



# Factors Affecting the Study Habits of Grade Eleven Students in One National High School in Pangasinan, Philippines

Maria Angelica Salcedo-Relucio

Department of Education

**Abstract** – Due to the increasing nature of the below-average academic performance of the Grade 11 students of Senior High School in the first and second quarter, the School Head gathered all the teachers in the SHS Department and conducted a brainstorming regarding the performance of the students. This study sought to determine the factors affecting the study habits of the 11th Grade of the Senior High in Maticmatic National High School, S.Y 2017-2018. In this study, a mixed-method approach was concurrently embedded. The included participants in this study were the Grade 11 students of Senior High School. Females are the most respondents of this research most of the respondents have low monthly family income. For the study habits of the students in Grade 11, most of the respondents sometimes do a reading, and the majority of them never take down notes. Over-all, the respondents have poor study habits which led them to have poor academic performance. Also, the majority of the respondents do not do home works at home and do not read their notes during school hours. Lastly, the Majority of the respondents strongly agreed that home environment, peer pressure and social media addiction, work and financial instability and family stress are the most factors that affect the study habits of the grade 11 students. The researcher recommends parents to improve the level of control and care of their children, show more interest and concern in the academic work of their wards by way of providing a conducive atmosphere for studies, proving materials for studies and helping students in their studies.

**Keywords** – study habits, senior high school, department of education

## INTRODUCTION

Academic performance is an important indicator for a successful student in the future (Junio - Pachejo & Allaga, 2013; Orlanda-Ventayen, 2019). The students' performance can be measured in the test results or in the general average every quarter or semester, and it is a strong basis for the graduation of every student.

The Philippines is one of the new implementers of the Senior High School education program. Pangasinan, as one province in the country, abide by the law and mandates of the Department of Education (Tucay, 2015). Maticmatic National High School is one of the Barangay High Schools in Sta. Barbara, Pangasinan. As of this School Year 2017-2018, it has 546 and 102 students in Junior and Senior High School respectively. The school believed that in order to have more improvements aside from its physical development is to have directly linked with students' academic performance.

With regards to the condition of Grade 11 students in Senior High School, some of them have the level of below average in their academic performance in the first semester. Despite the remedial classes that the teachers are doing, there were still students who failed

the quizzes and exams. It was then observed that Senior High School students do not practice a habitual study. Students who have poor study habits receive low grades in school, thus, a good study habit is a prerequisite for good academic performance.

Due to the increasing nature of the below-average academic performance of the Grade 11 students of Senior High School in the first and second quarter, the School Head gathered all the teachers in the SHS Department and conducted a brainstorming regarding the performance of the students. It was not indeed on the teaching strategies of the teachers since the school is equipped with the things needed by the teachers and students. The researcher then suggested that excellent performance is needed for the student to form good study habits. It was then thought by the researcher the possible factors or indications of the study habits of the students that might lead them into this situation (Crede & Kuncel, 2008).

## Statement of the Problem

This study sought to determine the factors affecting the study habits of the 11<sup>th</sup> Grade of the Senior High in Maticmatic National High School, S.Y 2017-2018.



The following were the main objectives of the study: (1) What are the general characteristics of the Grade 11 Senior High School Students? (2) What are the current study habits of students and how they affect their grades? (3) What is the relationship between study habits and academic performance of SHS Students in Maticmatic National High School?

The study was carried out at Maticmatic National High School and the target respondents were Grade 11 of the Senior High Department. Descriptive design was used in order to get the view of respondents on their level of agreement with given statements on factors influencing their study habits. In this study, the qualitative results were embedded or nested to the quantitative results.

### **Scope and Delimitation**

The scope of this study was for the Grade 11 Senior High of Maticmatic National High School. Its main objective was to determine the factors affecting the study habits of the target respondents. It also sought the general characteristics of grade 11 students, their current study habits, the frequency of studying their lesson and the relationship between study habits and academic performance. This research study does not include the other students' issues but only in their study habits. The researcher made use of questionnaires and interview-survey to gather valid and reliable information.

## **METHODOLOGIES**

### **Research Design**

In this study, a mixed-method approach was concurrently embedded. According to Creswel (Carpenter & Creswel, 2007; Creswel, 2008), the concurrent embedded strategy of mixed methods can be identified by its uses of one data collection phase, during which both quantitative and qualitative data are collected simultaneously. Therefore, in this study, the qualitative results were embedded or nested to the quantitative results. Descriptive Survey was the design used in this study in order to depict the participants in an accurate way.

