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THE LEARNERS' STUDY HABITS AND ITS RELATION ON THEIR ACADEMIC PERFORMANCE

Jhoselle Tus[1], Francis Rayo[2], Reymark Lubo[3], Mark Anthony Cruz[4]

Faculty Member, St. Paul College of Bocaue, Bulacan, Philippines

ABSTRACT

Study habits are at the core of a learner's academic success. It is an action like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals. It can be defined as effective or counterproductive based on whether it serves the students well. Thus, the study's primary purpose was to determine the relationship between study habits and the students' academic performance. The descriptive-correlation design was utilized to describe the respondents' profile regarding their study habits and academic performance. A total of one hundred twenty-six (126) Grade 11 senior high school learners participated in this study. Moreover, the main research instrument utilized in the study was the Palsane and Sharma Study Habit Inventory. Its eight sub-scales are budgeting time, physical condition, reading ability, note-taking, learning motivation, memory, taking examinations, and health. The findings showed that the respondents' study habits are at a relatively average level. The result revealed no significant relationship between study habits and academic performance. Also, the results showed that the study habits of the students are at a relatively average level. Additionally, enhancing students' study habits are relevant, especially in note-taking, reading ability, and health, thus improving their academic performance.

Keyword: Study habits, Senior High School Learners, Palsane and Sharma Study Habit Inventory, Academic Performance

1. INTRODUCTION

Study habits are at the core of academic success. It is an action like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals. It can be defined as effective or counterproductive based on whether it serves the students well. Thus, study habits are purchasing out a devoted and un-interrupted time to apply oneself to the world of learning (Rabia, Mubarak, Tallat, Nasir, 2017). This affects a student's success in school. Also, academic performance is how well a student performs inside the school; it results from their hard work and studies. Improving academic performance in a student is one of the goals of every educational center (Alimohamadi, Dehghani, Paymard & Khalili, 2018).

Arieta, Gementiza, and Saco (2017) highlighted that study habits play a significant role in students' life. The success or failure of each student depends on their study habits. The study also says that study is an art and requires practice and effort. The success of each student depends on the ability, intelligence, and action of the students. Thus, many effective study habits can help a student to improve. According to the study as cited by Fouche (2017), he described good study habits like doing homework, actively participating in class, managing time, staying focused, and working hard showed a significant positive correlation on their academic performance. Further, students need to develop study habits because these are study strategies that are applied in learning. Without developing study habits, students cannot perform and improve their academic performance (Ebele & Olofu, 2017).

Further, Sikhwari (2016) stated that cognitive factors such as intellectual ability are regarded as predictors of academic success. Many researches have examined the role of non-cognitive factors such as study skills, motivation, study habits, and attitudes on academic achievement. The study revealed that study habits have a positive impact on the academic achievement of learners.

Rabia et al. (2017), in their study entitled "A Study on Study Habits and Academic Performance of Students," results showed that there is a

significant relationship between study habits and academic performance of the students. This study indicates that study habits identify a person how much he would be able to learn. Moreover, the result indicated a significant relationship between study habits and the students' academic performance.

Besides, the study entitled "Metacognition, study habits and attitudes" showed that there is no significant relationship between metacognition and study habits for low and medium achievers (Ozsoy, Memis, & Temur, 2017). This study shows that the fifth-grade students in Turkey who got low and medium achievements could not develop excellent study habits, proving a significant relationship for students who earned high academic achievements.

This study's primary purpose is to assess the relationship between study habits and Grade 11 senior high school learners' academic performance. Thus, to provide activities that will motivate the learners to be more academically-equipped.

1.1. Research Questions

This study aims to determine the relationship between senior high school learners' study habits and academic performance. Specifically, this sought to answer the following questions:

1. What is the profile of the learners in terms of their study habits:

    1.1 budgeting time;

    1.2 physical condition;

    1.3 reading ability;

    1.4 note-taking;

    1.5 learning motivation;

    1.6 memory;

    1.7 taking examinations;

    1.8 health?

2. What is the level of the academic performance of the Grade 11 senior high school learners?

3. Is there a significant relationship between study habits and academic performance of the learners?

2. REVIEW OF LITERATURE

The concept of study habits focuses on the student's performance in school. It is the students' hard work and effort to achieve better academic performance in their studies. Study habits are part of a student's everyday life in school. It contributes significantly to the development of knowledge and perceptual capacities. Study habits tell a person how much he will learn, how far he wants to go, and how much he wants to earn. These all could be decided with one's study habits throughout life (Rabia, Mubarak, Tallat & Nasir, 2017). In this study, the results showed a significant relationship between study habits and academic performance of the students, which was checked by using a chi-square test on the sample of 270 students taken from two colleges in Pakistan.

