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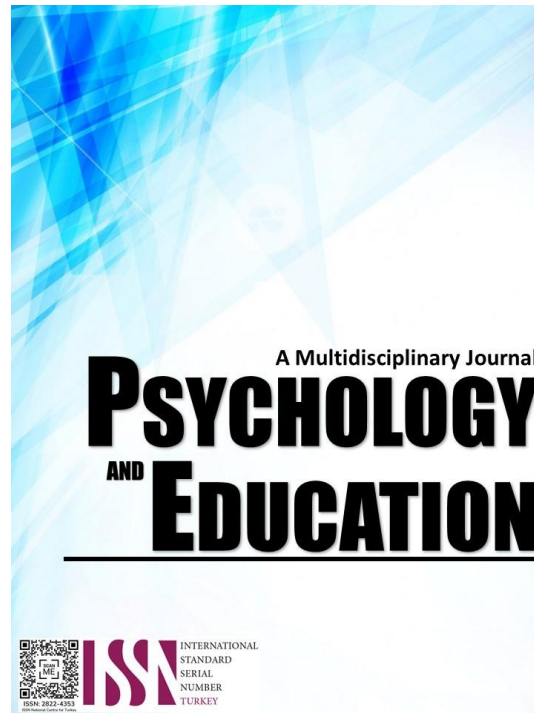
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## The Impact of Study Habits on the Academic Performance of Senior High School Students Amidst Blended Learning

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### Abstract

Due to the COVID-19 Pandemic, several changes have been forcibly made and observed in various fields and areas of society, one of which include the field of education; the foundation of the formation of intellect and knowledge. After two years of studying indoors and private educational institutions holding virtual classes, the time has finally come for students to be re-adjusted once more to the blended mode of learning; a combination of virtual and in-person classes. Thus, this study aimed to investigate the development of students' study habits and how these habits could potentially affect the students' academic achievement or performance. The study utilized a descriptive-correlational design to examine the impact of study habits to the academic performance of 137 senior high school students. The study made use of the Palsane and Sharma's Study Habits Inventory, or also known as PSSHI, and using this instrument, the study has been able to procure sufficient results that will answer the present study's problems. Using linear regression analysis, the present study found that there was a significance between the study habits and academic performance of the senior high school students, thus the study's null hypothesis was eventually rejected.

**Keywords:** *academic performance, blended learning, senior high school students, study habits*

### Introduction

The world and the society continue to evolve and develop in several ways and manners that one could never see coming as time passes; the very same lines could be said in the field of education and academics, wherein knowledge is considered to be the key required to unlock several opportunities for students among the youth of today to pursue. With that being said, education requires several skills, strategies, and techniques from students for them to seize the opportunity to excel in their academic performances.

Study habits have always been a part of a student's day-to-day experiences in studying. They are practices that could allow a learner to somehow gain interest while studying without having to feel pressured or bothered. Study habits are one of the most important determinants of a student's academic performance (Jafari, 2019). As further elaborated by Kumar (2015), study habits are the habitual tendencies and practices that students depict during the process of gaining information through learning. Meanwhile, several study habits have emerged and included a variety of activities: time management, setting appropriate goals, choosing an appropriate study environment, using appropriate note-taking strategies, choosing main ideas, and organization (Proctor et al., 2006). These methods have either been used or proven effective by many students as they think of ways to make the

process of studying more efficient and creative in a way that they could be consistently engaged while learning.

On the other hand, the student's academic performance serves as another variable to determine a student's overall achievements, grades, or academic progress across different courses. Academic performance refers to how poorly or satisfactorily a student performs in the respective courses that they are enrolled in. Thus, academic performance is the primary indicator of a quality learning experience in every school setting, particularly in higher institutions (Magulod, 2019). Based on Siahi and Maiyo's study (2015), the results show that there has been a significant positive relationship of 0.66 between study habits and academic achievements. Additionally, Chilca (2017) investigated the possible impact of study habits on the academic performance of Peruvian university students and concluded that study habits indeed influence academic performance. Ebele and Olufu (2017) have also discovered that there is indeed a significant relationship between students' study habits and academic performance.

