary Level (Questionnaire)

Identification

i) Semester_____ ii) Program_____ iii) Subject_____

Socio-demographic Profile of the Student

Q.1 Gender

(i) Male (ii) Female

Q.2 Age (in completed years) _____

Q.3 Father's education _____

Q.4 Mother's education _____

Q.5 Family occupation _____

Q.6 Family monthly income (PKR) _____

Q.7 Number of siblings _____

Q.8 Family size _____

Q.9 Family type _____

Q.10 Residential area

(i) Rural (ii) Urban

Study Culture

To a great extent = TGE to Not At All = NAA

S.No	Statement	TGE	TSE	NAA
C.1	Study in Groups			
i	You prefer to study with class fellows	3	2	1
ii	Do you prefer to study with your peer group	3	2	1
iii	You discuss your argument with others in the university	3	2	1
iv	You prefer to study with a group in the library	3	2	1
v	You prefer to prepare a presentation in a group	3	2	1
vi	You prefer to try to complete assignments in group	3	2	1
C.2	Study Online			
i	You consult computers for study to prepare lecture notes	3	2	1
ii	Do you prefer to study online material during the exam	3	2	1
iii	You study lecture notes online to prepare for the exam	3	2	1
iv	You consult an online dictionary for meanings	3	2	1
v	You listen to online lectures to understand	3	2	1
vi	Do you prefer to attend online academic activities	3	2	1
C.3	Self-study			
i	You prefer to study alone at night	3	2	1
ii	You prefer to study at home	3	2	1
iii	You prefer to study alone on university ground	3	2	1
iv	You prefer to study in the library	3	2	1
v	You try to engage yourself in the exam	3	2	1
vi	Do you prefer to study research material	3	2	1
C.4	Study Lecture Notes			
i	You read lecture notes to recall	3	2	1
ii	You get lecture notes from other students	3	2	1
iii	You write your lecture notes yourself	3	2	1
iv	You read the book to verify the lecture	3	2	1
v	You take study material from teachers	3	2	1
vi	You read articles related to lecture preparation	3	2	1

Self-fulfilling Prophecy

D.1	Take Advantage			
I	You take advantage of your gender	3	2	1
ii	You take advantage of your family background	3	2	1
iii	You take advantage of your parent's identity	3	2	1
iv	You try to get benefits from others	3	2	1
v	You take advantage of your personality	3	2	1
vi	You take advantage of your knowledge	3	2	1
D.2	Bootstrapped Induction			
i	You get feedback from your teachers	3	2	1
ii	You infer things from others	3	2	1
iii	You have to understand everyday life	3	2	1
iv	You infer you performed well during the study	3	2	1
v	You formulate knowledge verbally	3	2	1
vi	You feel difficulty memorising things	3	2	1
D.3	Performativity			
i	You are trying to perform well in quizzes	3	2	1
ii	You ask questions regularly in class	3	2	1
iii	You actively participate in class discussion	3	2	1
iv	You are trying to perform well in the presentation	3	2	1
v	You actively perform the in-class activity	3	2	1
vi	You try to perform best in exam results	3	2	1
D.4	Self-imposed Prophecy			
i	You are studying based on fear	3	2	1
ii	You think you are less competent	3	2	1
iii	Your parents are afraid of your results	3	2	1
iv	You believe in your lack of performance	3	2	1
v	You bring desired outcomes in performance	3	2	1
vi	You have an essential part in making things	3	2	1

Learning Skills

E.1	Responsiveness Skills			
i	You perform the task to complete deadlines	3	2	1
ii	You are able to prepare quizzes on time	3	2	1
iii	You are able to complete the assignment within the deadlines	3	2	1
iv	You respond to the activities on time	3	2	1
v	You complete the educational tasks on time	3	2	1
vi	You manage study time easily	3	2	1
E.2	Independent Work Skills			
i	You try to complete the assignment independently	3	2	1
ii	You prepare for your midterm exam at home	3	2	1
iii	You prepare for your final term exam at home	3	2	1
iv	You have to prepare the presentation on time	3	2	1
v	You prefer to manage your study plan at home	3	2	1
vi	You achieve study goals as required	3	2	1
E.3	Language Skills			
i	You easily speak foreign languages	3	2	1
ii	You have a sense of grammar	3	2	1
iii	You have fluency in writing English	3	2	1
iv	You easily speak with English speaker	3	2	1
v	You have an understanding of comprehension	3	2	1
vi	You have good, comprehensive ideas	3	2	1

E.4	**Communication Skills**			
i	You try to communicate with confidence	3	2	1
ii	You use body language to interact with others	3	2	1
iii	You try to communicate with strong arguments	3	2	1
iv	You are an active listener in the classroom	3	2	1
v	You communicate in a manner able way	3	2	1
vi	You have friendly communication in the classroom	3	2	1
E.5	**Critical Skills**			
i	You have self-directional skills	3	2	1
ii	You have a creative personality	3	2	1
iii	You try to solve problems in a good way	3	2	1
iv	You try to manage things under pressure	3	2	1
v	You critically analyze the facts	3	2	1
vi	You are a strong motivational source for other	3	2	1
E.6	**Collaborative Skills**			
i	You learn to complete group tasks	3	2	1
ii	You easily adjust in social groups	3	2	1
iii	You contribute to group activity for study purposes	3	2	1
iv	You actively participate in a group activity	3	2	1
v	You manage the time with group member	3	2	1
vi	You make trustworthy relations with others	3	2	1

Suggestion to improve study culture and self-fulfilling prophecy of students

_____

_____

_____

Suggestion to improve the learning skills of students

_____

_____

_____

Date: _____ Name (Optional): _____