According to Kaur and Pathania (2017), age, family income, and education were variables that had a major effect on college students' study habits. The findings of their research revealed a significant association between academic success and study patterns. It indicates that age, family wealth, and schooling influence how students grow their learning behaviors and are linked to their academic achievement.

However, intelligence characteristics such as intellectual capacity are used as predictors of academic performance. A significant number of research studies have explored the function of non-cognitive influences, such as study abilities, inspiration, study behaviors, and attitudes towards academic achievement. The research concluded that healthy study behaviors and optimistic research attitudes might significantly affect student academic achievement (Sikhwari, 2016).

According to Dano (2017), entering the world of work is through a college education. Fitting education to nursing students' learning style and study habits would help master students and greatly improve performance. This study looks into the nursing students' academic performance, learning styles, and study habits of Cebu Normal University during the school year 2001-2002, particularly the first, second, and third-year nursing students. The total respondents were 159 from the different year levels. The study utilized the descriptive survey method, and the grade sheets were the main instrument for the data

gathering. Also, the Learning Style Inventory, developed by David Kolb and the Study Habit Inventory developed by Peter Edwards, were used to determine the outcome of the study.

Tus (2020) highlighted that students are still improving their learning attitudes and study behaviors, showing mild teacher acceptance, welcoming education, resisting hesitation, and working methods. These can be due to their families' knowledge, the outstanding curriculum and procedures the college gave them.

Aquino (2011) investigated the favorable and unfavorable study habits and attitudes of the freshmen students. The study used the Survey of Study Habits and Attitudes (SSHA) instrument developed and standardized by Brown and Holtzman (1969) to measure the respondents' study habits and attitudes. Results revealed that students disapprove of teaching methods, classroom management, and inefficient time management. Furthermore, favorable and unfavorable between the variables of the study were also shown. This study concluded that students have their own advantageous and desirable study habits.

In the research entitled "Relationship between Study Habits and Secondary School Students' Academic Performance in Eti-Osa Local Government Area of Lagos State," the study found no substantial variation in the study habit score between males and female students. The report also indicates a significant association between student study patterns and academic success (Onabamiro & Odunlami, 2017). This research found that gender is not a factor in the relationship between study habits and student academic success, but that it is more about what kind of study habits students have formed.

Any of the research patterns, such as assignments, time distribution, reading and note-taking, and instructor consultation, affect physics students' academic success (Atsuwe & Moses, 2017). Their research was planned to examine the effect of study patterns on Physics students' academic success at the Federal University of Agriculture in Makurdi, Nigeria. Analysis of the data collected showed that the research behaviors significantly impacted the respondents' academic success. This research found that by cultivating study patterns, students can enhance their academic results. Besides, Oladeni and Bimbo (2017) investigated the relationship between secondary school students' research variables in mathematics. The results also showed that note-taking, student usage of the library, and time distribution have significant association with student academic success in mathematics. This indicates that these variables will help students boost the academic success of their studies.

According to Azzopardi and Camilleri (2018), the research patterns and the perceived degree of complexity of particular subjects are essential for the lecturer to encourage, contributing to higher academic achievement. The outcome revealed no substantial gap between the student's research patterns and the mean appraisal mark achieved at the end of the course's first year.

Looyeh, Fazelpour, Masoule, Chehrzad, and Leili (2017) have shown a substantial association between students' research patterns and academic success. Determining the student's study habits and the relationship between their study habits and academic success can boost their academic achievement and learning habits.

The research 'Changes in the Study Habits of Chinese Adolescents and Reasons Supporting These Habits – Concentrating on the Transfer Time from Elementary to Junior High School' performed by Okado, Kida, and Sakai (2018) found a high association between student habits and academic outcomes. Their research suggested that the study patterns are the explanation for achieving academic performance.

Numan and Hasan (2017) looked at the impact of research patterns on examination anxiety and academic achievement. Their research suggested that study patterns have a significant effect on test anxiety and academic achievement. In comparison, students are expected to do more with good academic study habits than students with lousy schooling habits.

According to Ebele and Olofu (2017), the research patterns are the way one learns. After having healthy academic habits, a student will not be able to excel in education. It is stated that academic success is dependent on the student's study habits. The results of the analysis show that there is a significant association between the variables in the study.

The research entitled "Study Habits of Residential and Non-Residential Pupils of Grade III to V in

Papumpare district of Arunachal Pradesh" showed no substantial gap between the study habits of Grade III to V residential and non-residential pupils in the Papumpare district of Arunachal Pradesh (Boli & Tok, 2017).

In the Au, So, and Lee research (2017), it was reported that the study initiative had an insignificant positive effect on student results. The research concluded that previous awareness steadily raises its impact on success as a student advances through a 4-year undergraduate program. They concluded that prior experience alone correctly predicts student success, not student initiative. While it was discussed in the study, developing healthy study habits would help students in their research years.

