

A NUMBER OF KILOMETERS MATTERS: A COMPARATIVE STUDY ON LEARNERS STUDY HABITS AND SCHOOL PERFORMANCE

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Abstract

Going to school is a daily affair in a student's life. The distance between home and school may be a determining factor in the school performance of the students. In this study, it aims to compare two sample groups of students: one group lives 1-2 kilometers from the school, and the other lives 3-4 kilometers from the school. The researchers utilized a sample size of 166, which represents the entire population of Binoni National High School. The participants were chosen using simple random sampling. Then the respondents were subjected to answering a questionnaire that measured the study habits of the participants and their fourth quarter ratings for school performance. The general average of the students near the school is 85.43%, while those living away from school have a general average of 85.47%. While the Likert scale shows an overall mean of 3.98 with a verbal description of "agree," students from 3-4 kilometers from school have an overall mean of 4.11 with a verbal description of agree. These findings suggest that even if there is no significant difference in school performance between students who live near and far from school, However, they differ in their study habits; students living away from school had a better study habit than students living near the school.

Keywords: distance from home, kilometers, study habits, school performance,

1. Introduction

Going to school is an almost every day affair in the life of a student. Five times a week, students go to school and study. Classes will start at 7:30 in the morning, have a lunch break at 12:00 o'clock, resume at 1:00 pm, and end at 4:30 in the afternoon. Students living near the school premises may not struggle with long travel from their respective homes. Students that leave the school premises may endure a long walk to school, and some hire public transport to go to school.

Distance from their homes to the school may affect students' school performance. This may be due to the following reasons: First, traveling to and from school for an extended period of time may result in fatigue, reduced focus on class, and reduced motivation. Second, longer distances may result in long walks or transit concerns that may result in late arrivals or missed classes. Lastly, longer commutes might cause poor time management, hurried work, and issues combining academic and personal duties.

Distance from home may also affect the study habits of the learners. This may be due to fatigue during the long walk or travel going to school and home, and vice versa. Fatigue can greatly affect the study habits of students for the following reasons: Fatigue may impair concentration, which may impair mental clarity and make it harder to receive and remember things they have studied. Second, it can decrease motivation, making it difficult to stay motivated and interested in learning. Third, studying when tired may result in slowed retention and a decrease in the capacity to learn successfully the things they have studied. Lastly, when students are tired, they may put off studying or indulge in activities that bring instant pleasure rather than focusing on their academic requirements.

This study aims to determine whether distance from school may affect students' performance. It assesses if the students that are exposed to long travel or long hikes may have a different school performance than those of students living near the school who are not exposed to the struggles of long travel or long hikes. This will also aim to aid the school administrators in crafting programs that help the students improve their general school performance.

2. Framework

This study is anchored on Vygotsky's socio-cultural theory from 1978. In this theory, the idea is that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This means that learning

is more effective in the “zone” with the help of a support system. Students living away from the school may have less support than the students that live near the school. One of the reasons is the distance. Students living near it have more access to support from home due to its proximal distance from school. Second are the travel expenses that the student will shoulder when going to school and the physical exhaustion that the student faces every day, which may affect their learning ability.

This study aims to determine if the distance from home to school will have an impact on the student’s learning ability, which will be reflected in their school performance.

3. Objective of the Study

The goal of this study is to examine the school performance and the study habits of learners who live far and near the school to see if distance affects their school performance. For the purpose of this study this research aims to achieve the following: (1) determine the demographic profile of the respondents in terms of age, sex, combined family income, and the distance from home to school in kilometers. (2) Determine the school performance of the respondents living 3 to 5 kilometers away from school and students living in 1 to 2 kilometers from school. (3) Determine the study habits of students living 3-5 kilometers and 1-2 kilometers from school? (4) Determine if there is a significant difference between the school performance and study habits of the students living in 3 to 5 kilometers away from school and students living 1 to 2 kilometers away from school?

4. Methodology

The descriptive comparative research design will be used in this study. Descriptive since it will establish the respondents' demographic profile. It is comparative because it compares the academic achievement of pupils who live far and near the school.

