

The Impact of Study Habits on Academic Performance of Senior High School Students in Practical Research 2

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Abstract: *This study focuses on how the study habits of Calawitan National High School students in grade 12 impact their academic performance. The normative nature of this quantitative research is evident. In all, 88 people took part in the survey. For the academic year 2022–2023, the study was carried out in the second quarter of the first semester. Student satisfaction was assessed using a survey form. Additionally, the researcher developed a set of inquiries that demonstrate the connection between study practices and the academic achievement of grade 12 students in the field of practical research 2. The survey questionnaire's results were totaled and collated. The findings indicated a strong correlation between study habits and academic performance in Calawitan National High School. The findings drawn several implications that may help learners and teachers realize the need for a comprehensive awareness of study habits.*

Keywords: study habits, academic performance, and grade 12 students

INTRODUCTION

Today there isn't enough time in a day to finish all the tasks that are assigned to the students. However, becoming a student who studies smarter, not harder is at least the easiest way to do the task faster than before. Even if some pupils can sail through their academic careers with little work, this is an exception. The great majority of the students who succeed do so by adopting and using efficient study techniques.

Based on R.M. Losare Jr. (2009), he defined study habits as simply how students organize his or her time so that they frequently review and study. Additionally, he stated that study habits are the patterns of behavior that they have developed over the course of their academic career.

Procrastination, avoiding assignments, studying under unfavorable settings, and listening to loud music or watching television while studying some of the worst study habits. Evidence reveals that students who are not adequately informed about study techniques do not obtain effective and sustained learning and will not achieve the necessary degrees of academic success. In other words, students who perform better academically employ these talents more frequently than students who perform poorly.

The present study was designed and carried out with consideration for the significance of students' study habits and the significant role they play in their academic success. As well as the fact that different people and places have different study habits and that the findings of related studies differ from one another. Study habits are unique patterns of behavior related to studying that combine study skills with a particular study strategy. In other words, successful study habits involve behaviors and skills that can boost motivation and turn the process of learning into one that yields great returns.

As observed by the researcher, most of the students can't study well and that can make the student frustrated.

Moreover, it might cause students to leave school, particularly if their poor academic performance lasts for a long time. In that case the researcher studied the behaviors and habits of studying, so that it can give an idea to the students to improve their skills in Calawitan National High School.

REVIEW OF RELATED LITERATURE

In this chapter, the review of studies that were found to be pertinent to the study and the linked literature is presented. This chapter included a list of factors that the researcher backed using a variety of arguments, including those made by (Rabia, Mubarak, Tallat & Nasir, 2017). The focus of study habits is on the academic achievement of the student, according to a study titled "A Study-on-Study Habits and Academic Performance of Students." Students must work hard and try to accomplish better academically in their academics. Study habits are a part of a student's routine at school. It significantly contributes to the growth of knowledge and perceptual skills. The way a person studies reveals how far they want to go and how much they want to earn. An individual's lifelong study habits may have an impact on all these variables.

As a result, the study "Relationship between Study Habits and Secondary School Students' Academic Performance in Eti-Osa Local Government Area of Nigeria" (Atsuwe & Moses, 2017) found that any of the following study behaviors, including homework, time management, reading and taking notes, and teacher collaboration, have an impact on students' academic performance. According to the results of this study, a student's academic success is more closely related to the type of study habits they have acquired than to their gender.

Aside from that, research indicates that motivation is the most important aspect in achieving academic success, according to (Mery Joy De Guaia et al.2020). It involves both internal and external factors that drive people to put forth a lot

of effort to accomplish a goal or to remain constantly interested in and dedicated to a line of work, a position, or a subject. This has a significant effect on almost every aspect of human behavior. Your decision will be influenced by your motivation. Because motivation is an internal process that causes a person to move closer to a goal, students can gain from it. Motivation cannot be observed in action, just like intelligence. Observing someone's behavior is the only method to learn their motivations. Your participation in class and positive attitude both at home and at school can both benefit from your motivation as a student.

Like that Salcedo-Relucio, M.A. (2019) conducted a study named "Factors Affecting the Study Habits of Grade Eleven Students in One National High School in Pangasinan, Philippines" Relucio, they hardly ever took notes but occasionally read. The respondents' dismal academic performance was, in general, a result of their bad study habits. Many respondents also admitted that they did not review their in-class notes or do their assigned homework at home. Finally, many respondents strongly agreed that peer pressure, family stress, the home environment, peer pressure and social media addiction, work and financial instability, and peer pressure are the factors that have the most influence on grade 11 students' study habits. The researcher advises parents to watch over and look out for their kids more, as well as to show more concern for and interest in their academic progress.

