

Study Habits and Skills: Its Influence on Students' Academic Performance

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Abstract

Academic success is a challenging process that is influenced by several factors. This study aimed to determine the level of study habits and skills of the students, to find out the academic performance of the student-respondents, to determine the possible association of the independent and dependent variables, and to find out which of the independent variable singly or in combination predicts students' academic performance of the two hundred three (203) Junior High School students in South II District of the Division of Gingoog City. The study utilized descriptive-correlational and causal designs with documentary analysis and a modified questionnaire from Cagaanan (2018). Probability sampling was employed to determine the respondents of the study. Mean, Standard Deviation, Pearson Coefficient of Correlation, and Multiple Linear Regression are the statistical used to analyze and interpret the data. Results revealed that students have a high level of study habits and are rated good in their academic performance. Moreover, all sub-components of study habits are significantly correlated with study habits. The regression analysis revealed that academic pressure and concentration emerged as predictors of academic performance, with the former negatively influencing and the latter positively impacting academic performance. This study concluded that students' academic performance is affected by a lot of factors, and this study concludes that one of them is the level of students' study habits. Hence, teachers need to provide students with holistic support to cultivate their study habits.

Keywords: Study Habits, Academic Performance

1. Introduction

Student academic performance is one of the main indicators used to evaluate the quality of education at schools. Academic success is a challenging process that is influenced by several factors, including study habits. Study habits are behaviors related to studying that combine specific study techniques with other behaviors. In other words, effective study habits involve actions and abilities that can increase motivation and reward learning. This ability is sometimes defined as any activity that makes it simpler to understand a topic, find solutions to problems, or memorize some or all of the provided information.

The literature revealed that academic achievement is mostly a result of good study habits. It is an activity that students consistently carry out to successfully complete their learning objectives, just as reading, taking notes, and leading study groups. Whether it benefits the students well or not determines whether it is effective or counterproductive. As a result, good study habits enable one to invest time in dedicated and unbroken learning (Rabia et al., 2017). This has an impact on a student's academic progress.

Students' study habits are the patterns of behavior they use to do their studies. Student personality is revealed through their study habits (Ajai et al., 2020). Thus, students' academics are greatly influenced by their study habits. According to Taraba (2020), some students put in more study time yet do not get better results. Some people study less yet accomplish more. Further, students struggle because they do not have the necessary study skills rather than because they lack talent. A student's propensity to learn in a methodical and effective manner when given a chance is known as a study habit.

Further, it is crucial to comprehend how study habits are important for academic performance, which can be clearly identified from a study conducted by Ebele and Olofu (2017) on the impact of study habits on the academic performance of school children. The authors found that study habits and academic performance do not necessarily go hand in hand, even though many students, even those with the necessary intelligence, are unable to maintain their expected academic records and thus perform poorly in academics. According to Taraba (2020), good study habits must be established if students are to maintain academic performance throughout their entire course of study. It follows that developing good study habits will significantly enhance students' academic performance.

Kosanke (2019) noted that numerous studies suggest that more than one variable cannot accurately predict academic performance. It depends on a variety of elements, both cognitive and non-cognitive. However, several studies have shown that while cognitive factors are often linked to academic achievement, this is not always the case for non-cognitive factors including study skills, motivation, and habits.

Moreover, the level of academic success a student achieves is significantly influenced by how seriously they pursue their studies. Students' degree of preparation and the learning strategies they actively develop and use have a significant impact on how well they succeed academically (Ebele & Olofu, 2017). Thus, one of the most important students or learning elements that significantly affects students' academic accomplishments is their study habits.

Research also has noted that one of the elements that may significantly impact students' performance is their study habits. This could have a negative impact on students' performance if the schools pay no attention (Ebele & Olofu, 2017). To succeed in life, students need to have effective study habits because these make it possible for them to learn relevant and useful things. Therefore, a lack of these abilities would result in the students' poor academic achievement (Kaur & Singh, 2020).

The researcher is interested in exploring how Junior High School students fare with their study habits considering that they are schooling in a non-standalone secondary school. Aside from that, there is a need to investigate learners' academic achievement, especially in the transition phase from distance learning to full in-person classes as prescribed by DepEd Order No. 34, s. 2022. With this, the researcher is interested in exploring this topic to determine the possible impact of study habits on Junior High School academic performance. Hence, this study is conceived.

This study was anchored on Bandura's Social Cognitive Theory. This theory emphasizes the importance of cognition. It implies that the mind is an active force that selectively creates one's reality, encodes information, carries out behavior based on values and expectations, and applies structure to its own actions. Human behavior can be understood, anticipated, and altered when one is aware of the mechanisms at work in one's construction of reality. According to the theory, a student's academic success is the result of the interaction between his personality and, as a result, the study habits he develops based on his expectations for the results of his actions (Kaur & Singh, 2020).

