

“Nip In The Bud”: Study Habits and its Effect on the Academic Performance of Physical Education First Year Students

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Abstract



The topic of good study habits is one that has been extensively researched and discussed among educators, psychologists, and students themselves. It is widely acknowledged that the ability to learn and retain new information, as well as the capacity to perceive and understand complex concepts, is greatly enhanced by the adoption of effective study habits. Given the significant role that study habits play in academic success and personal development, it is important to examine the relationship between these habits and student performance. In this study, a sample of 40 first year BPED students from the Bataan Peninsula State University was selected to explore this relationship. To investigate the relationship between study practices and academic achievement, the researchers utilized the Pearson r correlation coefficient. This statistical method is commonly used to examine the degree of correlation between two variables, in this case, study practices and academic performance. The findings of the study revealed a clear correlation between students' study habits and their academic performance. This indicates that those students who adopt effective study habits are more likely to perform better academically. This correlation can be attributed to the fact that good study habits enable students to retain information more effectively, manage their time efficiently, and approach complex concepts with greater clarity and understanding.

Keywords – Academic performance, Learning capacity, Pearson r, Personal growth, Study habits

INTRODUCTION

The coronavirus disease 2019 (COVID-19) pandemic, which has disrupted students' daily lives and altered their study habits, has put Philippine universities in a disastrous scenario right now. This academic year, there will likely be 2.95 million more homeschooled kids than there were last year, a rise of 10%. All educational levels are affected by the lack of face-to-face instruction, and college students are among those who are most negatively impacted because they need time and experience to acquire the knowledge necessary to be prepared for the workforce. To stop the spread of COVID-19 in the higher education sector in the Philippines, many governments have chosen to implement quarantine procedures and temporarily close their educational institutions. As a result, more than a billion students worldwide have been impacted, including over 28 million Filipino students at all academic levels who must adhere to quarantine rules set by the Philippine government by remaining at home.

After almost two years of General Community Quarantine, modalities of the Philippine Higher Education Sector started classes for every college student in September, using online classes or homeschooling. Based on observations, the method of homeschooling has compromised physical activities, and students are having a hard time

following instruction, especially during asynchronous meetings. Learners are used to traditional and conventional settings, and stable internet connection is also a concern in following activities that include dance and sports. In addition, students may experience limited social skills due to the lack of proper space and a conducive environment to implement physical settings. Making students participate in any physical activity, such as dancing or sports, is hampered by data or internet connection issues. Additionally, because some children do not have adequate room at home to engage in these many forms of physical activity, they will not learn how to undertake physical activities at the appropriate time and location by associating with others. This is especially true of sports and dances. Through all the changes that students are experiencing, there has been a major change in their study habits, thus affecting their performance in academics. Students can manage their time to prepare and give their all in any physical activity, including sports, dance, and exercise, if they have good study habits. Because they have so much time to invest and utilize to make it, students won't have an excuse for failing to complete and pass a separate physical activity on time, even if it is asynchronous.

According to Salcedo-Relucio (2019), overall, the respondents have poor study habits that led them to have poor academic performance. Also, most of the respondents do not do homework at home and do not read their notes during school hours. Lastly, most of the respondents strongly agreed that home environment, peer pressure and social media addiction, work and financial instability, and family stress are the most significant factors that affect the study habits of grade 11 students.

This research aimed to investigate the effects of every Physical Education first-year student's study habits on their academic performance at Bataan Peninsula State University - Orani Campus. This study also demonstrated whether certain elements could have both good and bad effects. The study's findings will help the readers who are students by letting them know how their study habits affect their academic success in physical education. Lastly, this study aimed to find the optimal solution for each component influencing students' performance in physical activities. Additionally, this thesis topic aimed to assist every reader in understanding the significance of education.

Statement of the Problem

The main objective of the study was to determine the effects of first year physical education students' study habits on their academic performance. The aim of the research was to conduct a sample of forty (40) randomly selected First Year Physical Education Students from Bataan Peninsula State University (Academic Year 2021-2022).

Specifically, this study sought answers to the following questions:

1. How may the study habits of the BPED Students be described in terms of:
 - 1.1. learning style;
 - 1.2. routines; and
 - 1.3. time?

2. How may the academic performance of the BPED Students be described in terms:
 - 2.1. cognitive;
 - 2.2. psychomotor; and
 - 2.3. affective domain?
3. Is there a significant difference between the academic performance of the students and their study habits?
4. Is there a significant relationship between the academic performance of the students and their study habits?
5. Based on the findings, what will be the contributions of the study to the fields of physical education?