4.1. Sampling

For this study, the researchers used purposive sampling. The researchers pick learners from Brgy. Mauswagon, wherein these learners travel more than 3 kilometers per day just to go to school to represent learners living 3-5 kilometers from their home to school. While students from Brgy. Binoni were picked to represent students living 1-2 kilometers from home to school,

4.2. Data collection

During the data gathering, the researchers adapt the questionnaire from the study of Reyes (2019) on his study entitled “Study Habits and School Performance of Cellphone and Non-Cellphone Users of Junior High School Students.” This is to determine the demographic profile and the study habits of the respondents. While determining the school performance of the respondents, the researchers ask for a copy of the general average of the respondents from their respective class advisers.

4.3. Ethical consideration

Before beginning the research, a letter will be sent to the school principal and the class adviser requesting permission to perform the study at the school. After obtaining approval, the parents will be provided with an informed consent form. The informed consent covers the respondents' and parents' rights to withdraw their participation at any moment while the research is ongoing. Furthermore, respondents may be certain that the information acquired will be kept secret and that their identity will be respected.

4.4. Plans for Data Analysis

The data will be presented using frequency counts and percentages to illustrate the demographic profile of the respondents. In the presentation of the study habits of the respondents, a 5-point Likert scale will be used. Each statement will be computed with a weighted mean and will be assigned to a specific verbal description and the over-all weighted mean will also be computed and assigned to a corresponding verbal description. This would represent the final interpretation and calculative value of the study habits of the respondents. To determine the school performance of the respondents, the researchers utilized the general average of the respondents from their respective class advisers. Furthermore, to determine whether there is a significant difference in

school performance and study habits between the two-sample groups, the researchers used the T- test as the statistical data treatment to determine if there is a significant difference between the sample groups.

5. Results and Discussions

This chapter discusses the results and the discussion of the data gathered. It also shows the descriptive and inferential statistics that interpret the data collected.

Research objective number 1: Determine the demographic profile of the respondents in terms of age, sex, combined family income and distance from home to school in kilometers.

Table 1. The Age of the Respondents

Age	Frequency(f)	Percentage(%)
12 years old below	19	11.44
13 to 16 years old	90	54.21
17 to 20 years old	55	33.13
21 years old and above	2	1.20
Total	166	100

The table above shows the age distribution of the respondents. The data showed that a large majority of the respondents belong to the age cluster. This would suggest that the large majority of the respondents belong to the same age group with the same developmental goals as proposed by Robert Havighurst in 1950.

Table 2. The Sex of the Respondents

Sex	Frequency(f)	Percentage(%)
Male	78	46.98
Female	88	53.01
Total	166	100

The table above shows the gender distribution of the respondents in terms of sex. The data shows that the majority of the respondents were female, with a frequency of 88, or 53.01% of the respondents. While the males have a frequency of 78, or 46.78% of the respondents, This would show that most of the students at Binoni National High School were female.

Table 3. Combine Family Income

Family income per month	Frequency(f)	Percentage(%)
Less than 9,520	87	52.40
9,521-19,040	59	35.54
19,041-38,080	17	10.24
38,081-66,640	2	1.20
66,641 above	1	0.60
Total	166	100

Table 3 shows the distribution of the respondents' families according to their combined family income per month. Above shows a huge majority of the respondents below the lowest income scale. This shows that these families have less economic capability to meet their needs, especially school-related expenses for their children. However, there is one respondent who has a combined family income that is above 66,641 pesos. This would show

that his family has more financial capability to provide for his needs. Lastly, this data would suggest that the majority of the respondents belong to low-income families.

Table 4. Distance from Home to School

Distance from home to school	Frequency(f)	Percentage(%)
1-2 kilometers	69	41.56
3-4 kilometers	97	58.43
Total	166	100

The data from Table 4 indicates the distance between the respondents' homes and schools. The data reveals that the majority of the respondents, with a frequency of 97, or 58.43%, lived 3–4 kilometers from the school. Also, 69, or 41.56%, of the respondents lived 1-2 kilometers away from the school. This would show that most of the respondents will travel a lengthy distance in order to go to school. This may affect their school performance because they may have less energy to listen and participate in the lesson compared to the students who live near the school.

Research objective number 2: Determine the school performance of the respondents living 3 to 5 kilometers away from school and students living in 1 to 2 kilometers from school.