Bandura carried out groundbreaking research on self-regulation in the early years of the development of Social Cognitive Theory. Self-regulated learning describes how people manage their thoughts, feelings, actions, and behavior to complete certain academic tasks (Tikkanen et al. 2017). In line with Bandura's theory, Zimmerman's research on self-regulation shows that students can choose learning and monitoring strategies, identify learning targets toward which they set goals, and engage in self-reflection of outcomes. Moreover, it explains individual learning, development, acquisition of knowledge, and self-regulated competency within a social context in which parents, peers, and teachers play a significant role as social models. This theory has been of interest to educators, parents, and policymakers because of its explanatory power in understanding human development, its practicality, and its applicability to learning. A unique contribution of social cognitive theory is its emphasis on the triadic interaction between the person, behavior, and the environment. This triadic model accounts for how individuals are not dependent exclusively on the environment but are able to manipulate, react, and influence their environment. Personal factors such as cognition and affect also come into play (Tikkanen et al. 2017).

Study skills and habits are independent in this research study. They are the patterns of behavior used by the students that serve as the vehicle of learning, Kosanke (2019). It includes their study routines applied as they study for exams, answer their assignments, complete their projects, and perform their tasks. There are skills, habits, and attitudes common among children that shape their formation. There are characteristics of children under the formal operational stage cited by Piaget, namely, the need to understand the purpose and relevance of the instructional activities are both internally and externally motivated, want to assume individual personal responsibility for learning and progress toward goals; and want to establish immediate and long-term personal goals.

Students' awareness of their study skills and personality influences their interest in studying (Atsuwe & Moses, 2017). And by study skills and habits would include how the students manage their time, handle their attitudes, how to concentrate when they have things to do, how to take pressure, how set their goals, how they prepare for classes and exams, how they understand and process information, how they select main ideas when they read and listen, how they manage their resources, how they prepare for the examination, and how they write answers in their examination. Hence, it is useless to teach well if the students are not capable of processing and accommodating new knowledge. The negative impact of teacher-centered learning shows when teachers are fond of monotonously giving drills, spoon-feeding, and teaching to let the students pass the exams.

Many students are unaware of the impact certain study abilities and habits might have on their academic performance (Badau, 2018). These abilities may serve as predictors of academic performance for students at every level of school, as teachers, counselors, and psychologists have stressed. He specified some component skills of study habits to include: homework and assignments; time management for work; reading and taking notes; study period procedures; concentration; written work; exams; and teacher consultation.

2. Methodology

The nature of the present research necessitated the use of descriptive-correlational and causal designs with documentary analysis. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Nasajji, 2015). The data may be collected qualitatively in such research, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. In the context of this study, Problems 1 and 2 require the use of descriptive research design.

Descriptive-correlational research design is useful when the goal is to examine the relationships between two or more random variables within the same population or between the same variables in two different populations (Curtis et al., 2016). Problem 3 necessitated this type of design. Causal design, using predictive approaches, was utilized to establish whether the independent variables have a significant impact on the dependent variable. Regression analysis was used to answer the final problem of this study.

Problem 1 used descriptive statistics analysis, such as the mean and standard deviation, to determine the students' study habits. Problem 2 used frequency, percentage, mean, and standard deviation to measure students' academic performance. In Problem 3, Pearson r was used to establish the relationship between academic performance and the components of study habits, while in Problem 4, multiple linear regressions were used to identify the components of study habits that predict students' academic performance.

3. Results and Discussions

Problem 1. What is the respondents' assessment of their study habits in terms of the following?

- 1.1. Time Management;
- 1.2. Attitude;

- 1.3. Concentration;
- 1.4. Academic Pressure;
- 1.5. Goal Setting; and,
- 1.6. Preparation for Examination?

Table 1*Study Habits in Terms of Time Management*

Indicators	Mean	SD	Description	Interpretation
1. I find it easy to follow my study schedule.	3.76	.60	Agree	High
2. When I decide to study, I can start and keep going.	3.93	.66	Agree	High
3. I schedule well my study time to avoid cramming.	3.70	.65	Agree	High
4. I spend more time on hard subjects.	3.87	.82	Agree	High
5. My study time is under my control. It does not disturb other things.	3.88	.73	Agree	High
6. I set time for my studies to avoid pressure.	3.80	.77	Agree	High
7. I set deadlines for myself if they are not provided for me.	3.76	.77	Agree	High
Overall Mean	3.81	.71	Agree	High

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Table 1 presents the study habits of the students in terms of time management. It has an Overall Mean of 3.81 with SD = .71, which is described as Agree and interpreted as High. This means that the students are able to cope with their schedules and other related activities assigned to them. Studying in the Junior High School is a bit challenging. This is much more in terms of academics because subjects become more complex. However, if students only focus on the management of their time, they can comply with the school requirements. Time management is how the students learn coping mechanisms that enable them to balance competing demands in their studies vis-à-vis their allotted time for such. According to Ahmad et al. (2019), time management is crucial for students, especially those in higher education, as it improves their output and academic performance. Students typically lack the organizational skills to prioritize work, which leaves them unfocused, indecisive, and task averse. It substantiates the idea of Khan et al. (2020), who looked at the connection between students' time management skills and academic achievement, considering issues including procrastination, workload pressure, distraction, and disorder. They noted that successful students are skilled time managers, according to the study.