Khan and Nisa (2016) analyzed the factors impacting the Amroha District Government Colleges' student research patterns. A total of 100 Class VII students have been selected as respondents to their studies at the Government Colleges of the Amroha District. The results of the research revealed a significant gender impact on the study behaviors of the participants. However, in the report entitled Factors Influencing Study Habits on the Academic Performance of Senior High School Students at Davao Doctors College, gender does not substantially affect the study habits of the respondents (Arieta, Gementiza & Saco, 2017).

According to Arieta, Gementiza, and Saco (2017), research patterns play a very significant role in a student's life. The performance or loss of each student depends on what kind of research patterns they have. Several students do not study a lot but reach a higher standard, and some students look a lot but are unable to achieve a higher level of results. They indicated that each student's progress should not focus entirely on the study patterns but rather on the students' skill and intellect. In general, all of the factors listed appear to influence the academic success of students significantly.

Studies have shown that self-esteem may not substantially affect academic performance in the analysis of the connection between self-esteem and study habits with student academic success. Still, study habits do (Alva, 2017).

Masmiquel, Ferrer, and Fonseca (2017) analyzed the association between student conduct and academic success. The research confirmed that the original theory was valid and showed a connection between students' study behaviors and their academic success.

Goud (2018) showed that students had a favorable attitude towards study habits in his study entitled "A Study on the Factors Influencing Study Habits of Tenth Class Students in Their Academic Achievements." The analysis centered on caste, locality, and style of school management on the academic achievement of tenth-class students. The research demonstrates that these influences affect the study behaviors of the respondents. The report underlines the value of cultivating healthy study practices, such as time management.

Furthermore, in the report entitled "Study Habits of Distance Learners: A Comparative Analysis" by Stanley (2014), there is no substantial gap in the total study habits of graduates and graduates examining the courses, gender, and marital status of learners. The result of his research indicated that the three were not variables in the student's study behaviors.

According to Vyas and Choudhary (2016), there are no significant variations between male and female teenage students in their research patterns. Besides, the outcome revealed no substantial gap between research behaviors and socio-economic class.

In the Foronda and Marisol research (2017), it was noted that there is no significant association between study behaviors, attitudes, and degree of preparation among respondents. This research found that students had a constructive outlook on the degree of practice rather than a study habit. Besides, Oriogu & Subair (2017) claimed that what is essential to students' academic success. Their research showed that reading patterns have a substantial influence on the academic success of students.

Oriogu and Subair (2017) explored the impact of reading patterns on the academic achievement of students. The findings indicated that there was a substantial impact on the variables in the sample. It is suggested that students can read more to acquire more necessary information for their academic purposes.

Banares, Cabungcal, Enriquez, Estanoso, and Natal (2016) suggested several component studies had already been performed in this study. However, the outcome of each analysis depends on various

settings. The research showed no substantial variation between BSA students' study patterns at the Philippine Institute of Technology in Manila in terms of time management, Learning Methods, and Study Setting. This research demonstrates that students' gender is not a factor in the study habits of students, especially in the management of time learning strategies and the study climate.

In the "Metacognition, study habits and attitudes," the analysis showed no significant association between metacognition and study habits and attitudes for low and medium-term attainers. Still, a meaningful relationship was found in high-performance students. Also, J.P. Fouche (2017) observed that healthy research patterns, such as task, class attendance, time control, still concentration, and hard work, demonstrated a strong association with academic success. Generally, it indicates that appropriate study patterns and behaviors may help students enhance their academic success to be more effective.

It also shows that lousy study habits have a significant negative relationship with the students' academic performance, the opposite of the factors mentioned above of good study habits (J.P Fouche, 2017).

The study entitled "Impact of social networking sites on study habits among Saudi nursing students in Hail University" conducted by Alsaqri and Dayrit (2018) showed that social media's effect could be tremendous. If it affects the study habits, then it will also affect the academic performance of the respondents.

According to Joshi and Sharma (2017), internet non-users have better study habits than internet users dimension-wise, sex-wise, and streamwise. The study shows that students who don't use the internet have better study habits than the students who are surfing a lot on the internet.

Thus, Alade and Kuku's (2017) hypothesis revealed that gender is not a factor in developing and improving study habits and the students' achievement in Mathematics. On the other hand, the study's findings showed significant differences in the achievement of the students in mathematics and study habits.

Vashishta, Ahuja, and Sharma (2017) studied the impact of Facebook Addiction Disorder (FAD) on adolescents' study habits and their academic performance effects. A total of 200 adolescents were chosen as respondents to determine the outcome of the study. The findings showed a significant negative impact of Facebook Addiction Disorder (FAD) on the adolescents' study habits and academic achievement. This means that if the addiction to Facebook doesn't stop and keeps on growing, the study habits will become poor, which will result in poor academic performance.