Table 5. School Performance of the Respondents Living 1-2 Kilometers from School

Grading Scale	Frequency(f)	Percentage(%)	Mean
Outstanding (90-100)	10	14.49	85.43 Very Satisfactory
Very Satisfactory (85-89)	28	40.57	
Satisfactory (80-84)	26	37.68	
Fairly Satisfactory (75-79)	5	7.24	
Not Meet Expectation (Below 75)	-	-	
Total	69	100	

Note: The scale is based on the DepEd Order No. 8 s. 2015

Table 5 shows the school performance of the respondents living 1-2 kilometers from home to school. The data from the table revealed that 28 or 40.57% of the respondents belong to a very satisfactory scale, and 5 or 7.24% of the respondents belong to a fairly satisfactory scale. This data shows that the majority of the respondents had a satisfactory or very satisfactory rating. This would suggest that the majority of the students have an average school performance based on their final grades.

Table 6. School Performance of the Respondents Living 3-4 Kilometers from School

Grading Scale	Frequency(f)	Percentage(%)	Mean
Outstanding (90-100)	10	10.30	85.48 Very Satisfactory
Very Satisfactory (85-89)	49	50.51	
Satisfactory (80-84)	32	32.98	

Fairly Satisfactory (75-79)	6	6.18
Did not Meet Expectation (Below 75)	-	-
Total	97	100

Note: The scale is based on the DepEd Order No. 8 s. 2015

The table shows the school performance of the respondents living 3–4 kilometers from the school. The data revealed that 50.51% of the respondents, or 49 of them, had a very satisfactory rating, and 6 of them, or 6.18% of the respondents, had a fairly satisfactory rating. This would suggest that the majority of the respondents have a very satisfactory rating. This means they have above-average school performance.

Research objective number 3: Determine the study habits of students living 3-5 kilometers and 1-2 kilometers from school.

Table 7. The Level of Study Habits of Students Living 1-2 Kilometers from School

Statement	Weighted Mean	Verbal Description
Spending more time to review my notes to get highscores in the exam.	4.10	Agree
2. Working with my assignment to submit on time.	4.01	Agree
3. Coming to school on time and ready for any exam.	4.01	Agree
Studying my lesson during the vacant time for the nextclass	3.84	Agree
5. Spending most of the time to study on weekends.	3.96	Agree
Never attempted to copy the assignment from myclassmates.	3.90	Agree
Asking questions to my teachers solely forunderstanding.	3.84	Agree
Attending my classes every day and never absentwithout valid cause.	4.07	Agree
9. Preferring to study alone rather than with the group.	4.00	Agree
. Referring all the times with the internet to get ideas formy assignment.	3.97	Agree
11. I am motivated to study	3.84	Agree
. I procrastinate on my academic requirements like projectand assignments because I am tired of my journey from school.	3.88	Agree
13. I fail to join group work/study	3.80	Agree
14. I manage my time when I am studying	3.97	Agree
15. I tend to have a regular time when I study	4.19	Agree
Total	3.89	Agree

Note: 1.00-1.80 Strongly Disagree, 1.81-2.60 Disagree, 2.61-3.40 Neutral, 3.41-4.20 Agree, 4.21-5.00 StronglyAgree

Table 7 shows the Likert scale on the study habits of the students who were living near the school or 1-2 kilometers from the school. The data shows the weighted mean and its corresponding verbal description. On the table, the statement with the highest mean was statement number 15, which states that “I tend to have a regular time when I study,” which has a weighted mean of 4.19 with a verbal description of "agree." This would mean that the students mostly have the designated time to study their lesson. However, the statement that had the least weighted mean belongs to statement number 11, which states that “I feel tired coming from school and I lost my motivation to study,” which has a weighted mean of 2.82 with a verbal description of neutral. This means that students cannot defer if they feel tired and unable to study. The overall mean result is 3.89, which has a verbal description of agree. This would suggest that students coming from 1-2 kilometers from school have average study habits.