The indicator, *When I decide to study, I can start and keep going* obtained the highest Mean of 3.93 with SD= .66, which is described as Agree and interpreted as High. The data means that the students have a strong ability to maintain their focus on their studies once they have decided to initiate their academic tasks. This result implies as positive indication of the students' positive study habits as it means that students have instilled in them the discipline to overcome the tendency to procrastinate and get distracted while studying. It also suggests that they have adequate motivation and passion to stay focused on their study. This indicator indicates the student's ability to manage their time for study effectively and efficiently. The findings are aligned with what Adams and Blair (2019) stated that as students learn coping mechanisms that enable them to balance competing demands, empirical data suggests that efficient time management relates to higher academic accomplishment. Furthermore, according to Ahmad et al. (2019), time management is crucial for students, especially those in higher education, as it improves their output and academic performance. Students typically lack the organizational skills to prioritize work, which leaves them unfocused, indecisive, and task averse.

On the other hand, the indicator *I schedule well my study time to avoid cramming* got the lowest Mean of 3.70 with SD = .65, which is described as Agree and interpreted as High. This means that the students had very good time management in relation to their school-related undertakings, such as doing their assigned tasks, submitting their outputs on time, and scheduling their time to study their lessons to get high

grades in their subjects and be free from stress. The result suggests that the students can prioritize their tasks and allocate adequate time to complete them. It also implies that they have developed study habits that enable them to effectively and efficiently manage their time to avoid time pressures and tensions associated with the tendency to delay and procrastinate. More so, they are more focused on their goals. According to Verghese (2022), time management is very important for students, as it plays a defining role in helping them prioritize their tasks. With proper time management, a student can plan his preparation for exams and crack them successfully.

Table 2
Study Habits in Terms of Attitude

Indicators	Mean	SD	Description	Interpretation
1. I am able to study the subjects that I don't really like.	3.70	.76	Agree	High
2. I like learning, not just the thought about it.	3.92	.77	Agree	High
3. My desire to learn makes me like all the subjects in school.	3.86	.86	Agree	High
4. I develop a positive attitude toward studying.	3.93	.82	Agree	High
5. I love what I am doing in school	4.52	.82	Strongly Agree	Very High
6. I like to do my assignments because I feel I will be improved with them.	4.12	.79	Agree	High
7. I like studying.	3.95	.87	Agree	High
Overall Mean	4.00	.81	Agree	High

Note: 4.20-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.80-2.60 Low; 1.0-1.80 Very Low

Table 2 demonstrates the study habits in terms of Attitude. It has an Overall Mean of 4.00 with SD = .81, which is described as Agree and interpreted as High. This means that the students had a positive attitude toward the activities they did inside the classroom, which clearly manifests that they possess a good study skills.

The indicator *I love what I am doing in school* got the highest Mean of 0.82 with SD= .82, which is described as Strongly Agree and interpreted as Very High. The result indicates that the students have a positive attitude towards their studies and love what they are doing in school. It also implies that they tend to take an interest in doing their academic tasks, assignments, and projects and find them interesting, motivating, and even rewarding. With this attitude, these students can be seen as motivated and will continue learning and improving their performance in school. According to McLeod, attitudes are emotional reactions, which can be either favorable or negative feelings depending on specific factors (Ayob & Yasin, 2017). Students' attitudes are formed over time and have a major impact on their performance (Capuno et al., 2019). Although attitudes are the outcome of students' experiences, they can be altered. In contrast to people's feelings and emotions, these are more stable. These are adaptable factors that affect accomplishment because they are reactions to the stimulus that come from education.

On the other hand, *I am able to study the subjects that I don't really like* got the lowest Mean of 3.70 with SD= 0.76, which is described as Agree and interpreted as High. This means that some of the students do not have the attitude of learning the subject which they do not like. As observed, students differ in their intelligence. Others may like English so much but dislike Mathematics. This is the reason why they do not tend to study subjects that are not likable to them. However, this does not mean that they do not attend classes on the subjects or learn the subject because it is a part of their curriculum. In a like manner, it is the responsibility of the teacher to build up interest among the students and develop the attitude of liking the subject. The teacher can design strategies where students will develop an attitude of enjoying a particular subject. According to Capuno et al. (2019), student attitudes have an impact on their academic performance

and study habits. It can also be shown in how much they love working on chores associated with the subject. Positive attitudes are, therefore, essential since they may affect students' motivation to learn and the benefits that will accrue to instruction.