In four districts of Kashmir, research was conducted on the study habits of intellectually gifted students. A sample of 300 intellectually gifted students in the institution in 11th grade, aged from 16-17, was chosen as respondents. The analyzed data were collected by using the Study Habit Inventory prepared by the researcher. Results showed that high and low intellectually gifted students differ significantly in their study habits (Ruqia, 2018).

According to the study of Leyrer and Wilson (2017), using social media positively correlates with the students' amount of time. It indicates that social media websites should be used in the classroom. The researchers have found that students who use social media websites and spend time positively correlate. Lastly, results suggest that social media may negatively affect the students' study habits and academic performance, especially the students within the field of biological sciences.

Lau (2017) mentioned that social media had been part of everyone's everyday life, particularly among the students, who excelled in social media in today's generation. However, the study revealed that using social media for academic purposes was not a significant predictor of academic performance. Nowadays, using social media for non-academic purposes is significantly shown. Thus, it harms the students' academic performance because it affects and slows their learning and progress.

In the study entitled "Time Management and Academic Performance: Empirical Survey from High Education in Mogadishu-Somalia," the purpose was to investigate the variables of the study, and the result showed that time management had a significant and positive impact on academic performance at higher education in Mogadishu, Somalia (Osman & Mohamed, 2016). Therefore, time management is an excellent factor in improving a student's academic performance.

Students have to be conscious of time in performing their educational activities to better their academic performance (Aduke, 2015).

Aduke (2015) stated that time management is a factor in improving students' lives to value time. His study revealed that procrastination, prioritization, and planning were significant factors that affected the students' academic performance about time management. Students who don't manage their time may get problems, so students should be aware of avoiding poor academic performance.

Case Study Teaching Method is becoming a common teaching strategy in education (Bonney, 2015). In his study entitled "Case Study Teaching Method Improves Student Performance and Perceptions of Learning Gains," results showed that case studies are significantly more effective than other methods of teaching styles at increasing student performance. This study showed that case studies should not be forgotten and should be considered the best teaching method.

Basri and Alghaswyneh (2015) identified time management's role and its impact on the students' academic achievement. The study results showed no significant relationship between students' time management elements in terms of planning and organization and their academic achievement.

On the other hand, in the study entitled "The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan," it was shown that there were a medium degree and static significance at the level of time management of the respondents (Al-Zoubi, 2016). It impacts the students' academic performance significantly, so students should learn to manage their time, especially in terms of studying.

According to Sreelekha, Yogananda, Rameswari, and Uddin (2016), in their research entitled "Study Habits and academic performance of first-year MBBS students." the primary goal of education is the improvement of the students as they study in their school years. In their study, first-year MBBS students were chosen as the respondents who participated voluntarily in their research. The use of a Standardized Questionnaire was adapted. This research revealed that students with fair study habits significantly scored more than those with poor study habits.

Priya and Dariti (2015) studied the level of study habits among school students. A total of 160 students were the respondents aged from 13-18 years through random sampling. The results revealed that many boys are poor in their study habits compared to the girls. Their study also showed that students from private schools are better than students from government schools in terms of study habits.

Furthermore, the citizens' quality depends on the quality of their education, study habits, and study attitudes of the learning students. The quality of education is seen through academic performance, which results from the students' study habits and study attitudes. (Priya & Dairiti, 2015)

Research on the students' study habits and their influence on undergraduate nursing students' academic performance has been conducted at the University of Calabar in Nigeria. A total number of 160 students were chosen as the respondents through a Random Sampling Technique. The data were analyzed through the use of their own made Study Habits Inventory Questionnaire. Results revealed no significant difference between the students' academic performance and their study habits like individual studies, students who read at the library hostel and those who are away from the library, and the students who read at day rather than night. (Ella, Akpabio & Samson-Akpan, 2015)

According to Mendezabal (2013), in their study, "Study Habits and Attitudes: The Road to Academic Success," students who have good study habits will likely pass. Also, study habits and attitudes are acknowledged as one of the main factors in the students' academic performance. Their study showed a significant relationship between study habits and attitudes and academic performance in the licensure examination. Furthermore, study habits like time management and work methods, which are factors of the student's success and study attitudes, were not related.

In the study of Cakiroglu in 2014 entitled "Analyzing the effect of learning styles and study habits of distance learners on learning performances: A case of an introductory programming course," results showed a significant relationship between learning styles, study habits, and learning performance. Olutola and Dosunmu (2016) had conducted a study

regarding the impact of study habits and gender on science achievement. The results showed that there is a significant relationship between students' study habits and science achievement. A significant difference was also established between gender and science achievement of the students.

