

# DIFFERENT STUDY HABITS OF HUMSS STUDENTS AND THE EFFECT ON THEIR ACADEMIC PERFORMANCE

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## Different Study Habits of HUMSS Students and the Effects on their Academic Performance

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## **Chapter I**

### **THE PROBLEM AND ITS BACKGROUND**

#### **Introduction**

Study habits are regarded as one of the most important factors influencing a student's academic performance. These are the ways of the students when studying. Study habits can be bad/ineffective and good/affective. It means that if a student has an ineffective study habit, he/she will not have a clear understanding of his/her subject, which will almost certainly lead to failure. If a student develops effective study habits, he/she has a better chance of passing or getting a high grades. The grades of a student earned for a period of learning can be used to determine the wide range of his or her academic knowledge. A grade is thought to be a primary indicator of such learning. If a student or a learner has a high grade, it is assumed that they have learned a lot, whereas low grades indicate less learning.

Education and knowledge are both common assets, and acquiring and using them is a shared community activity ( UNESCO,2015). Consideration of various learning styles and preferences is one of the crucial steps to take in order to ensure that students have a high-quality and optimal learning experience. The varied techniques that students learn and process information are referred to as learning styles. But having the ability to study in a variety of ways will help students succeed not just in school but also in their careers as successful people in the near future.

In fact, Moeinikia and Zahed-babelan (2010) and William, Brown, and Etherington (2013) showed a link between learning preferences and academic achievement in university settings. Several past studies examined the connection between students' learning preferences and academic achievement. This method of learning is also known as study habits. Study habit is an individual

study actions that is a combination of methodological approach and knowledge. Study habits are characteristics and capabilities that can progressively utilized and turn studying into an efficient process with high returns, increasing overall learning.

The phrase study habits had been associated with education since Aristotle, according to Velez-Ramrez (2008), who suggests that man must be educated while taking into consideration his habits and his powers, sometimes known as his natural or superior faculties: intelligence and volition. On the other hand, it characterizes study "habits" as those induced (learned) dispositions that allow man to conduct himself favorably or unfavorably with relation to passions. Habits that are "virtues" or forces of the human being, which improve the state of the thing for which they are virtues; "the virtue of man will also be the habit by which man also becomes good and by which he effectively does his own role." This is how one refers to learned behaviors. These behaviors are referred to as intellectual habits based on the perfection of intelligence or will.

Study habits are techniques and approaches that the ability of the student to absorb knowledge, practice avoiding distractions, pay attention to the subject matter, and continue the efforts made during the process. A habit is a taught behavioral pattern that is mechanically applied to certain typical situations, allowing the person to act without having to stop and consider their actions. Study habits are a collection of intellectual pursuits that help a subject more easily and thoroughly assimilate, transform, and develop cultural values (Cartagena, 2008).

Furthermore, study habits are routines that involve setting aside time for studying, practicing what has been learned going over it again, studying in a comfortable environment, and testing oneself. The complex interplay of internal and environmental factors that are essential to education results in the complicated learning behavior of students. As opposed to pressures connected to family, employment, and future aspirations, which are considered to be external

factors, educational incentives, support offered for learning, assessment, and competition faced by students during the course of studies are some internal variables (Hazzon et al., 2017) . Their study habits and attitudes are one of the important elements in determining how well they are doing academically. Arieta, Gementiza, and Saco (2017) emphasized the importance of good study habits in students' life. They came to the conclusion that a student's study habits determine whether they succeed or fail. In addition, their aptitude, intelligence, and work are key factors in their success. Additionally, compared to students who just have only one study habit, students who use numerous study habits will fare better in school.

In connection with this, Perellón (2014) stated training and stability are the stages of the studying habit. The first describes the time during which the acts are being acquired, while the second describes the time during which they have already been accomplished and are regularly, effortlessly, and automatically performed. Students' existence is influenced by their habits, but developing good habits involves information, ability, and motivation. As long as a person does not practice healthy habits that affect both better speed and depth of study as well as knowledge and subject mastery, they cannot develop successful study abilities. Additionally, knowing where to go for knowledge and how to use it to solve problems of daily life are more important skills for productive and efficient study habits.

Doing their homework, participating in class, managing their time, remaining focused, and working hard are all examples of strong study habits that have a major positive impact on students' academic achievement (Fouche, 2017). In addition, Ebele (2017) argued that without cultivating good study habits, students cannot succeed and enhance their academic performance.