Table 3 on the next page illustrates the study habits in terms of concentration. It has an Overall Mean of 3.73 with $SD=.80$, which is described as Agree and interpreted as High. Concentration is the extent of students' attention toward their learning, which is essential in successfully completing the learning exercises. This means that the students had a high level of concentration when they studied and used several concentration strategies to help them retain information and knowledge when understanding texts, materials, and their lessons.

Table 3
Study Habits in Terms of Concentration

Indicators	Mean	SD	Description	Interpretation
1. I work 50 minutes and take a 10-minute break.	3.57	.78	Agree	High
2. I study in a place free from distractions.	3.96	.82	Agree	High
3. I practice the materials I am learning by reciting out loud.	3.68	.76	Agree	High
4. I recall readily those things which I have studied.	3.80	.82	Agree	High
5. I find that I am able to concentrate - that is, give undivided attention to the task for at least 20 minutes.	3.68	.80	Agree	High
6. I am confident with the level of concentration I am able to maintain.	3.71	.81	Agree	High
7. I have an accurate understanding of the material I wish to remember.	3.72	.84	Agree	High
Overall Mean	3.73	.80	Agree	High

Note: 4.20-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.80-2.60 Low; 1.0-1.80 Very Low

According to Le (2021), it is impossible to dispute the importance of attention to students' learning. Paying attention is a crucial aspect of learning. Additionally, Hariyanto (2021) once stated that if a learner is paying attention, they will follow through with and successfully complete the learning exercises.

The indicator, *I study in a place free from distractions*, got the highest Mean of 3.96 with $SD= 0.82$, which is described as Agree and interpreted as High. The result suggests that students prioritize having a place of study or a learning environment conducive to learning. It also implies that the students can recognize and are aware of the impact the environmental factors, such as physical distractions, noise, and other interruptions that might hinder their ability to focus on concentrating and retaining information while studying. As observed, students who have focused stayed in the school library and did their studying. Teachers need to encourage their students to pay careful attention in class since this results in a greater learning outcome and an increase in student knowledge. It is impossible to dispute the importance of attention to students' learning. According to Le (2021), paying attention is a crucial aspect of learning.

On the contrary, the indicator, *I work 50 minutes and take a 10-minute break*, got the lowest Mean of 3.57 with $SD= 0.78$, which is described as Agree and interpreted as High. The result suggests that the students find the 50-minute work and 10-minute break effective in helping them concentrate and focus on their studies, particularly when it spans a long period. This strategy is seen by the students as an important strategy or technique that recognizes the importance of taking regular breaks when they study to prevent burnout and maintain productivity while engaged in their academic tasks. This strategy is also helpful in maintaining their concentration while studying. Concentration, as Hariyanto (2020) asserts, enables the students to pay attention in class and have an easy understanding of the subsequent learning content, making them feel not

overburdened and not disheartened about the remaining material in the course.

Table 4 on the next page showcases the study habits in terms of academic pressure. It has an Overall Mean of 3.67 with SD= .83, which is described as Agree and interpreted as Low. This means that the students had a low level of academic pressure, which means that they are resilient and not easily affected by academic anxiety and generally feel relaxed and focused on achieving better academically through positive study skills. The result shows that students have established in themselves a sense of confidence in their academic abilities.

Table 4
Study Habits in Terms of Academic Pressure

Indicators	Mean	SD	Description	Interpretation
1. I am relaxed in large classes.	3.38	.89	Undecided	Moderately
2. I am sure of myself when presenting my work in class.	3.73	.78	Agree	Low
3. I think I will get passing grades.	3.75	.79	Agree	Low
4. I feel at home in our classroom.	3.69	.84	Agree	Low
5. I do not feel any competition with my classmates.	3.67	.83	Agree	Low
6. I am positive that my performance in school is enough.	3.78	.84	Agree	Low
7. I am sure about passing the subjects.	3.72	.86	Agree	Low
Overall Mean	3.67	.83	Agree	Low

Note: 4.20-5.0 Very Low; 3.41-4.20 Low; 2.61-3.40 Moderately High; 1.80-2.60 High; 1.0-1.80 Very High

It can also indicate that they are satisfied with their current academic performance in school, which implies that they do not experience so much academic pressure. Academic pressure happens when demands on a person's time and resources exceed what they can manage. Academic pressure is defined as a condition where the needs of one's studies outweigh the internal and external resources of a student's cognition (Naz et al., 2020).