Thiyagu (2013) studied how study habits can affect the students' academic achievement in terms of their gender, locality, and residency. The respondents were given a standardized tool for the measurement of the study habits variable. The results showed no significant relationship between study habits and the students' academic aspects of their gender, locality, and residency.

In Lawrence's (2014) study entitled "Relationship between Study Habits and Academic Achievement of Higher Secondary School Students," the present study was conducted to find the significant relationship between the study variables. The findings showed no significant difference between the study habits and the academic achievement of higher secondary schools.

Time Management is, by all means, essential in all aspects of our lives, whether it may be business, organizations, or education. On educational matters, the presence of time is very precious to students, teachers, heads, and the whole campus (Sayari, Jalagat & Dalluay). The researchers studied if there was a significant relationship between time management and the students' academic performance. The study's findings showed that time management significantly correlates to students' academic performance. Furthermore, other factors, such as procrastination and socialization, have no significant relationship with the students' academic performance.

According to the study of Khanam, Sahu, Rao, Kar, and Quazi (2017), Time management is one of the skills that impact students' academic performance. The researchers have conducted a study about time management, and the respondents' academic achievement, the medical students in Odisha. The study revealed that the respondents who obtained a high percentage also had a high mean score on general time management. And so it means that time management is essential to improve one's academic performance.

Marpa (2013) "Correlations among Time Management, Study Habits and Academic Achievement of the Math Major Students" determines the correlation between time management, study habits, and the respondents' academic achievement. Time management, study habits, and academic achievement showed a significant correlation between the study respondents in Mathematics. This study shows that time management is part of the study habits and affects students' academic performance.

In the study of Alimohamadi, Dehgani, Saeide, Ashtarani, Jonbakhsh, Paymard and Khalili (2018) entitled "Relation study between study habit and academic performance of nursing students in Hamadan," the present study attempts to examine the relationship of study habits of the students and its connection with the academic performance in a sample of 220 nursing students in Hamadan University of Medical Sciences. Results showed a positive correlation between the mean score of study habits and academic performance of the students.

Akpan and Salome (2015) examined the effect of study habits on academic achievement. A total of 100 students were chosen through the Simple Random Sampling Technique for this research. Findings revealed that most students spent a small amount of time studying while a few students study up to 6 hours. Furthermore, most of the students like to explore alone while others prefer to study in groups.

In the study entitled "Study habits, attitudes towards biology and performance among Philippine Science High School students" conducted by Olvido (2010), the present study used the descriptive-correlational method to determine the relationship between the variables the study. Further, the differences and relationships between the students' study habits and attitudes towards biology and performance are also explored. The study results revealed no significant relationship between the students' study habits and attitude towards biology and understanding. This study concluded that the study habits and attitudes of the students are not factors on their performance.

The study of Laguador (2013) entitled "Engineering Students' Level of Study Habits and Factors Affecting Them," utilized the descriptive method to determine the hypothesis of their

study. Results showed that the course of engineering has a significant difference in the students' problems in school. The study concluded that teachers' and parents' encouragement would be a significant factor in students' productivity in their college days by repeatedly studying and avoiding unnecessary activities.

According to the study of Llavore, Duran & Dungan (2015), study habits determine the student's success in education. Their research focused on whether study habits affect the performance of the BSCS students in Computer Programming. Further, this study determined the students' profile as to their IQ and performance in the course; the level of strengths and weaknesses related to time management, study environment, test-taking, note-taking, reading, writing, and math skills' study habits. The chosen respondents were the 85 freshmen students who were obtained using Cochran's formula. The study also used the Descriptive Survey Research Design, and the instrument used was a questionnaire to gather the data. Results revealed that only mathematics skill was positively correlated and significant to the performance of the students in Computer Programming out of the gifts.

Students who don't know how to study fail (Pogue, 2002). This study investigated the study habits and performance in mathematics of 108 Grade 7 students as randomly selected from the three public schools of the Municipality of San Manuel, Isabela, Philippines. A validated questionnaire, observation, and group interview were used as data-gathering instruments. The study revealed that students prefer to study habits to improve their academic performance. Furthermore, study habits are a factor in students' academic performance in Mathematics (Andrea & Roldan, 2016). The conclusion of this study is study habits are a significant factor in achieving attainable academic performance.

A study conducted by students from the Technological Institute of the Philippines – Manila investigated the students' study habits. 76 respondents were chosen out of the total population of 105 scholars using the incidental sampling approach and were given survey questionnaires to answer. The study showed that the academic performers' study habits were time management, learning styles, and study environment. It contributes significantly to the academic performers' performance (Foz, Gomez, Luz, Miron & Zarate, 2016).