CONCEPTUAL FRAMEWORK

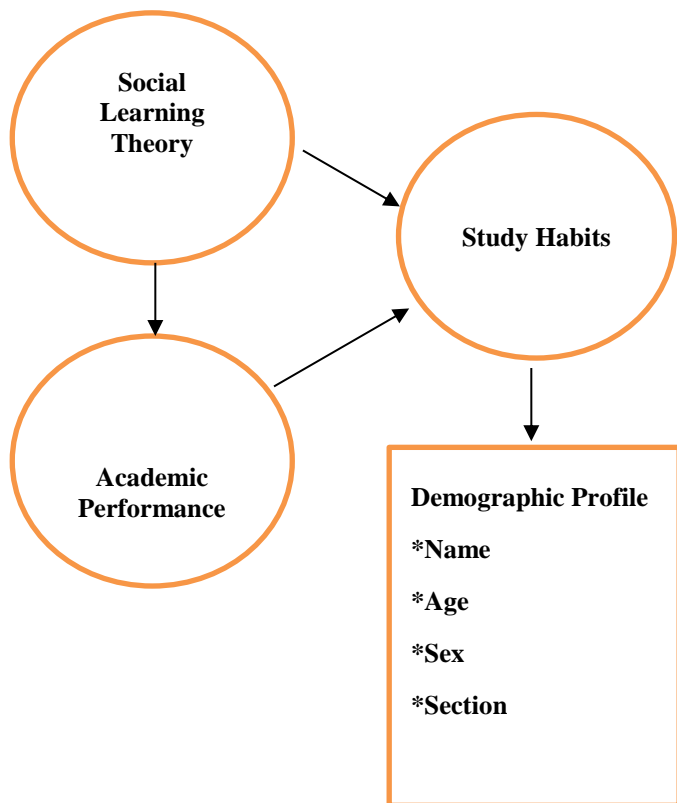


Figure 1 Paradigm of the Study

RESEARCH QUESTIONS

In this quantitative study, Calawitan National High School senior high students' study behaviors will be compared to their academic success.

The following questions are what the researcher hopes to address throughout the study:

- 1) Identify the respondents in terms of:
 - 1.1) Name
 - 1.2) Sex
 - 1.3) Age
 - 1.4) Section
- 2) Determine the studying habits in terms of:
 - 2.1. budgeting time.
 - 2.2. reading ability.
 - 2.3. note-taking.
 - 2.4. memory and.
 - 2.5. physical condition.
- 3) Determine the academic performance of senior high school students in terms of their grade in P.R 2 in Calawitan National High School.
- 4) Is there any difference between studying habits and academic performance of senior high school in Calawitan National High School.

HYPOTHESIS

The 0.05 significance level was used to test the following hypothesis.

Ho1: There is no significant relationship between the studying habits and academic performance of the students.

Ho2: There is a significant relationship between the studying habits and academic performance of the students.

SIGNIFICANCE OF THE STUDY

The goal of this study was to determine how study habits affected Calawitan National High School senior high school students.

Students. The study's findings might aid students in honing their study techniques. They can successfully learn and increase their motivation in this way.

Parents. The results of this study may assist parents in teaching their children better study skills and in encouraging improvement.

Teachers. The teacher might benefit from knowing more about the students' study habits according to this study.

School Administrators. The results of this study may be useful to school administrators and teachers in understanding how students' study habits affect their academic achievement.

Future Researcher. The results of this study may aid future researchers by providing them with in-depth knowledge about the study habits of senior high school students at Calawitan National High School and its impact on their academic achievement.

SCOPE AND DELIMITATION

In order to determine how study habits affect academic achievement on a particular subject, this study employed strategic intervention strategies. With a total of 88 respondents, the survey targeted Calawitan National High School students in grade 12.

DEFINITION OF TERMS

A deeper comprehension of the material and context is preferred for this study. The terms listed below are defined: **Adequately** -to an acceptable or adequate degree.

Cognitive - of, involving, or pertaining to conscious intellectual activity (such as reasoning, remembering, or thinking).

Crucial -decisive or crucial, especially in relation to something's success or failure.

Procrastination - the process of postponing or delaying something.

METHOD

TYPE OF RESEARCH

Normative research, which focuses on comparing, contrasting, and evaluating things in terms of their utility and practicability, is what this action study is. According to the normative theory, outlining the various desirable and useful ways to behave oneself involves setting explicit expectations for behavior. Jussi Okkonen, 2022.