Jafari, Aghaaei, and Khatony (2019) indicated good study habits include studying in a quiet environment, studying every day, turning off study-interfering devices (like TVs and cell phones),

taking notes of important material, taking regular breaks, listening to soothing music, studying according to one's own learning preferences, and giving difficult content priority. Procrastination, avoiding the task at hand, studying under inappropriate circumstances, and loud sobbing are a few of the worst study habits.

By having a quiet and decent study location is one of the good study habits you should have. Coursera (2022) stated that one of the most crucial components of effective study habits is choosing a nice place to do your homework. An area where you can concentrate and will not be distracted by loud noises or individuals who continually want your attention is one that is calm and has few distractions. A calm area in your home, a school or public library, a coffee shop, or any of these can be suitable starting points for you to have a good study habit.

Furthermore, Jato, Ogunniyi, and Olubiyo (2014) stated that study habits is an activity, such as reading, taking notes, or convening study groups, that learners execute on a daily and habitual basis in order to complete the goal of learning. Study habits can be classified as effective or ineffective based on how much they help the students. Issa et al. (2012) showed that pupils' regular reading activities had an impact on their academic performance and subsequent study skills. There is a broad appreciation for the connection between reading-related healthy habits and pupils' overall academic success.

Even if studying is the best approach to advance and achieve academic success, it is still a difficult effort that must be completed. Distractions like the internet, television, telephones, and even friends are common, especially in this generation (Mapua, 2016). Furthermore, because studying is sometimes seen to be a boring activity, it is simple to overlook it. Compared to just passing an exam or a course, studying requires more work than is necessary. Young people need to modify this way of thinking about life. Unfortunately, even students engage in this until they

become professionals, making them put off tasks even at work. At this point, it becomes difficult to overcome laziness or procrastination. Being slack affects a young adult's development negatively, lowering his performance in school and as a potential employee (Mapua, 2016).

While normal and repetitive activities might be greatly motivated by music, listening to music can never be fully passive. No matter how inconspicuous and "background" the music may seem, the brain is still processing sound information. Almost all studies in this field have demonstrated that performing memory and problem-solving tasks in quiet is preferable to doing so whereas listening to background noise (King's Cristian College, 2021). But it's crucial to consider where pupils should feel more at ease. While some people will simply feel drowsy, listening to instrumental or classical music will facilitate your brain's ability to process information. While some people find it distracting, others find that uplifting or upbeat music can help them study more and just love learning.

When someone has a bad attitude toward studying, they may say things like, "I study but cannot recall what I studied," or "the classes are too long." The way we feel and think about the people, things, and problems in our environment is reflected in our attitude. According to Hussain (2000), study attitude relates to predispositions that pupils have through time formed toward independent reading. He believes that a positive attitude toward studying greatly increases the chances of academic success.

A thorough study technique has been defined as surveying and skimming. On the other hand, intensive study entails reading a certain textbook or course content in order to fully comprehend it in preparation for an exam.

Grand Canyon Education (2022) stated that 50.5% of 1000 students claimed to spend, on average, fewer than two hours per day studying. 15% of students typically study longer than five

hours a day, according to a third of students (34.4%), who claim their permitted time for studying is between three and four hours. Spending time in studying will help your grades improved but having excessive studying may become detrimental to learning ability when too much sleep time is lost. Gillen-O'Neel et al., (2012) as cited in Study International (2021) found that depriving oneself of sleep to cram in extra studying, regardless of how much time a student typically spends studying, resulted in learning issues the next day. Three extra hours of study nearly doubled the academic issues among students.

Education is a process or activity that transforms a person's conduct from instinctual to human behavior (Taneja, 2003). This concept highlights the fundamental truth that education strives to identify aptitudes as well as to gradually prepare people for social interaction; as a result, education, which meets people's basic requirements for clothing, food, and shelter, is essential for society's existence. Performance is simply how well or poorly something is done. The importance it has for society makes its relevance stand out.

Academic performance is a necessary evil, according to Sharma (2005), because some abilities are more highly valued in society and the economy than others. This calls for concern about various variables that are frequently associated with academic success. Academic accomplishment is thought to have predictive value and is used to bar the gate or to open between primary, secondary schools and universities as well as between universities and specific social vocations, therefore there is a lot of pressure on kids to get good grades. Parents strive to achieve the maximum degree of performance for their children as they move up the performance ladder. Kids, teachers, schools, and the entire education system as a whole are under a lot of pressure as a result of the desire, which causes the system to focus primarily on students' academic performance.