3. MATERIALS AND METHODS

This study's main objective is to determine the study habits and their relationship with the respondents' academic performance. The researchers used the descriptive-correlation method to look for the relationship between the dependent and independent variables. It is a method in which it doesn't make straight predictions and doesn't determine cause and effect (Hale, 2018). The primary data gathering tool was the questionnaire that the researchers chose to determine the respondents' study habits. The questionnaire is applied to present, analyze, and interpret the researchers' data from the respondents of the study.

3.1. Participants

The entire population of the Grade 11 senior high school learners in a Private School in Bulacan, Philippines of the school year 2019-2020 was the study participants. The sampling technique that the researchers utilized for the study was the convenience sampling method—the entire population of the Grade 11 Senior High School Students with a total number of 126.

3.2. Instrument

The instrument utilized in this study was the Palsane and Sharma Study Habits Inventory (PSSHI) developed by M. N. Palsane and Saddhna Sharma to determine the relationship between the study habits and the academic performance of the students (Looyeh, Fazelpour, Masoule, Chehrzad & Leili, 2017). Scoring of the Study Habits Inventory has been done on a three-point rating scale. This instrument contains 45 statements that belong to the eight areas: budgeting time, physical condition, reading ability, note-taking, learning motivation, memory, and taking examinations, and health.

The points were rated as "0 = rarely or never", "1 = sometimes" and "2 = Always or Mostly". A higher score indicates good study habits. The statements nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 & 42 respectively, the scoring was reversed making 0, 1 and 2 for 'always', 'sometimes' and 'never' verbal interpretations because those are negative items. The maximum obtainable score is 90. A higher score indicates good study habits. The reliability

coefficient by the test-retest method and split-half technique is .88 and .56, respectively.

3.3. Procedures

Some steps were considered in this study's conduct to discover the result in inspecting the relationship between study habits and the Grade 11 Senior High School students' academic performance. The researchers submitted a letter of request to the school directress and principal to get permission to conduct and float the survey questionnaire to the study's respondents, the Grade 11 Senior High School Students of the school year 2019-2020. The researchers had distributed the questionnaires and had given the respondents enough time to answer the statements. Upon receiving the instruments' responses, the results had been tallied and calculated based on the survey questionnaire. To measure the respondents' Academic Performance, the researchers gathered the general average of the Grade 11 Students for the first quarter of the school year 2019-2020, based on the school's academic standing.

4. RESULTS AND DISCUSSION

This part presents the findings according to the study's research questions. To compare the mean and find out the significance between variables, the Pearson correlation coefficient was computed using IBM SPSS 20.0.

4.1. Respondents' profile in terms of Study Habits

This part is composed of the different tables for specific study habits categories of the study. It has 8 tables, ranging from tables 1 to 8, including the relevant information about the study habits from budgeting time, learning motivation, physical condition, reading ability, note-taking, memory, and taking examinations, and health. This was applied to describe the perceptions of the study habits of the respondents.

Table 1 Respondents' profile in terms of Budgeting Time

Indicators	Mean	Interpretation
1. I study every day.	0.87	Average
2. I study at a particular time of the day	1.05	Average
3. I do my homework daily.	1.25	Average
4. If I have to study for a longer time, I take a rest in between.	1.64	High
32. I divide the time according to the matter to be answered in respect of the number of questions.	1.08	Average
	1.18	**Average**

Table 1 revealed that the respondents obtain a total mean score ranging from 0.87 to 1.64, which applies to average up to a high level of study habits in terms of budgeting time. This shows that students make use of the time to be able to study. Achieving the average level of budgeting time also revealed that the students don't always look at managing their time in their studies but have seen themselves aware of the essential things needed to finish. Additionally, doing homework daily and studying for a long time have reached the level of interpretation of high, which pertains to doing their home works given by their subject teachers and passing it on time and balancing their time in studying and taking rest as well.

Based on the information displayed in Table 2, the respondents obtained total mean scores ranging from 0.73 to 1.49, respectively. It shows that students' profiles have an average level of study habits concerning the physical condition.

Table 2 Respondents' profile in terms of Physical Condition

Indicators	Mean	Interpretation
5. I have all the required books and other relevant materials of study with me.	1.31	Average
6. For the time of the study, I get disturbed by the surroundings at the time of the study.	0.73	Average
7. I develop an automatic interest in the subject as soon as I start studying it.	1.01	Average
8. I realize the importance of the subjects for my future career.	1.39	Average
9. Other stray thoughts gradually flow in as soon as I settle down for the study.	0.79	Average
43. I think that I can improve my study habits fairly.	1.49	High
	1.12	**Average**

Generally, a total average mean score of 1.12 was computed, which is found and interpreted as average. This shows that the respondents have an intermediate level of Physical Condition in the things the students do over a bit of time; they think with a specific goal in mind. It also shows that the learning environment also influences students in the school. It would tell that students are studying better when they learn positively, so they thoroughly use their minds (Liftoff, 2016).