RESPONDENTS

The grade 12 learners were the main subject of this study. For the academic year 2022–2023, this research was carried out in the second quarter of the first semester. The information was acquired from the school form to determine the enrollment of grade 12 pupils beginning with the 2022–2023 academic year.

SAMPLING METHOD

The distribution of the respondents who took part in the survey is shown in Table 1. The same questionnaire was distributed to all sections. For choosing the learners, a simple random selection was used. In all, 88 people took part in the survey.

Table 1

Distribution of Student-Respondents of the Study

Grade 12 Section	Number of Students		
	Male	Female	Total
Rizal	15	22	37
Luna	16	16	32
Bonifacio	6	13	19
Total	37	51	88

SOURCES OF DATA

The information included in the study's approach came from both primary and secondary sources. Only the direct responses of grade 12 students to the questionnaire survey and their grades from practical research 2 were used as the original sources. Publications like books, websites, articles, and online journals were used to collect the secondary data.

INSTRUMENTS

To ascertain the respondents' study attitudes and study behaviors, the researcher employed a survey of study habits created by Crow and Crow (2002) as the main tool in this study. Effective study habits, according to the author, include having a plan or location, a predetermined time schedule, and taking succinct, well-organized notes. (Odiri, 2015).

DATA COLLECTION PROCEDURE

Student academic success is maintained in large part by their study habits. In this quantitative study, 88 randomly chosen grade 12 students from Calawitan National High School will have their study habits on the progression of their academic performance looked at. Data was gathered via mailing surveys in electronic form.

A systematic list of questions was distributed to each respondent. The following steps were taken by the researcher when gathering the data:

1. The survey questions employed by the researcher were closed-ended.
2. Online surveys were sent by the researcher.
3. The researcher kept an eye on the survey to make sure all the chosen respondents responded.

ETHICAL CONSIDERATION

The researcher will keep an eye on confidentiality issues as well as other ethical considerations. It is also necessary to make appropriate contact with the other study participants and important players.

DATA ANALYSIS

The lengthy regular test was manually scored and evaluated. Tables, graphs, and text were used to explain and analyze the findings as a whole test. The resulting statistical methods were applied to examine the data gathered. The survey findings were thoroughly compiled and summarized in the Microsoft Excel program, and then presented in tables. The weighted mean is calculated using the Likert scale. Table 3 Academic Performance in Terms of Grades in Practical Research 2

Value	Frequency	Percentage	Remarks
90-100	22	25%	Outstanding
85-89	45	51.14%	Very Satisfactory

80-84	19	21.60%	Satisfactory
75-79	2	2.28%	Fairly Satisfactory
75 below	0	0%	Did Not Meet Expectation
Total	88	100%	

RESULTS AND DISCUSSION

The presentation, analysis, and interpretation of the findings—which were drawn from the responses—as well as the details of the tools utilized and how the interventions were put into practice—are provided below. The outcomes are discussed and organized in accordance with the preceding list of issues. (1) How may the Study habits in terms of budgeting time and reading ability, (2) note-taking, (3) memory, and (4) physical condition.

Table 4. Budgeting time and reading ability

Indicators	Mean	Interpretation
I am studying every day.	3.73	OFTEN
I am studying at a particular time of the day.	3.71	OFTEN
I finish my assignment every day.	3.60	OFTEN
I take breaks when I must study for a long period of time.	3.74	OFTEN
I take breaks when I must study for a long period of time.	3.65	OFTEN
I read extremely carefully to make sure I understood everything.	3.51	OFTEN
I frequently study at libraries.	1.20	NEVER
At home or at school, whenever I have free time, I read books.	3.57	OFTEN
TOTAL	3.34	NORMALLY

As can be accumulated from table 4 part 1, study habits in terms of budgeting time and reading ability are normal by the evidence provided by the average of 3.34. Study habits are “often”, when the students take breaks when they study for a long period of time (3.74), when the students are studying every day (3.73), when the students are studying at a particular time of the day (3.71), when the students are take breaks when I must study for a long period of time (3.65), when students are finish their assignment every day (3.60), when the learners are in home or in school, whenever they have free time, the read books (3.57), and when the learners read extremely carefully to make sure they understood everything (3.51). Nevertheless, the study habit is “never” when the learners frequently study at libraries (1.20).

Table 5. Note-taking.