According to educational terminology, performance is expressed through academic success, which is a result of a student's study habits, which are created and strengthened through education. Good study habits can be developed and are beneficial for academic work as well as career advancement. Because of this link, which cannot be ignored, a student's academic performance and study habits to a considerable part contribute to determining their future. According to popular consensus, pupils who practice effective study habits are more likely to succeed than those who don't.

Nonis & Hudson (2010) claimed study habits can affect academic performance in a positive or negative way because of their close connection to it. If a person's General Percentage Average (GPA) is good or high, there is a beneficial impact on their study habits; nevertheless, if their grades are below average, there is a negative impact on it. Grades determine whether there is a positive or negative impact because they reflect each student's academic performance.

The way that students learn and perform academically influences the process through which their cognitive and practical abilities develop and, eventually, how they will fare in their future careers. Finding out a student's study habits and the connection between those habits and their academic success might therefore help them obtain better academic results, develop their study habits, and improve them. In this study, the researchers aim to identify the different study habits and their effect on the academic performance of the HUMSS students at Holy Cross College.

### **Significance of the Study**

The findings of this research will prove useful to the following entities and individuals:



**Students.** This study will help students have a better understanding of how study habits will help them improve their academic performance. Students will also have an idea of the different study habits that can be a tool for them to excel in school.

**Teachers.** The findings of this study could be a great material and reference for classroom discussion. Teachers can use it for teaching the students about the importance of a study habits. Also, it could be a great material for them to understand why some students tend to have a good or average performance.

**Holy Cross College.** This study could give the school the idea of how study habits affect the grades or academic performance of the students. School can use this study as reference for better understanding the different study habits of students.

**Society.** This study may serve as a tool for spreading awareness that this issue is occurring within teenagers and that possible students would be aware and have a deeper understanding of how study habits can make changes in their daily lives and to make sure that they are well prepared and well-inform about it.

**Other Academic Researchers.** The results of this study will contribute to the existing body of knowledge with regards of the relationship of study habits and academic performance of the students.

### **Statement of the Problem**

This study aims to identify the different study habits of HUMSS students and their effect on academic performance.

Specifically, it seeks to answer the following questions:

1. How may the demographic profile of the respondents be described in terms of:
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Average of grade for first semester
2. What study habits do students use for their academic task?
3. How do study habits affect the students' academic performance?
4. How does the demographic profile affect the study habits of students?

### **Hypotheses of the Study**

Based on the research questions, the researchers hypothesize that:

1.  $H_1$  - There are significant differences in study habits between male and female students.
2.  $H_1$  - There are significant differences in the study habits of students when doing their academic tasks.
3.  $H_1$  - Study habits have a significant effect on students' academic performance.
4.  $H_1$  - There is a significant relationship between the demographic profile of students and their study habits.

### **Conceptual Framework**

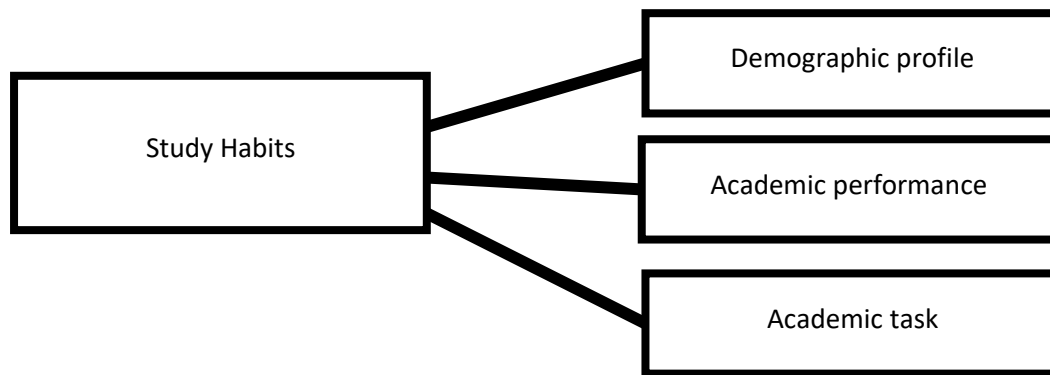


Figure 1. Paradigm of the study

Figure 1 shows the variables of the study. Study habits, a practice that students engage in regularly and habitually to complete the task of learning, such as reading, taking notes, or holding study sessions. Study habits, depending on how well they benefit the students, a program can be deemed effective or ineffective (Alex, 2011). By measuring the effectiveness of study habits, the researcher can determine the efficacy of study habits to students. This will then be correlated with the academic performance of the students.