Table 3 Respondents' profile in terms of Reading Ability

Indicators	Mean	Interpretation
10. I read the main points before I read the chapter.	1.11	Average
13. I continue my reading despite the difficulties in understanding the meaning of some words.	0.71	Average
14. I read very carefully in order to understand every point.	1.53	High
15. I never read silently	1.29	Average
16. According to the importance and difficulty of the subject matter, I change and adjust the speed of my reading.	1.22	Average
17. I study figures and graphs very carefully while reading.	1.16	Average
22. I read books whenever I get free time, whether at home or in school/College.	0.69	Low
28. I study in the library regularly.	0.36	Low
	1.01	**Average**

Meanwhile, the respondents registered a total mean score of 1.01, which is also understood as average in the students' figure in terms of Reading Ability. This revealed that the pupils take their

time reading the important points very carefully, as stated in the statements. Despite having a hard time reading, they would always give their best in understanding the meaning of the concept they want to learn. In contrast to this, the students had a low mean score of 0.69 and 0.36, meaning that they don't read as much as inside the classroom and outside. This understanding of reading ability is relevant because it also makes students grow and progress. According to Chuks, Subair, and Chima (2017), reading is crucial in each understudy's life, material to students' academic performance. It will aid them to be reformed into constant learners.

Table 4 Respondents' profile in terms of Note-Taking

Indicators	Mean	Interpretation
11. I take down notes while reading.	1.12	Average
18. During the classroom teaching, I take down notes very sincerely.	1.22	Average
19. At home, I compare my class notes with the notes from the text books.	0.66	Low
	0.75	**Average**

Generally, a total computed mean score of 0.75 was exposed, showing that the students take down notes but do not always do this task. There are times that they don't feel like writing down notes, maybe because of laziness. It is essential for the understudies because it mostly benefits a lot on quizzes, seat works, and examinations. That is why note-taking has been a necessary procedure in the school setting to upgrade understudies' understanding. Boyle & Forchelli (2014) stated it is necessary for students in center and secondary schools and turns into the essential methods for learning content in colleges.

Table 5

Respondents' profile in terms of Learning Motivation

Indicators	Mean	Interpretation
20. I take the help of anybody if I do not follow anything.	1.25	Average
21. I study the subject matter at home thoroughly before it is taught in the classroom.	0.74	Average
23. I attend my classes regularly on time.	1.70	High
24. I frequently remain absent from class.	1.63	High
25. If a matter is to be learned by heart, I read and memorize it part by part.	1.31	Average
40. I try to make up my deficiency in the weak subjects to my best.	1.25	Average
	1.31	**Average**

Data from table 5 shows that a complete average means a score of 1.31, appearing that students have an average level of being influenced and motivated as per studying their lessons. The scores also ranged from moderate to high interpretation, which means the students are also struggling in learning, but they always go to school to learn as per statement nos. 23 and 24, where it

was interpreted that students still went to class on time and didn't miss classes because they know how important learning is. They are motivated a lot in many parts. According to Chairty (2017), student learners are encouraged in many ways, especially when it comes to studying and improving academic performance.

Table 6 Respondents' profile in terms of memory

Indicators	Mean	Interpretation
12. I try to recall the matter after reading it.	1.37	Average
26. I cram certain things without understanding.	0.89	Average
27. I revise the subject matter from time to time.	0.94	Average
37. After the examination, I realize that I have made some mistakes in the answers I have written, or I have forgotten some important points	0.46	Low
	0.92	**Average**

Data from Table 6 revealed a total average means of 0.92 from the respondents in terms of their memory. These findings indicated that students could remember things, but there are times that these understudies cannot remember things easily, depending on the situation. That is why it enables us to remember important information for shorter time frames and concisely work with this information (Nutley & Soderqvist, 2017).

Table 7 Respondents' profile in terms of Taking Examinations

Indicators	Mean	Interpretation
29. During examination days also, I sleep as usual in the night.	1.10	Average
30. Before writing the answers to the questions in the examination, I read very carefully the entire question paper.	1.43	High
31. In the examination, I answer the question in their serial order.	1.17	Average
33. Before examination, I read my own notes carefully.	1.54	High
34. I prepare for the examinations from the guides/notes available in the market.	1.02	Average
35. I draw an outline of answers of each question, before writing answers to the questions in the examination.	0.81	Average
36. I feel tense at the beginning of the examination.	0.69	Low
38. I carefully record my examination results.	0.86	Average
39. I single out my weak subjects on the strength of my examination results.	1.2	Average
42. I have a tendency to compare my marks with others after the results are declared.	0.71	Average
	1.05	**Average**

Generally, a total computed average means of 1.05 indicates that students take their examinations very seriously as it affects their academic performance. For statement no. 36, it is interpreted as low because the understudies never feel tense at the beginning of their examinations. For these students, exams are essential, and students study a lot because of investigation. In some circumstances, the students have a hard time depending on what type of exam they are trying to answer. Taking examinations is when measuring how far the student learned from his studies. It is an effective method to quantify the knowledge and estimate the amount they have learned (Price, 2018).