LITERATURE REVIEW

The three theories that anchored the study are the Theory of Multiple Intelligences of Howard Gardner, Social Learning Theory of Albert Bandura, and Thorndike's Law of Effect by Edward Thorndike.

Theory of Multiple Intelligence. According to the book "Frame of Minds" by Howard Gardner's in 1983 he discussed some hypothesis of multiple intelligences. Marenus (2023) further explained individuals do not possess all their potential intelligence at birth. This hypothesis questioned the conventional wisdom that there is just one type of intelligence, frequently abbreviated "g" for general intelligence, which exclusively emphasizes cognitive skills. The eight types of intelligence that Gardner identified to broaden this definition of intelligence are linguistic, logical/mathematical, spatial, bodily-kinesthetic, musical, intrapersonal, and naturalist. Linguistic and logical-mathematical modalities are prized the greatest in school and society, according to Gardner.

In relation to study habits, multiple intelligences theory may inspire students to return to their studies. Each of your distinct students has an opportunity to learn by using the many intelligences to teach a concept. The learner who excels in visual-spatial intelligence will like solving puzzles and drawing. Students' various intelligences are the same as that of learning styles. Instead, distinct intellectual aptitudes are represented by multiple intelligences. Howard Gardner defined learning styles as the manners in which a person handles a variety of activities.

Social Learning Theory. According to Albert Bandura's Social Learning Theory (1977), people learn new facts, behaviors, or attitudes either directly from others or indirectly via them. Mcleod (2023) clarified that the amount of reinforcement a behavior receives and the significance the individual attaches to it will determine how likely it is that it will manifest. While certain actions might result in rewards, others might have the opposite effect. When a situation like this one develops, the person will adjust their

behavior in accordance with what worked best in the past after learning from the results of their actions.

We can better understand how children learn thanks to the social learning theory, which also has a place in our educational system. Teachers need to be aware that if strategies are used improperly or inconsistently, they are less likely to be effective. No matter how much praise or punishment is given, it should be kept in mind that what works for some pupils may not work for others. There is little question that a range of external factors has an impact on a student's desire and aptitude for learning.

The social learning theory clearly shows the importance of observation in shaping our students' knowledge, behavior, and attitudes, which will aid them in developing productive study habits. Teachers must be excellent role models for their students and ensure that they are welcoming, inspiring, and compassionate.

Law of Effect. According to the law of effect of Thorndike (1905), behaviors that were most frequently accompanied by gratifying outcomes were most likely to develop into patterns and recur in response to the same stimuli. The trial or steps leading to satisfaction, in accordance with this theory, mark the bond or connection. Dissatisfaction, irritation, or discomfort leads to the weakening or stifling of the link, whereas satisfying states lead to its consolidation and strengthening.

Rafferty (2023) elaborated that the "law of effect" states that an answer is learned and chosen if it satisfies the subject, and it is removed if it does not. Therefore, instruction needs to be enjoyable. The students' preferences and interests must be respected by the teacher. In other words, the motivation to study will be stronger the more satisfied you are. Intensity is a crucial need of the "law of effect," then.

Study habits are like Thorndike's idea in that they increase the likelihood that the outcomes would remain favorable. Responses that produce a satisfying effect in one circumstance increase the likelihood that they will occur again in that circumstance, whereas responses that produce an uncomfortable effect decrease the likelihood that they will occur again in that circumstance. However, if your study habits are poor and you continue to follow the same routine, do not expect a different outcome.

Indeed, the relevance of good study habits to the overall learning process indicates that the current circumstance is not optimal. The pupils have not been successful in following the essential directions to enhance their study habits and abilities. Most students in the nation have study habits that are desired, which is a scenario that is noticed not only in the students at Azad University but also in other students of the country. Those who have higher study skills engage in more active learning and are more immersed in the educational topics; as a result, they will have greater memorization and recall abilities. Study habits are unquestionably one of the aspects that determine academic accomplishment (Johnson 2017).

Study routine will help you organize your learning into digestible segments and explain your daily commitments. Furthermore, it allows you more time for crucial duties. The timetable will motivate you to start finishing assignments on time and to start studying more. (Johnson, 2015)

Time management abilities and study habits are two aspects that are closely related to academic achievement in college. Many students have never had the freedom to choose their own timetable before college. Some students struggle to manage their obligation and find it difficult to devote adequate time to academic tasks like studying. Britton and Tesser (2011) point out that educational achievement, like intellectual achievement, takes time, and is affected by time management practices. Coursework at the University level and specifically as the student progresses through his major requires time management skills and good study habits to ensure success.