Table 8. The Level of Study Habits of Students Living 3-4 Kilometers from School

Statement	Weighted Mean	Verbal Description
Spending more time to review my notes to get highscores in the exam.	4.10	Agree
2. Working with my assignment to submit on time.	4.11	Agree
3. Coming to school on time and ready for any exam.	4.23	Strongly Agree
Studying my lesson during the vacant time for the nextclass	4.06	Agree
5. Spending most of the time to study on weekends.	4.08	Agree
Never attempted to copy the assignment from myclassmates.	4.03	Agree
Asking questions to my teachers solely forunderstanding.	4.00	Agree
Attending my classes every day and never absentwithout valid cause.	4.11	Agree
9. Preferring to study alone rather than with the group.	4.22	Strongly Agree
. Referring all the times with the internet to get ideas formy assignment.	4.07	Agree
11. I am motivated to study	4.12	Agree
. I procrastinate on my academic requirements like projectand assignments because I am tired of my journey from school.	4.09	Agree
13. I fail to join group work/study	4.04	Agree
14. I manage my time when I am studying	4.18	Agree
15. I tend to have a regular time when I study	4.27	Strongly Agree
Total	4.11	Agree

Note: 1.00-1.80 Strongly Disagree, 1.81-2.60 Disagree, 2.61-3.40 Neutral, 3.41-4.20 Agree, 4.21-5.00 StronglyAgree

Table 8 above shows the Likert scale for the study habits of students living 1-3 kilometers from school. The data presentation utilized a weighted mean and a verbal description to interpret the data. Statement number 15 that states “I tend to have a regular time when I study” got a weighted me of 4.27, which belongs to “strongly agree”. This result would mean that the students have regular time to study their lessons. However, the least weighted mean came from statement number 7, which states, “Asking questions to my teachers solely for understanding.” This would mean that students tend to ask the teachers about their school-related activities. The overall mean is 4.11, with a verbal description of “agree”. This would mean the students have a study routine that they follow as they comply with the academic requirements and activities set by their teachers.

Research objective number 4: Determine if there is a significant difference between the school performance and study habits of the students living in 3 to 5 kilometers away from school and students living 1 to 2 kilometers awayfrom school.

Table 9. The Difference Between the School Performance of Students Living 1-2 km and 3-4 km Away from School

School Performance	t	p-value
1-2 km and 3-4 km Students' Distance from Home to School	.08	.93

*Significant, $p < .05$

Table 10 shows a comparative study between school performance and the distance from home to school. The statistical treatment shows a t-value of .08 and a p-value of .93. Since the p-value is greater than the alpha level of .05 thus the test failed to reject the null hypothesis. This means that there is no significant difference between school performance and the distance of the respondents' home from school. Furthermore, this would indicate that the distance between homes has nothing to do with the school performance of the students.

Table 10. The Difference Between Study Habits of Students Living 1-2 km and 3-4 km Away from School

Study Habits	t	p-value
1-2 km and 3-4 km Students' Distance from Home to School	7.41	.001*

*Significant, $p < .05$

Table 10 above shows the difference between the study habits of the students who lived 1-2 kilometers away from the school and those who lived 3–4 kilometers away. Using an independent t-test, the result yielded a t- value of 7.41 and a $p < .05$. This would mean that the second null hypothesis is rejected. This would imply that students living 3–4 kilometers from the school have a better study habit than those living 1-2 kilometers from the school.

Conclusion

Going to school is a daily struggle that students will face. This study explains the comparison of the students living near and away from school and whether it affects their school performance.

Utilizing the students from Binoni National High School as respondents through simple random sampling to identify the respondents to the study The respondents were majority female, mostly in the age range of 13–16 years old, with a combined family income of less than \$9250 per month. Furthermore, there were 69 respondents living near the school, and 97 respondents lived away from school. The respondents were subjected to a questionnaire as one of the data gathering tools, and their general average was used to measure their school performance.

The school performance of the students near it was 85.43%, which is classified as very satisfactory, while students living away from school have an average of 85.47%, which is classified as very satisfactory.

The Likert scale reveals the study habits of the two sample groups. Group 1, which came from 1-2 kilometers away from school, yielded an overall mean of 3.89 with a verbal description of "agree," while the students living away from school had an overall mean of 4.11 with a verbal description of agree.

Therefore, even though the two samples have almost identical school performance, they differ in their study habits. This will indicate that students living far away from the school have a better study habit than students living near the school.

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