On the contrary, however, this has yet to be the case with other studies of the same variables. Jafari (2019) found that there has only been a moderate positive correlation between the status of the study habits of medical students on their academic performance is of moderate level. Thus it has been recommended that

students who participated in the said study undergo specific training in order for them to modify their study habits and improve their academic performances. Therefore, the researchers have identified that the lack of studies conducted in the Philippine context associated with the said topic could be a possible gap in the present study since most studies that have been found show similar conclusions regarding their repetitive findings. In other words, several studies with study habits and academic performance as their primary focus in their studies only show positive significance in their findings. Hence the researchers are encouraged to conduct the recent study in the Philippine context. Moreover, the present study seeks to determine and assess the current situation of senior high students' study habits and academic performance, as this could contribute to their college preparation. In line with this, the researchers have decided to conduct a study wherein the chosen participants are accessible to the study's designated locale. Furthermore, this study is conducted to resolve whatever existing problems or issues that the students may encounter in the process of studying and help provide the students, teachers, parents, guidance counselors, and future researchers with in-depth solutions to possible dilemmas that may be encountered.

### Research Question

In the study being undertaken, the researchers aim to identify the impact of study habits on the respective academic performances of senior high school students. The study sought to answer the following question:

- Do study habits significantly affect the academic performance of senior high school students?

### Methodology

#### Methods and Techniques

The study used descriptive-correlational design to state the relationship between the two variables. With this research design, the researchers could gather and analyze the needed data for the study by demonstrating how two variables could impact one another (McBurney & White, 2009). The design employed is beneficial for quantitative research as it requires statistical methods to collect the data needed. With the given research design, the researchers who conducted a quantitative study will be able to give a more

comprehensive study that assesses the relationship between the two presented variables in their study, namely, students' study habits and academic performance. Through this, they are qualified to provide precise data and answer possible inquiries about the research.

### Instrument

The researchers utilized the Palsane and Sharma Study Habits Inventory questionnaire and GWA to determine study habits' impact on senior high students' academic performance. Palsane and Sharma's study habits inventory (PSSHI) shall be used to measure study habits, while the general weighted average (GWA) shall be used to assess academic performance. Palsane and Sharma's Study Habit Inventory, better known as PSSHI, is a standard self-assessment questionnaire made in India in 1989; it consists of six domains, each with a set of five statements for a total of 30 statements. However, it has a higher reliability score of 0.82 and has passed the Cronbach alpha reliability test than other study habit questionnaires. Siahi and Maiyo (2015) reported its reliability coefficient as 0.88, with the Persian version having the same result. The dependability of the PSSHI was investigated using the test-retest methodology. In this regard, the questionnaire was given to 20 students, who were then requested to respond to it after a 2-week break. The pre-test and post-test scores had a 0.87 correlation value, which was satisfactory. On the other hand, the measurement of Academic Performance among Senior High School Students was done by referring to their General Weighted Average (GWA) from the previous school year. It will be employed as the basis of the participant's profile in terms of their academic performance.

### Participants of the Study

The participants of the study were Senior High School Students (Grade 12) who were currently enrolled in private schools in Bulacan for the academic year 2022-2023. As a result, the purposive sampling method will be utilized. Given the current scenario of lifting COVID-19 restrictions and reopening schools, the sampling technique is proven beneficial for the study. Hence, the following were the criteria: Filipino Citizenship; Grades 12 students currently aged 18 years and above enrolled in a private school for S.Y. 2022-2023; Students who have agreed and given their consent to participate in the said study.

### Statistical Analysis



The study utilized linear regression analysis to achieve the objective of the study.

## Results and Discussion

Regression analysis was performed to determine if study habits significantly affect the academic performance of the respondents, and all the results of the analysis are presented from Tables 1 to 3. Table 1 shows that there exists a moderate positive correlation between the two variables, having an r-value of 0.05. On the other hand, 19.00% of the variability of academic performance was determined by the study habits, and the standard error of estimate is 3.54, which is relatively low and good for the regression model.

Table 1. Summary Measure of the Regression Model

Model	R	R Square	Std. Error of the Estimate
1	0.43	0.19	3.54

Table 2 presents the overall regression model of the study. As seen in the table, the overall model is significant since the p-value of the one-way Analysis of Variance (ANOVA) is less than the significance level of 0.05.

Table 2. Overall Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	328.48	1	323.48	25.81	0.00
Residual	1428.77	114	12.53		
Total	1752.24	115			

Furthermore, the primary goal of this study is to determine whether or not study habits significantly affect the academic performance of the senior high school students amidst the blended mode of learning in the post-pandemic setting. With the aid of the Palsane and Sharma's Study Habits Inventory (PSSHI), the main objectives of the study have been fulfilled.

Furthermore, Table 3 shows whether the null hypothesis will be accepted or not based on the participants' profiles in terms of their study habits and academic performance.