### **Participants**

The included participants in this study were the Grade 11 students of Senior High School. It has a total population of 50 students but the target respondents were only 24 composed of 12 students whose general average in the second quarter is 80 above and the other

12 students who garnered 79 below as their general average in the same quarter.

### **Procedures of Data Collection**

In order to obtain adequate data on factors affecting the study habits of Grade 11 students, the researcher used questionnaires and interviews. The first step towards collecting the necessary data was making face to face contact with the target respondents in order to introduce the purpose of investigation and facilitating conditions for the data collection activities.

Next, the researcher arranged a time and place to make contact with the respondents. Accordingly, the distributions of the questionnaires and the interview schedule were fixed on which an agreement has been made. Then, the questionnaire papers were distributed to the respondents. After distributing 24 questionnaires, the researcher carried out the interviews with them.

### **Methods of Data Analysis**

The data were collected from the above-mentioned participants and were analyzed through a quantitative approach, statistically using descriptive statistics such as frequency distribution, Likert scale and the qualitative approach (narrative description of data) that was embedded in the quantitative findings.

## **PRESENTATION**

### **Presentation and Interpretation of Data**

This part discusses the data analysis and findings from 24 questionnaires completed by the Grade 11 Senior High School Students. The purpose of this study was to determine the factors affecting the study habits of Grade 11 students. This study also identified the: (1) General Characteristics of the Chosen Senior High School Students; (2) Current study habits of students; (3) Frequency to which student studies lesson and (4) Relationship between study habit and academic performance of SHS Students in Maticmatic National High School.

The researcher divided the discussion of this section into 5 parts. Part I discusses the general characteristics of the SHS Students as respondents in order to strengthen the details for Part II which is all about their current study habits. Meanwhile, the frequency time of study will be the focus of Part III. We need to identify their current study habits and frequency time of studying their lesson in order to determine the possible factors affecting study habits which will be discussed in Part IV. And in order to ascertain the



relationship between study habits and academic performance, Part V will thoroughly discuss it.

**General Characteristics of SHS Student**

The participants of the study were characterized in terms of their sex, monthly family income, number of

siblings attending school and the general average for the first semester. Thus, 24 copies of the questionnaire were distributed to the Grade 11 students of Maticmatic National High School, Sta. Barbara, Pangasinan and were completed and returned.

**Table 1. Summary of Students' Background**

Categories	Characteristics	N	%
<b>Sex</b>	Male	11	45.83
	Female	13	<b>54.17</b>
<b>Monthly Family Income</b>	P 16,000 Above	4	16.67
	P 10,000-P 15,000	5	20.83
	P 5,000-P 9,000	15	<b>62.50</b>
<b>Number of Siblings Attending School</b>	7 above	0	0
	4-6	13	<b>54.17</b>
	1-3	11	45.83
<b>First Semester-General Average</b>	87 above	3	12.50
	83-86	7	29.17
	79-82	6	25.00
	75-78	8	<b>33.33</b>

The results in Table 1 show that the majority of the respondents (54.17%) are females. With regards to the monthly family, income majority has P5,000-P9,000. These parents of the respondents do not have a stable job. Based on the interview, these students have built low self-confidence because of financial stability. Instead of studying at home, they lend their time in helping their parents to sell some stuff and do household chores. Especially in this study, most of the respondents have siblings attending the school (54.17%). Mostly, they are elders and obliged to do the chores at home or assist their parents. It was then clear that they do not have quality time to read their notes or study their lessons once they arrived at home because of

responsibility as a child. Thus, 33.33% of the respondents got an average between 75-78 in the first semester.

**Current Study Habits**

Study habit tells 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 the help of one's study habits. But as everybody knows, students have varieties of study habits. Thus, the researcher asked different questions about the current study habits of the respondents.

**Table 2 Summary of Study Habits of the Students**

Items		F	%
1. How often do you read?	Always	9	37.50
	Sometimes	11	<b>45.83</b>
	Never	4	16.67
2. Do you take down notes?	Always	3	12.50
	Sometimes	9	37.50
	Never	12	<b>50.00</b>
3. How often do you review your lectures?	Always	6	25.00