### **Scope and Delimitation**

The researchers are limited to 100 students coming from different grade levels and sections under the HUMSS strands at Holy Cross College. The discussion of the topic will establish the different study habits and their effects on the academic performance of the students. The variables that will be studied are the demographic profile of the students, their different study habits, and their academic performance.

## **Chapter II**

### **METHODOLOGY**

#### **Research Design**

The researcher will utilize descriptive research design under quantitative research approach. Descriptive research is a type of research that focuses on outlining the features of the population or issue under study. The descriptive research method primarily focuses on illustrating the concept of a segment section without focusing on "why" a certain oddity arises. To put it another way, it only "describes" the topic of the research without discussing "why" it occurs. (Bhat, 2022). The researchers will choose this type of research to identify the different study habits of HUMSS students.

#### **Respondents and Locale**

The researchers will select senior high school HUMSS students as the respondents. They

will set their scope and delimitation by determining their age, gender, and average grade for their first semester and by limiting the location where researchers will conduct the research study. The respondents of this research study will be the senior high school HUMSS students of Holy Cross College, located in Sta. Lucia, Sta. Ana, and Pampanga. Also, the respondents, who are between the ages of 15 and 20, will be chosen to answer the questionnaire given by the researchers.

The respondents will be chosen based on the following criteria: 1) The students must be enrolled in Holy Cross College under the HUMSS strand; 2) The students must be in grades 11 and 12; 3) The student must have the capability to answer the questionnaire seriously; 4) The students must have good time management skills to answer the questionnaire; 5) The student must be able to show interest in or a willingness to answer the questionnaire. 6) The student must have knowledge about the topic the researcher wants to conduct; if not, the researchers are willing to assist and help students in answering and to explain what the topic is that the researchers want to conduct.

Considering the location, demographic profile, and criteria, the researchers will consider senior high school HUMSS students of Holy Cross College as ideal respondents for the study.

In addition, the researchers will use multi-sampling techniques, which include simple random probability sampling and stratified probability sampling techniques, for choosing the respondents. The researchers will use a simple random sampling technique, so they will not be biased and have appropriate research findings. Also, the researchers will use stratified probability sampling techniques for the senior high school HUMSS students since there are two grade levels, five sections for grade 11, and five sections for grade 12.

### **Instrument**

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In this study, the researchers will use a survey as their instrument to gather the necessary data. The survey will be conducted by distributing questionnaires face-to-face to the respondents. According to Debois (2019), the questionnaire is one of the most practical ways to gather data, allowing the researchers to choose its format (open-ended or multiple choice) and offering a way to collect vast quantities of data on any subject. Moreover, it is quick and easy to collect results from a large sample size. Through this method, the researchers were able to measure numerical data precisely from a large population in ways that the respondents could easily comprehend.

The researchers are looking forward to the answers of the respondents about their demographic profile and its effect on their study habits, the different study habits they're using when performing their tasks, and the effect of study habits on their academic performance. The questionnaire will be offline surveys which means it will be printed and distributed to the respondents personally. In terms of the students answering the questionnaire, the researchers will be present for them to assist and help respondents in answering the questionnaire accurately.

### **Data Gathering Procedure**

The researcher will use a questionnaire to gather the data; they will use a standardized questionnaire. If the researcher has difficulty obtaining authorization, it will be necessary to include some acknowledgment in the questionnaire that the researcher will use to gather the data. The questionnaire will have more or less than 40 questions that include information about the respondents' demographic profile and possible different study habits.

The researchers will write a letter for approval to conduct the study at Diosdado

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Macapagal High School, the researchers' chosen school for the pilot testing in conducting their study. From then on, the researcher will distribute the questionnaire and give the respondent 30 minutes to answer it.

And for the actual conducting of the research, the researcher will submit a letter for approval to the principal and the corresponding school personnel to conduct the research in the Holy Cross College senior high school department. The researcher will use multi-sampling techniques, which are simple random and stratified sampling techniques. In choosing the respondents, the researcher will limit the number of respondents in each section in grades 11 and 12 to complete the number of respondents needed in their study and will use a simple random sampling technique using the tool "fishbowl," which consists of the names of the students in each section who will be the respondents.

The researchers will give the respondents a whole day or as much time as they have available to answer the questionnaire. Finally, the researcher will collect and check the answers to the question to see if they were correctly answered by the chosen respondents.

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