The indicator *I am positive that my performance in school is enough* got the highest Mean of 3.78 with SD= .84, which is described as Agree and interpreted as Low. This means that the students are confident with their performances in school. As observed, students nowadays are more competent in terms of their schooling. Aside from that, academic pressure is not so much of a burden because there are so many strategies where the teacher can alleviate performance. A teacher can also remediate her classes if the students' performances are not good. Academic stress happens when demands on a person's time and resources are more than what they can manage. Academic distress was defined as a condition where the demands of one's studies outweigh the internal and external resources of a student's cognition. The contributing causes of academic stress are academic pressure, academic conflict, and academic worry, which are sometimes taken interchangeably (Naz et al., 2020).

On the other hand, the indicator, *I am relaxed in large classes* got the lowest Mean of 3.38 with SD=0.89, which is described as Undecided and interpreted as Moderately High. The result suggests that the students have mixed feelings or are not certain about their level of relaxation in large class settings. It can also suggest that students may feel relaxed, but they still desire some improvements in terms of providing a non-congested classroom where they are able to handle their academics well. If the large class settings cannot be handled well by the school, the students might experience stress in the classroom. The presence of stress may affect students' academic performance. Thus, this type of stress contributes to students' poor academic performance. Additionally, stressed-out students struggle to manage their time, money, and educational activities, which makes it difficult for them to complete their academic tasks. These are the main detrimental effects of stress on completing academic tasks (Sharma & Pandey, 2017).

Table 5 on the next page depicts study habit in terms of goal setting. It has an Overall Mean of 3.73 with $SD = .78$, which is described as Agree and interpreted as High. This means that the students had a high level of goal setting, which means that they have a clear direction in their studies and they possess the skill that is essential for academic success because they can persevere despite the obstacles to achieve the set goals. This remarkable finding suggests that students demonstrate a high level of goal-setting.

Table 5
Study Habits in Terms of Goal Setting

Indicators	Mean	SD	Description	Interpretation
1. I set high standards for myself in school.	3.80	.81	Agree	High
2. I can keep working even when the work is boring or challenging.	3.83	.77	Agree	High
3. I am up to date with assignments.	3.72	.81	Agree	High
4. I find connection between my studies and my future plans.	3.73	.73	Agree	High
5. I set goals to achieve what I think is important.	3.77	.73	Agree	High
6. When I set a goal, I am confident that I can meet it.	3.66	.84	Agree	High
7. I think I my goal of getting high grades will be achieved.	3.60	.82	Agree	High
Overall Mean	3.73	.78	Agree	High

Note: 4.20-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.80-2.60 Low; 1.0-1.80 Very Low

It further means that they possess a strong level of resilience and can persist in their studies despite being prompted with difficult or even monotonous or challenging academic tasks. This skill is essential for academic success because students can persevere despite the obstacles to achieve the set goals. Acevedo (2018) contends that goals contribute to students' motivation as they work to satisfy the demands they place on themselves.

The indicator *I can keep working even when the work is boring or challenging* got the highest Mean of 3.83 with $SD = .77$, which is described as Agree and interpreted as High. This means that the students are much challenged towards studying in spite they find their subjects boring. As observed, students strive to submit requirements, attend tests, and participate in activities in all subjects. Their feeling of being bored may vary from one student to another. This could mean that the teacher is not prepared for her lesson, the topic is complex, or the students might not understand the discussion or presentation of the teacher. The classroom environment might also be a factor. But in spite of these challenges, the students still continue to work. Goal setting, as described in classroom instruction that works, is the process of determining a direction for learning. According to Mcmillan (2019), making goals can increase student motivation and academic accomplishment. However, setting goals on its own does not always help students. Goal setting, however, has the potential to enhance learning if done correctly.

However, the indicator *I am confident that I can meet it* got the lowest Mean of 3.66 with $SD = .84$, which is described as Agree and Interpreted as High. This means that there are students who are not determined to set their goals. As observed, there are a lot of factors that sometimes regress confidence among students. In school, they must be given attention so that they will feel that they are recognized. They must be motivated toward their goals in life. Goals must have motivation as a vital component. When students are motivated, they are encouraged by the participants. Participation will improve their confidence in the classroom. When examining goals through the lens of the educational environment, Acevedo (2018) contends that goals contribute to students' motivation as they work to satisfy the demands they place on themselves. Teachers must make sure they are addressing both as they proceed with the goal-setting process because there

are cause-and-effect links between motivation and goals, as well as objectives and motivation. To guarantee that goals are tackled together, motivation must start as soon as they are set.