	Sometimes	13	<b>54.17</b>
	Never	5	20.83
4. Do you memorize the important details in your lesson?	Always	6	25.00
	Sometimes	12	<b>50.00</b>
	Never	6	25.00
5. Do you scan or do skimming method if you have quiz?	Always	5	20.83
	Sometimes	14	<b>58.33</b>
	Never	5	20.83
6. Do you make a review schedule during your quarterly exams?	Always	3	12.50
	Sometimes	17	<b>70.83</b>
	Never	4	16.67
7. Do you review in advance before the quarterly exams?	Always	0	0
	Sometimes	13	<b>54.17</b>
	Never	11	45.83
8. Do you make a review schedule during your quarterly exams?	Always	0	0
	Sometimes	12	<b>50.00</b>
	Never	12	<b>50.00</b>
9. Do you make a peer/group review?	Always	4	16.67
	Sometimes	14	<b>58.33</b>
	Never	6	25.00
10. Is your classroom inviting in learning?	Always	9	37.50
	Sometimes	12	<b>50.00</b>
	Never	3	12.50
11. Do you focus well on what the teacher is saying?	Always	8	33.33
	Sometimes	13	<b>54.17</b>
	Never	3	12.50
12. Do you prepare for classes beforehand and review what you've learned?	Always	5	20.83
	Sometimes	9	37.50
	Never	10	<b>41.67</b>
13. Do you make use of gadgets during the week of exam?	Always	17	<b>70.83</b>
	Sometimes	7	29.17
	Never	0	0
14. Do you study while watching TV or listening music at home?	Always	13	<b>54.17</b>
	Sometimes	9	37.50



	Never	2	8.33
15. Do you study while using smartphones in school or even at home?	Always	14	<b>58.34</b>
	Sometimes	8	33.33
	Never	2	8.33

The table from the previous page shows the current study habits of the Grade 11 student-respondents. It was evident that the students have poor study habits that led them to poor academic performance too. Fifty percent of the respondents do not take down notes or even read their lectures beforehand. Scanning or even skimming methods are just sometimes applicable to 58% of the respondents. All the positive study habits are just sometimes and never applicable to these students. But studying while using gadgets and other electronic devices are true to all of the students.

According to them, they cannot focus on their studies without smartphones. The mindsets of the students of this generation are far different.

**Frequency Time of Study**

According to some researches, when it comes to studying, managing your time is one of the utmost importance. Determine how much time spent studying is enough, which varies from student to student. Hence, this research study determines how much time are the respondents spending on studies.

**Table 3 Summary of Frequency Time of Study**

Items		<i>f</i>	%
1. How much time do you spend doing homework on weekdays?	More than 30 min. but less than 1 hour	0	0
	Up to 30 minutes	11	45.83
	I don't study.	13	<b>54.17</b>
2. How much time do you spend reading your notes during school hours?	During Vacant Time	5	20.83
	Less than 10 minutes	8	33.34
	I don't study.	11	<b>45.83</b>
3. How much time do you spend reading your notes once you arrived at home?	30 minutes	2	8.33
	Less than 10 minutes	9	37.50
	I don't study.	13	<b>54.17</b>
4. On average, how many hours do you study for finals?	20-24 Hours	2	8.33
	5-10 Hours	4	16.67



	3 Hours	7	29.17
	I don't study.	11	<b>45.83</b>
5. How far in advance do you start studying for finals?	2 weeks	1	4.17
	1 week	6	25.00
	Days before	9	<b>37.50</b>
	Night Before	8	33.33

As shown above, the research findings showed that less study hour results in poor grades and performance. Fifty percent of the respondents said that they do not do their homework on weekdays. Doing homework is one strategy that can retain a lesson into one's mindset. Reading notes or lectures is also essential in education but 45.83% of the respondents do not study at all. Their technique in reviewing is also ineffective since 37.50% start studying days before the final exam. Others will just study in school during the vacant time and 45.83% do not even scan their notes beforehand. It was then alarming that these students do not give importance in studying and just taking it for

granted. With this, the researcher dug for the reasons of these students why do they have poor study habits.

**Factors Affecting Study Habits of Grade 11 Senior High School Students**

The Grade 11 Senior High School Students have poor study habits and do not spend too much time studying. These acts had led them into a situation that had affected their academic performance. With this, the researcher determined the factors or indications that can affect their study habits.