Table 3. Test of Significance of Study Habits

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	104.50	2.73		38.32	0.00
Study Habits	-7.75	1.53	-0.43	-5.08	0.00

Table 3 presents the result of analysis if study habits significantly affect academic performance. Based on the results, study habits statistically affect the academic performance since the results of individual t-tests has a computed p-value of 0.00, which is less than the significance level of 0.05. Findings of the statistical analysis in the table above reveal that study habits have an impact on academic performance, therefore, the null hypothesis is rejected.

Rabia et al. (2017) stated similar findings in their study on the same topic about study habits and academic performance, which aimed to examine whether or not there is a direct association between the mentioned variables. Their study sampled a total of 270 students from two colleges and the Chi-square test was utilized to determine the link between study habits and academic performance. The results demonstrate that there exists a significant relationship between the study habits and academic performance of the respondents. On the other hand, the Chi-square test was also utilized to examine other possible extraneous variables that may affect the study habits of the students such as their genders or stress before examinations.

Additionally, an analytical-descriptive study partaken by Looyeh et al. (2017) which aimed to determine the relationship between the study habits and academic performance among Medical Science Students. Their study sampled 461 students, with their data collection tool including the Palsane and Sharma Study Habits Inventory (PSSHI). The findings indicate the correlation between study habits and academic performance with a score of ( $p < 0.0001$  and  $r = 0.229$ ). On the other hand, the mean score of the study habits was  $48.35 \pm 10.37$  from 90, and the academic performance of the majority of the students was estimated to be intermediate or moderate.

However, Kaur and Singh (2020)'s comparative analysis study displayed insignificant results. The data was analyzed using correlation and t-test, in this case, the study's findings reveal a negative ( $r = -0.32$ ) score

which indicates that there is no significant relationship between study habits and academic performance of the sampled 120 students. Whereas, through the use of t-test, it was determined that there was a difference between the study habits and academic performance of the students ( $p < .05$ ).

## Conclusion

To conclude, the study aimed to contribute to the studies of the impacts of study habits to academic performance among the learners. The researchers desired to provide a thorough study of the different variables that could help those who could benefit in this to improve their academic achievements. The results of this study was found to be one of the key values in terms of education, and found that there was indeed a significant relation between how a person studies and how it affects the outcome of their performance. Another thing to remember is that, education has been becoming a major thing in a person's life as it could be a guide not only in terms of personal lives but also a guide to the outside world. And as time goes by the strive for education progresses as more and more learners continuously lose motivation on studying and drop out all together. Hence, the topic study habits is important even in the early stages of a student's life because through the help of this research, the learners could achieve more once they find what type of study strategies fit them best. Furthermore, other than study habits, there are also some other factors that may influence the academic performance of a student, may it be their physical environment, or the people—family, peers, educational institution, faculty, and much more, could also lead these scholars to their desired career path.

With the findings presented in this study, recommendations were developed to strengthen further what has been previously found in the study. Furthermore, concerned parties would be provided with an appropriate and direct approach based on valid and reliable data that could help them improve or implement actions to help the beneficiaries. With that, the following recommendations are formed: (1) Senior High is a crucial time to prepare for tertiary education. Given that the beneficiaries of the study composes of Senior High Students, it is essential that they be enlightened about their study habits and how they impact their academic performance. It is advised that they make an effort to determine what study habit best works for them to help them further build up on it and hence improve their academic performance. By knowing their study habits, they will be aware of what

best suits their work styles and apply it to their learning process to effectively produce positive results. (2) For teachers, it is recommended that they employ various teaching styles and modes that could help stimulate students' interests and help them engage and be more active in their pursuit of knowledge. It is also advisable that they first recognize the nature of the subject they are teaching, considering that each concept has its own complexity that may require additional learning materials such as graphic organizers, tables, videos, or on-hand experiments for the lesson to be understood. Furthermore, teachers should also support their students and highlight their strengths and weaknesses since each student has a different pace of learning. They could provide possible interventions to make the learning process easier, more engaging, and more suitable. (3) For parents/guardians, it is recommended that they actively partake in their children's development regarding their academic journey. They should make an effort to know what study habit best work for their children so that they can work towards supporting them and providing them with an appropriate and adequate study environment. Doing so could help their children focus on their education and ultimately form good study habits. Furthermore, it is recommended that parents/guardians continue to express their support and motivate their children in their learning process. (4) For guidance counselors and school administrators, it is advised that they make interventions and monitor the student's progress regarding their study habits and academic standing. They should hold seminars about forming good study habits or administering diagnostic tests and create a workable solution to help the students determine what study habits are effective for them. (5) Lastly, for future researchers, they may further build up on what has not been discussed in the study. This is to provide more information on how study habits could impact academic performance.

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