	MEAN	INTERPRETATION
While reading, I jot down notes.	3.51	OFTEN

I take sincerely detailed notes when lecturing in the classroom.	3.43	NORMALLY
At home, I contrast the notes I took in class with those from the textbooks.	3.65	OFTEN
TOTAL	3.53	OFTEN

As can be attained in table 5, study habits in terms of notetaking are often as evidenced by the average of 3.53. Study habits in terms of notetaking are “often”, when the students at home, they contrast the notes they took in class with those from the textbooks (3.65), and when the learners are jotting their notes while reading (3.51). Meanwhile, study habits in terms of notetaking are “normally”, when the students take sincerely detailed notes when lecturing in the classroom (3.43).

Table 6. Memory

	MEAN	INTERPRETATION
After reading my notes, I attempt to remember every detail.	3.46	NORMALLY
I discovered after the exam that I made important responses or errors in my writing that I forgot some information about.	3.66	OFTEN
TOTAL	3.56	OFTEN

As can be gained from table 2 part 3, study habits in terms of memory are always as evidenced by the average of 3.56. Study habits is “often”, when the learners discover after the exam that they made responses important or errors in their writing that I forgot some information (3.66), Meanwhile, study habits are “normally”, when the learners are after reading their notes, they attempt to remember every detail (3.46).

Table 7. Physical Condition

	MEAN	INTERPRETATION
I am dispersed by my environment throughout study time.	3.70	OFTEN
As soon as I begin studying a subject, I automatically become interested in it.	3.84	OFTEN
I understand how important the subjects are to my future career.	4.01	OFTEN
TOTAL	3.85	OFTEN

As can be gained from table 2 part 4, study habits in terms of physical condition are often as evidenced by the average of

1. Are there any significant relationships between study

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	87.19902631	2.601117	33.52369	3.76E-51	82.02817767	92.36987	82.02818	92.36987
	-0.160878953	0.718258	-0.22398	0.8233	-1.588729526	1.266972	-1.58873	1.266972

habits and the academic performance of grade 12 students?

Table 8. Linear regression statistical analysis of study habits on academic performance in

3.85. Study habits are “often”, when the students are understanding how important the subjects are to their future career (4.01), when the learners are as soon as they begin studying subject, they automatically become interested in it (3.84), and when the learners are dispersed by their environment throughout study time (3.70).

practical research 2.

Regression Statistics	
Multiple R	0.024145856
R Square	0.000583022
Adjusted R Square	-0.011038105
Standard Error	4.17321368
Observations	88

Table 8. Level of Students’ Academic Performance in Practical Research in terms of Grades

Value	Frequency	Percentage	Remarks
90-100	22	25%	Outstanding
85-89	45	51.14%	Very Satisfactory
80-84	19	21.60%	Satisfactory
75-79	2	2.28%	Fairly Satisfactory
75 below	0	0%	Did Not Meet Expectation
Total	88	100%	

In terms of time management, reading comprehension, taking notes, memory, and physical condition, the results of the linear regression test show a correlation between study habits and academic achievement in practical research 2. Activity completion reports were created after completing such tasks to support and provide evidence for them. These reports had both narratives and visual records. Overall, the study's participants were successful because it was discovered that study habits influenced academic achievement in practical research 2.

Mean: 86.63

Standard Deviation: 4.150370431

Verbal Interpretation: Very Satisfactory

Table 6 presents the level of students’ performance in Practical Research 2 in terms of grades. Out of eighty-eight (88) students, forty-five (45) or 51.14% of the total population gained grades of 85 to 89 which was very satisfactory. This was followed in frequency by those who had grades of 90 to 100, of which twenty-two (22) or 25% of the population was identified to be outstanding. On the other hand, only two (2) or 2.28% respondents earned a grade between 75 to 79 was satisfactory. Overall, the level of students’ performance in practical research 2 in terms of grade was very satisfactory with the mean score of 86.63 and a standard deviation of 4.16. Measuring students’ progress is never easy especially in this time of pandemic, encouraging them to give their best and helping them to achieve the target of the educational process is really challenging yet educators always find ways to bridge the gap of teaching learning process.

CONCLUSION

The study's findings led to the following conclusions:
 1. The learners are highly oriented in terms of taking notes with an average of 3.53, highly oriented in terms of memory with an average of 3.56, and highly oriented in terms of physical condition with an average of 3.85. They are moderately oriented in terms of time management and reading ability with an average of 3.34.
 2. Study habits and academic achievement are significantly impacted by practical research 2.
 3. The research produced several conclusions that could assist teachers and students in realizing the importance of having a thorough understanding of good study habits.

RECOMMENDATIONS

It is advised that students continue to guide their studies because the study shows how important good study habits are for raising academic success. This will help to ensure that they are doing well in their classes.

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