**Table 4 Summary of Factors Affecting Study Habits of Respondents**

Items	Scales							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1) Competence in English Subject	0	0	0	0	13	54.17	11	45.83
2) Hectic Class Schedules	0	0	0	0	10	41.67	12	58.33
3) Class Size	0	0	0	0	0	0	24	100
4) Learning Facilities	0	0	3	12.50	11	45.83	10	41.67
5) Teacher's Role in the Class	0	0	2	8.33	13	54.17	9	37.50
6) Extracurricular Activities	2	8.33	4	16.67	13	54.17	5	20.83
<b>7) Family Stress</b>	18	<b>75.00</b>	6	25.00	0	0	0	0



<b>8) Work and Financial Instability</b>	19	<b>79.17</b>	5	20.83	0	0	0	0
<b>9) Peer Pressure and Social Media Addiction</b>	20	<b>83.33</b>	4	16.67	0	0	0	0
<b>10) Home Environment</b>	21	<b>87.50</b>	3	12.50	0	0	0	0

There were two types of factors being enumerated in the table above, these are the internal and external factors. It was then evident that the internal factors such as competence in English, hectic class schedule, class size, learning facilities and teacher's role in the class are not strong factors that can affect the study habits of the grade 11 students. But the factors that strongly affect the students' study habits are from the external factors such as home environment which garnered 87.50% of the respondents, followed by peer pressure and social media addiction which has 83.33%,

work and financial instability which gathered 79.17% and family stress which accumulated 75% of the total respondents.

**Relationship of Study Habits and Academic Performance of Student**

This part of the research will ascertain the relationship between study habits and academic performance of the grade 11 senior high school students.

**Table 5 Summary of the Relationship of Study Habits and Academic Performance of Student**

<b>Study Habits</b>	<b>Expected Relationship</b>	<b>Explanation</b>
<b>1. Study hours after school hours.</b>	Positive	It is assumed that more study hours results in good grade and performance
<b>2. Group study among the peers during vacant time and after class.</b>	Positive	It is assumed that brainstorming about the lesson among your classmates will help you to learn comfortably.
<b>3. Setting up and following time table at home.</b>	Positive	It is assumed that time management will guide you to spend your time for study at the same time family work related.
<b>4. Less Hour for Social Media Usage.</b>	Positive	It is assumed that nowadays, too much use of smartphone and any social media gadgets will decrease your time for study at the same time it makes you to become forgetful and prone to mental block.
<b>5. Facing the problems regarding home environment and planning.</b>	Positive	It is true to all that problems are present to anyone. You just need to become stronger and face the challenges and not easily to be defeated.



Table 5 reveals the positive relationship of good study habits and academic performance of Grade 11 students in Maticmatic National High School. These students' study habits have a big impact to achieve a positive outlook of life at the same time excellent performance in school.

### **RESULTS AND DISCUSSION**

Females are the most respondents of this action research which has 54.17%. According to the results, 62.50% of the target respondents have a P 5,000-P 9,000 monthly family income. Those who have siblings attending school accumulated 54.17% and 33.33% of the respondents have 75-78 as general average in the first semester. The Philippines is one of the late implementers of Senior High School in the Southeast Asian country (Sarmiento & Orale, 2016), and consider as one of the low-income countries in the world (Patalinghug, Manuela Jr., Lizares, & Patalinghug, 2017) as shown in the low monthly family income of students, despite the figure, financial difficulties may have effect to the study habits of senior high school students.

For the study habits of the students in Grade 11, 45.83% of the respondents sometimes do the reading, and 50% of them never take down notes. They just sometimes review their lectures which gathered 54.17%, and 50% are just sometimes memorizing the important details in their lesson. The majority of them do always make use of gadgets when they are studying. Over-all, the respondents have poor study habits which led them to have poor academic performance (Credé & Kuncel, 2008). Millennials nowadays are hook on the use of gadgets, interventions were proposed by researchers such as gamification (Apas & Ventayen, 2019) of learning, home support program (Suiza, Ventayen, & Arquillano, 2019) and other means in order to achieve and adjust based on the needs of the learners.

The time they spend studying is quite bad as 54.17% do not do home works at home and do not read their note during school hours. Most of all, 37.50% of the respondents are studying their lesson day before the exam. They did not spend their time wisely in studying their lessons. Parents that impose discipline may have an influence on the study habits of students, some researchers suggested that strong self-discipline contributed to better study habits (Duckworth & Seligman, 2005).

The respondents strongly agreed that home environment which garnered 87.50%, peer pressure and social media addiction which has 83.33%, work and financial instability which accumulated 79.17% and family stress which has 75% are the most factors that affect the study habits of the grade 11 students in Maticmatic National High School.

There is a positive relationship between the study habits of students with their academic performance. As good study habits are true to all students who would like to become excellent in academic performance. As a result of this study, the study habits of students have been affected by a lot of factors. Social media has an impact on the academic performance of students (Rambe, 2011), it is a challenge for every educator to divert the mindset of every student such as the application of social media in education (Casama Orlanda-Ventayen & Ventayen, 2017).