Mira (2015) found in her study that high academic achievement in adolescents is linked to improved understanding, task orientation, and recording skills. Study habits were influenced by age, family income, and education, which were all highly correlated factors. The analysis revealed a strong correlation between study habits and academic success.

Ossai (2012) conducted a study which showed that study habits tend to improve with age, as evidenced by the better performance of the 16–19-year-old students. The more mature pupils reported better study habits in time scheduling, concentration, note-taking, and writing skills.

Dilsat (2021) mentioned in his study that students' study habits changed mostly based on recording the class, followed by factors related to faculty members, time management skills, social environment, digital tools, learning styles, psychological factors, family, home environment, and nutrition. The distribution of the opinions of the students on the factors that affected their study habits varied based on their gender and program of study.

Razia (2015) led a study which showed significant gender-related differences in students' study habits. Study habits and socioeconomic position had a strong, positive association, although there was no evidence of a gender-specific interaction impact. The study concludes by making some recommendations for improving secondary school pupils' study habits.

In study of Linden (2018) that aimed to explore adult education strategies and resources that could be used to investigate eating patterns among research study groups. The participants in the study provided their own perspectives on eating habits based on their individual life experiences.

Mayer (2022) offers evidence-based guidance on effective learning habits for college students. The book distills the 20 best study habits from the latest research conducted by educational psychologist Richard Mayer, including managing the study environment, staying motivated, and using learning tools efficiently. This practical guide provides actionable advice to assist students in adopting productive study habits and avoiding unproductive ones.

Mussarat et al. (2019) show on his study that to determine how learning tactics affect university students' study habits and metacognitive awareness. The study used various questionnaires to evaluate the research variables, including the Meta-Cognitive Awareness Inventory and the Study Habits Inventory.

Studies by Khalsa et al. (2012) and Noggle et al. (2012) found that regular yoga practice in high school improved students' emotional control and overall mood states. Increased physical activity was also associated with reduced depressive mood states in adolescents, according to Kremer et al. (2014) and Brown et al. (2013).

On the other hand, Razia (2015) explained that results showed that there are significant gender-related differences in students' study habits. Study habits and socioeconomic position had a strong, positive association, although there was no evidence of a gender-specific interaction impact. The study concludes by making some recommendations for improving secondary school pupils' study habits.

Brint and Cantwell (2006) conducted a study which further explained that spending extra time studying has a strong influence on academic attainment. Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time. Therefore, improving academic performance requires the participation and self-attitude of both the student and staff as a principle of time management practice.

A study from students from the Technological Institute of the Philippines – Manila investigated the students' study habits. 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 by Zarate (2016).

In his 2015 study of Lei emphasizes the importance of personalized study skills and habits, or study patterns, for effective studying. While there is no one-size-fits-all study pattern, academically successful individuals tend to have a well-designed schedule or ritual. Developing good study habits early on can help students overcome procrastination and ultimately lead to better academic performance and less stress. Fukuda and Ishihara conducted a study in 2018 on junior high and high school students and found that those who took routine evening naps to compensate for chronic sleep insufficiency often experienced poor physical and mental conditions, and that late naps disrupted night-time sleep patterns.

The current evidence on affective domain development, as discussed in Taylor's 2018 highlighted the challenge of measuring changes in values, attitudes, and behavior of student nurses. The lack of reliable measurement instruments and a dearth of affective domain research further complicate the evaluation of learning interventions. Evaluation often occurs immediately after the intervention, leaving the need for more evidence-based educational interventions. Rogers, May, Chan, and Miller (2017) and Ritchie (2016) also note the need for more affective domain research. Valiga and Ironside (2015) echo this sentiment, stating that the lack of standardized measures for evaluating affective outcomes is a significant barrier to advancing affective domain development in nursing education.

METHODOLOGY

This section of the study, the research instrument, the development, and validation of the questionnaire used in the study, the methods used to collect the data, and the methods used to process the data are all covered in this chapter.

METHODS AND TECHNIQUES OF THE STUDY

The research was conducted using a quantitative approach, with the purpose of providing every reader with a comprehensive understanding of study habits and their impact on academic performance among first-year students majoring in physical education at Bataan Peninsula State University's Orani Campus. For this investigation, structured surveys and questionnaires allowing for free-form responses were used.