Table 6*Study Habits in Term Examination Preparation and Writing*

Indicators	Mean	SD	Description	Interpretation
1. I feel sure in my study methods.	3.80	.81	Agree	High
2. I answer practice questions to study.	3.83	.77	Agree	High
3. I study in a group or with my friends.	3.72	.81	Agree	High
4. I adjust my way of studying for different subjects.	3.73	.73	Agree	High
5. I finish my exams within the allowed	3.77	.73	Agree	High
6. Before answering a discussion test, I first make an outline.	3.66	.84	Agree	High
7. I can guess well what questions will come out in the examination.	3.60	.82	Agree	High
Overall Mean	3.73	.79	Agree	High

Note: 4.20-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.80-2.60 Low; 1.0-1.80 Very Low

Table 6 projects the study habits in terms of preparation for examination with an Overall Mean of 3.73 with SD=.79, which is described as Agree and interpreted as High. This means that the students had a high level of preparation for the examination and were able to take it with confidence and certainty. Moreover, this would also mean that students have the confidence to answer examinations if they have studied. By effectively organizing students' study habits to go over the topic information covered in the paper question, sad and anxious feelings from students during exam preparation can be addressed. By using a sound exam preparation method, students are better equipped to respond to exam questions and achieve the highest possible score on the test (Improving Your Test Questions, 2022).

The indicator, *I answer practice questions to study*, obtained the highest Mean of 3.83 with SD= 0.77, which is described as Agree and interpreted as High. It means that students recognize the importance of practicing questions to augment and reinforce their understanding of the material studied and read. As observed, many students are making pointers from the subjects they are studying. They summarized the lessons and did little questions to them. This method makes them become more familiar with the questions that may appear in the exam. By answering practice questions, they can identify the areas that need improvement and may focus on studying specific content. By effectively organizing students' way of reviewing and going over the topic information covered in the paper question, sad and anxious feelings from students during exam preparation can be addressed. By using a sound exam preparation method such as answering practice questions, students are better equipped to respond to exam questions and achieve the highest possible score on the test (Improving Your Test Questions, 2022).

On the contrary, the indicator *I can guess well what questions will come out in the examination* got the lowest Mean of 3.60 with SD= 0.82, which is described as Agree and interpreted as High. The result implies that some students do not understand the material well, which makes them identify the key concepts that are likely to appear and get tested by the examination. It also suggests that the learners have less learn effective studying techniques that enable them to effectively predict the questions that will come out in the test. This makes their examination stressful as examinations can be a great source of anxiety. Examination preparation for students that includes the actual test can cause melancholy and anxious reactions in them (Yusefzadeh, 2019).

Table 7
Summary of Study Habits

Variables	Mean	SD	Description	Interpretation
Time Management	3.81	.71	Agree	High
Attitude	4.00	.81	Agree	High
Concentration	3.73	.80	Agree	High
Academic Pressure	3.67	.83	Agree	High
Goal Setting	3.73	.78	Agree	High
Preparation for Examination	3.73	.79	Agree	High

Note: 4.20-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.80-2.60 Low; 1.0-1.80 Very Low

Table 7 presents the summary of the study habits variables, namely Time Management, Attitude, Concentration, Academic Pressure, Goal Setting, and Preparation for Examination. The highest variable is *attitude* with a Mean with SD=0.81 f 4.00, which is described as Agree and interpreted as High. The means that students manifest a disposition wherein they are motivated to learn, being engaged in class discussions, showing interest in academic tasks, and are open to new learning. This implies that students' attitudes are formed over time and have a major impact on their performance (Capuno et al., 2019). Although attitudes are the outcome of students' experiences, they can be altered. In contrast to people's feelings and emotions, these are more stable. These are adaptable factors that affect accomplishment because they are reactions to the stimulus that come from education. Student attitudes have an impact on their academic performance and study habits. It can also be shown in how much they love working on chores associated with the subject. Positive attitudes are, therefore, essential since they may affect students' motivation to learn and the benefits that will accrue to instruction. Similar to how a bad attitude might result in a bad emotional attitude toward learning, which could hinder learning.

Meanwhile, the variable *academic pressure* got the lowest Mean of 3.67 with SD=.83, which is described as Agree and interpreted as High. This means that some experience academic pressure in engaging with tasks in school. Thus, this type of stress contributes to students' poor academic performance. Additionally, stressed-out students struggle to manage their time, money, and educational activities, which makes it difficult for them to complete their academic tasks. These are the main detrimental effects of stress on completing academic tasks (Sharma & Pandey, 2017).

Problem 2. What is the academic performance of the students during the second quarter of 2022-2023?

Table 8 on the next page presents the frequency, percentage, mean, and standard deviation results of the students' academic performance. It can be drawn from the data that the students' academic performance is at a good level as indicated by the overall mean of 84.50, interpreted as good. It can be inferred from the table that the majority of the students got a grade between 80-84 with a frequency of 83 or 40.48 percent interpreted as good.