Table 8 Respondents' profile in terms of health

Indicators	Mean	Interpretation
41. I get disappointed, if the examination result is not favorable.	0.57	Low
44. I get guidance about proper study habit from my teachers.	0.97	Average
45. I will take advantage if a guidance program in study habits is arranged.	1.08	Average
	0.66	**Low**

Generally, a total computed low mean score of 0.66 was revealed, revealing that the students get stressed a lot when their exam results are not what they expect; therefore, it might lead to sickness. It also said that students are not interested in getting good study habits, which shows that they can study even if they don't get the much-needed guidance about study habits. Students with weakness have a higher chance of school disappointment, grade retention, and dropout (Shaw, Gomes, & Polotskaia, 2015).

4.2 Level of the Academic Performance

This part is consisting of the tables for the level of academic performance. It includes data about the academic performance of the Grade 11 learners.

Table 9

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	11	8.73
85-89 (Very Satisfactory)	42	33.33
80-84 (Satisfactory)	57	45.24
75-79 (Fairly Satisfactory)	16	12.70
Below 75	0	0.0
Total	126	100.0

Table 9 shows that the highest data recorded was 42 indicated to very satisfactory and satisfactory and has the percentage of 33.33% then sixteen learners have fairly satisfactory grades ranging from 75-79 and has the rate of 12.70%, and only 11 learners were able to reach the outstanding level of performance with grades ranging from 90-100 and has the percentage of 8.73%. At the same time, the majority of learners, or 45.24%, have a satisfactory grade.

4.3. Relationship between Study Habits and Academic Performance

The study's main objective is to determine the relationship between study habits and academic performance of the Grade 11 senior high school

learners. The statistical analysis of data in table 10 revealed that the variable is not significant with an associated probability value of 0.05 alpha level of significance. A two-tailed test was used to test the hypothesis. Thus, the null hypothesis is accepted.

According to the study of Lawrence (2014), he investigated to find the significant relationship between study habits and academic achievement of higher secondary school students. His research revealed that there is no significant difference between the variables presented in the study. He supported based on his findings from the hypothesis, as mentioned above.

In addition to the above-mentioned study, Amuda and Ali (2018) determined the relationship between the students' study habits and academic performance. Results revealed that no statistically significant relationship between study habits and academic performance of the respondents, still students should be able to learn and teach the patterns of study habits.

Table 10 Pearson Correlations between the Study Habits and Academic Performance

CORRELATIONS

		Study Habits	Academic Performance
Study Habits	Pearson Correlation	1	-.091
	Sig. (2-tailed)		.312
	N	126	126
Academic Performance	Pearson Correlation	-.091	1
	Sig. (2-tailed)	.312	
	N	126	126

** correlation is significant at the 0.05 level (2-tailed)

4.4 Implications Drawn from the Findings of the Study

Few studies think about study habits as a huge determinant of the academic performance of the students. For example, indicators indicate an individual's test of their learning methods and the ability to learn in a study. It can be stated that students can still improve their study habits, especially in terms of note-taking, reading ability, and in their health. Study Habits are essential in every student's learning, implying that recognizing the importance of study habits for the students to be more efficient in studying. Also, understanding and building up such habits can vastly enhance a student's way of learning methods.

Furthermore, the researchers expressly understand that students should realize the importance of study habits that they needed to improve. This would help the senior high school students since it will only be a few years before they enter college life because high school students consider high school life very stressful (Moose, 2017). Overall, developing and improving study habits is essential for students. It might motivate them to be better and to be more excellent.

5. CONCLUSIONS

At the heart of student achievement are study habits. It is a task such as reading, writing observations, arranging groups of studies that students mostly and frequently perform to achieve learning objectives. It could be described as beneficial or detrimental, depending on the students' good results.

The results showed that the study habits of the students are at a relatively average level. Additionally, enhancing students' study habits are relevant, especially in note-taking, reading ability, and health, thus improving their academic performance. Thus, the academic performance level shows that the mean score of the

respondents' academic performance was satisfactory. No student was recorded who did not meet the school's expectations, which means that the respondents performed well enough inside the classroom. Also, there is no significant relationship between study habits and the students' academic performance, indicating that the null hypothesis is not rejected.

Therefore, the researchers recommend that the school personnel create programs that will enhance the learners' study habits to improve their performance in the class. Thus, the teachers should focus on things that always improve students' achievement in the school, specifically activities that will keep them actively engaged inside the classroom.

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