### **CONCLUSIONS**

The researcher concludes that the majority of the Grade 11 students in Maticmatic National High School do belong to below-average family based on their monthly family income. Moreover, most of them have siblings attending school which the researcher arrived in the conclusion, that they are facing work and financial instability which led the students to withdraw their focus in studying.

The researcher also found out that the respondents are practicing wrong and poor study habits. Since the majority of the respondents never do studying at home and do not spend their time wisely in school.

Based on the results, the researcher revealed that less study hour results in poor grades and performance. The majority of the respondents do not have a time table for study and have other distractions such as family stress and addiction to social media.

The factors that strongly affect the study habits of Grade 11 students are home environment, peer pressure and social media addiction, work and financial instability and family stress. These factors do belong to the external factor which the students are now facing.

There is a positive relationship between the study habits of the students with their academic performance. Therefore, the researcher concluded that study habits are a prerequisite for good and outstanding academic performance of the grade 11 students in Maticmatic National High School.





### RECOMMENDATIONS

The researcher recommends parents to improve the level of control and care of their children, show more interest and concern in the academic work of their wards by way of providing a conducive atmosphere for studies, providing materials for studies and helping students in their studies.

It is also a suggestion that it is necessary for parents and teachers to maintain a warm and cordial relationship with their children and students irrespective of their financial problem.

The researcher recommends that there should be a group study hour on the class time table. The amount of time used in studying must increase in order to devote more time to quality study both at school and at home to prevent poor academic performance currently being experienced by the Grade 11 students of Maticmatic National High School.

These recommendations can be achieved by talking to parents and on the issues raised in a forum like the Parent-Teachers' Association.

### REFERENCES

- Apas, D. D. U., & Ventayen, R. J. M. (2019). Gamification in the teaching process in international schools in bangkok, thailand. *International Journal of Scientific and Technology Research*, 8(12), 923–932. Retrieved from <http://www.ijstr.org/final-print/dec2019/Gamification-In-The-Teaching-Process-In-International-Schools-In-Bangkok-Thailand.pdf>
- Carpenter, M. a, & Creswel, J. W. (2007). Theory Development and Testing in Organization-Related Empirical Research. *Structure*.
- Casama Orlanda-Ventayen, C., & Ventayen, R. J. M. (2017). ROLE OF SOCIAL MEDIA IN EDUCATION: A TEACHERS' PERSPECTIVE. In *ASEAN Journal of Open Distance Learning* □.
- Crede, M., & Kuncel, N. R. (2008). Study Habits , Skills , and Attitudes. *Perspectives on Psychological Science*. <https://doi.org/10.1111/j.1745-6924.2008.00089.x>
- Credé, M., & Kuncel, N. R. (2008). Study Habits, Skills, and Attitudes: The Third Pillar Supporting Collegiate Academic Performance. *Perspectives on Psychological Science*. <https://doi.org/10.1111/j.1745-6924.2008.00089.x>
- Creswel, J. W. (2008). Re[1] J. W. Creswel, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, 2008. search Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *sage publications*.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*. <https://doi.org/10.1111/j.1467-9280.2005.01641.x>
- Junio -Pachejo, S., & Allaga, W. A. (2013). *Academic Predictors of the Licensure Examination for Teachers' Performance of the Rizal Technological University Teacher Education Graduates* (Vol. 4). Retrieved from [www.asianjournal.com](http://www.asianjournal.com),
- Orlanda-Ventayen, C. C. (2019). Impact of English language courses and English proficiency on academic performance of junior business administrators. *Asian EFL Journal*, 24(4.1).
- Patalinghug, E., Manuela Jr., W. S., Lizares, R., & Patalinghug, J. (2017). Assessment of the Structure, Conduct, and Performance of the Philippine Telecommunications Industry. In *SSRN*. <https://doi.org/10.2139/ssrn.2912238>
- Rambe, P. (2011). Exploring the Impacts of Social Networking Sites on Academic Relations in the University. *Journal of Information Technology Education: Research*. <https://doi.org/10.28945/1512>
- Sarmiento, D. H., & Orale, R. L. (2016). Senior High School Curriculum in the Philippines. *Journal of Academic Research*.
- Suiza, S. R., Ventayen, R. J. M., & Arquillano, N. E. (2019). Effect of home support program in English proficiency for preschool learners in Thailand. *Asian EFL Journal*. Retrieved from <http://www.scopus.com/inward/record.url?eid=2-s2.0-85065077026&partnerID=MN8TOARS>
- Tucay, : Marjohara. (2015). K-12: Who loses, who profits. *INQUIRER.NET*.