Table 8
Academic Performance of the Students

Categories	Description	Frequency	Percentage	Overall Performance	Interpretation
90-100	Excellent	44	21.46	84.50	Good
85-89	Very Good	56	27.32		
80-84	Good	83	40.48		
75-79	Fair	16	7.8		
Below 75	Poor/Failed	6	2.94		
		205	100.00		

Note: 90-100 Outstanding; 85-89 Very Satisfactory; 80-84 Satisfactory; 75-79 Fairly Satisfactory; 70 and below

Poor/Failed

The good level indicates that although learners have a satisfactory performance, they can still be afforded with opportunities to improve their performance in the subsequent quarters with the support of the teachers and with adequate guidance to improve their study habits.

The table above further illustrates that 21.46 percent have excellent level of academic performance which means that they were able to develop their skills to meet very satisfactorily all the competencies within the quarter. This implies that learners already developed fundamental knowledge, skills and core understanding and transfer them independently through authentic performance tasks. Moreover, 27.32 percent of the students have very good academic performance. This means that this set of learners gained fundamental knowledge and skills and core understanding with little guidance, and they can translate their understanding to realistic performance activities. It also implies that they exceed the core requirements in terms of fundamental knowledge, skills, and core understanding and can transfer them automatically through authentic performance tasks (DO 8, s 2015, DO 73, s. 2012).

However, 7.8 percent of them are at a fairly satisfactory level. These learners possess the minimum knowledge and skills and need assistance in using them in real-life scenarios/task. Moreover, 2.94 percent did not meet expectations or were struggling with their understanding due to a lack of essential knowledge or skill. This means that there is a need for intensive guidance and support from the educators to help them acquire the necessary competencies and skills expected of them and help them be ready for the next level where topics become more difficult.

Students' study habits and attitudes are one of the important elements in determining how well they are doing academically. In their 2017 article, Arieta et al. emphasized the importance of good study habits in students' life. They concluded that a student's study habits determine whether they succeed or fail. Furthermore, their aptitude, wit, and effort are key factors in determining their success.

Problem 3. Is the respondents' academic performance related to study habits?

Table 9

Correlation Analysis between Study Habits and Academic Performance

Study Habits	R-value	P-value	Decision on Ho	Interpretation
Time Management	.327**	.000	Reject	Significant
Attitude	.388**	.000	Reject	Significant
Concentration	.439**	.000	Reject	Significant
Academic Pressure	-.417**	.000	Reject	Significant
Goal Setting	.347**	.000	Reject	Significant
Preparation for Examination	.310	.000	Reject	Significant

Table 9 shows the analysis between the study habits and academic performance. The correlation coefficients, p-values, judgment on the hypothesis at the level of significance of 0.05, and statistical interpretation are all included in the table. The null hypothesis, "There is no significant relationship between study habits and academic performance," is rejected since Table 9 shows six significant relationships between the correlated variables.

The findings of the study reveal that all independent variables have a significant relationship with the students' academic performance, namely time management ($r = .327$, $p = .000$), attitude ($r = .388$, $p = .000$), concentration ($r = .205$, $p = .000$), academic pressure ($r = -.417^{**}$, $p = .000$), goal setting ($r = .347$, $p = .000$), and preparation for examination ($r = .310$, $p = .000$). It suggests that time management and academic performance are positively correlated, which means that students' academic performance tends to increase when they have good time management.

The association between time management and academic performance is significant at the level of significance 0.05 and demonstrates the existence and strength of their link ($r = .327$, $p = .000$). The result is in

consonance with the study from Technological Institute of the Philippines – Manila entitled "Study Habits of Academic Performers in Technological Institute of The Philippines" (Tuz, 2020). The survey revealed that the top academic performers tend to have a developed study habits including time management, learning strategies, and study environments.

Furthermore, there was a positive relationship between attitude and students' academic performance ($r = .388$, $p=.000$). This only means that when student's attitude increases, academic performance also increases. In his article on poor study habits, Monday (2008) as cited by Badau (2018), argues that cultivating healthy and positive attitudes and study habits will help students thrive in the classroom and reach their academic objectives.

Concentration was also found to be positively correlated with academic performance ($r = .205$, $p=.000$). It means that increases in concentration are associated with increases in academic performance. This proves that students who paid less attention in class will have difficulty understanding the subsequent learning content, leading to a condition known as being "left behind" and perhaps feeling overburdened and disheartened about the remaining material in the course are likely to feel disappointed in their studies and tend to have decreased academic engagement and success (Hariyanto, 2020).

On the other hand, there was a negative relationship between academic pressure and academic performance ($r = -.417$, $p=.000$). This only means that when academic pressure increases, academic performance decreases. Literature revealed that the presence of stress may affect students' academic performance. Thus, this type of stress contributes to students' poor academic performance. Additionally, stressed-out students struggle to manage their time, money, and educational activities, which make it difficult for them to complete their academic tasks. These are the main detrimental effects of stress on completing academic tasks (Sharma & Pandey, 2017).

Goal setting was also found to be positively correlated with academic performance ($r = .347$, $p=.000$). It means that increases in goal setting are associated with an increase in academic performance. Goals must have motivation as a vital component. When examining goals through the lens of the educational environment, Acevedo (2018) contends that goals contribute to students' motivation as they work to satisfy the demands they place on themselves, which contributes to academic success.

Lastly, there is a positive association between examination preparation and writing and academic performance ($r = .310$, $p=.000$), such that as the examination preparation and writing of students increases, their academic performance increases. By using a sound exam preparation method, students are better equipped to respond to exam questions and achieve the highest possible score on the test (Improving Your Test Questions, 2022).

Problem 4. Which of the components of study habits, singly or in combination, best influence academic performance?

Table 10 on the next page presents the regression analysis between study habits and academic performance. Obviously, the student's grade is influenced by concentration, $\beta = 0.367$, $t = 1.863$, ($p<.024$), and academic pressure, $\beta = 0.418$, $t = 2.489$, ($p<.014$). The findings imply that concentration and academic pressure significantly influence the students' academic performance. More precisely, the predicted scores for values of the independent variables are indicated by the beta weights (β), which means that each additional score/unit accounted for by these two measure variables would imply an increase or decrease in students' grades.

The figures in the table disclose that for every unit change in Concentration, there is a corresponding increase of 19.7 percent in the student's grade. This further means that the higher the level of this motivation, the higher the student's grade. As to Academic Pressure, a one-unit increase in academic pressure there is a corresponding decrease of 23.9 percent in the student's grade. This would mean that the higher the level of academic pressure, the lower the level of academic performance.

Furthermore, the R^2 value explains the amount of influence of the whole set of independent variables

taken as one on the student's grade. The measure of the total variation of the dependent variable consisted of 24.3%, which reflects the amount of variance explained by the two variables, namely: concentration and academic pressure, while 79.7% of the variance can be attributed to other factor variables not included in the study. On the other, hand Time Management, $\beta=0.227$, $t=1.663$, ($p>0.01$); Attitude, $\beta=0.202$, $t=1.599$, ($p>0.01$); Goal Setting, $\beta=0.030$, $t=0.159$ ($p>0.01$); and Preparation for examination, $\beta=0.189$, $t=0.972$ ($p>0.01$) did not influenced the learner's attitude.

Table 10*Regression Analysis between Study Habits and Academic Performance*

Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	-.486	.634		-.767	.444
Time Management	.227	.195	.093	1.663	.246
Attitude	.202	.126	.134	1.599	.111
Concentration	.367	.197	.197	1.863	.024
Academic Pressure	-.418	.168	-.239	2.489	.014
Goal Setting	.030	.187	.016	.159	.874
Preparation for Examination	-.189	.195	-.098	.972	.322
R = 0.493		R ² = 0.243	F = 10.512	Sig. = .000	

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), examave, timeave, atave, acadave, goalave, conave

The findings allude to the student's academic performance. Academic success mostly refers to students' grades. Both cognitive and non-cognitive factors may have an impact on academic achievement. Poor or terrible study habits may have a negative effect on a student's academic success. In this paper, academic performance refers to the final grades of students obtained during the end of the 2nd Grading Period across all learning areas for the School Year 2022-2023. The regression analysis suggests that when students establish strong study habits, they can improve their academic standing in terms of the grades that they get in school.

The result is in support of the study of Ebele and Olofu (2017), found a statistically significant correlation between the factors in their study. This implied that students who established effective study habits were more likely to improve their academic achievement and academic performance in the classroom. From the foregoing analysis, however, the equation useful in predicting what independent variable/s significantly influences the students' grade (Y) as indicated by the F-value=10.512 with its corresponding probability value (.000) is significant at ($p<.01$).

4. Conclusions and Recommendations

Based on the significant findings of the study the following conclusions are drawn:

1. The extent of study habits along the five dimensions is high. Moreover, the students employed several study habit strategies to have a high academic performance.
2. On the average, the overall academic performance of the students is at a good level. The students' used of multiple study habit strategies contributed to their good academic performance.
3. Time Management, Attitude, Concentration, Goal Setting, and Preparation for Examination are significantly associated with academic performance, while academic pressure is inversely associated with

academic performance.

4. The best predictors of academic performance in this study are concentration and academic pressure.

The following recommendations are suggested considering the abovementioned findings and conclusions.

1. Teachers may also be given training to teach study habits and an orientation to provide learners with lessons on effective studying techniques. It is also recommended that they encourage students to develop study habits, such as goal setting and teach ways by which students can handle academic pressures.

2. Both the parents and teachers must work hand in hand to develop study habits of their students.

3. Parents are recommended to encourage learners to develop effective study habits and provide a conducive home learning environment. They can also work with teachers to monitor students' academic performance and address issues concerning students' study habits.

4. Academic achievement can lead to higher grades. Therefore students' need to do their best in school to get good grades.

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