The correlational research design, a quantitative research method, focuses on the connection between the two variables under study. This method centers on the current situation with the intention of discovering new information. This new information could take the form of increased knowledge, new generalizations of existing laws, understanding of the factors involved, identification of previously unknown causal relationships, or a more precise formulation of the issue that needs to be resolved.

The purpose of descriptive statistics is to gather, organize, present, analyze, and interpret data to understand the characteristics of groups. The Descriptive Normative Approach considers the percentage distribution of respondents, typical features of the group, homogeneity and heterogeneity of these qualities, correlations of the attributes, and the strength of these associations. Measures of central tendencies, variability, and location are most used in this type of study.

The findings were compiled, analyzed, and interpreted to determine whether there was a significant gap between the perspectives of teaching staff and student respondents regarding study routines and academic performance, both of which were

evaluated based on the provided criteria for each variable.

POPULATION AND SAMPLE OF THE STUDY

The subject of this study were forty (40) students taking up Bachelor of Physical Education at the Bataan Peninsula State University Orani Campus.

Simple Random Sampling was used to identify the samples of the study. A kind of probability sampling known as simple random sampling is one in which the researcher chooses individuals from a population at random to make up a sample of that population. There is an equal possibility of selection for each and every individual in the population.

After that, information is gathered from a substantial proportion (to the greatest extent feasible) of this random selection. (Santos, 2020)

Table 1. Population of the study

| Class | Sample |
|--------------|---------------|
| BPE 1-A | 15 |
| BPE 1-B | 25 |
| TOTAL | 40 |

As shown in the table, there were more samples from BPE 1-B compared to BPE 1-A in the study. 25 BPE students from section B participated in the study, while only 15 BPE 1-A students were included. The qualifications that each subject had to meet in order to be considered for the research study were subjectively defined by the qualitative researcher.

RESEARCH INSTRUMENT

A well-crafted questionnaire was necessary for the effective completion of the survey. Nevertheless, it is necessary to build one's own intuition with regard to what makes excellent design since there is no theory of surveys that can serve as a guide. A good questionnaire is one that helps directly accomplish the study goals, gives information that is comprehensive and correct, is simple to complete by both interviewers and respondents, was created in such a way as to make sound analysis and interpretation feasible, and was condensed.

There were at least nine separate steps: deciding on the information that was required, defining the target respondents, choosing the method(s) of reaching out to the respondents, selecting the method(s) of reaching out to the respondents, determining the content of the questions, wording the questions, sequencing the questions, checking the length of the questionnaire, pre-testing the questionnaire, and developing the final questionnaire. The use of assessment questionnaires was important in the collecting of

relevant data for this research. The evaluation of the offered pedagogical resources was the purpose of the questionnaire that was developed for this research project. The questionnaire is split into two sections. In the first section of the report, you will find information on the academic performance of first-year BPE students in terms of the cognitive, psychomotor, and affective learning domains. In Part II, the study habits are broken down into three different categories: the style, the routine, and the time.

This study utilized this scale of measurement.

Table 2. Scale of Measurement

| Scale of Means | Descriptive Equivalent | Interpretation |
|----------------|------------------------|---------------------|
| 4.50-5.00 | Strongly Agree | Highly Satisfactory |
| 3.50-4.49 | Agree | Very Satisfactory |
| 2.50-3.49 | Moderately Agree | Satisfactory |
| 1.50-2.49 | Disagree less | Satisfactory |
| 1.00-1.49 | Strongly Disagree | Not Satisfactory |

CONSTRUCTION AND VALIDATION OF THE INSTRUMENT

Questions were developed based on the provided criteria with the assistance of questions used in the research conducted by Ronquillo (2012) and Basilio (2012), as well as pre-designed rubrics obtained from kimskorner4teachertalk.com (November 2007), the University of North Carolina, and the English Department at UC Davis.

Taking into account all the concepts presented in the materials, this results in the creation of a new set of questions, in which each variable and sub variable will be assigned a set of five survey questions that will be used in the assessment of the criteria.

The study's questionnaire was the subject of development and testing for face validity, content validity, and reliability before it was employed in the research. The evaluation of the questionnaire was delegated to three academic specialists so that it could be tested for its reliability, content validity, and perceived validity. Academic performance, which will be examined via cognitive, psychomotor, and emotional domains, as well as the amount of time spent studying, the students' study routines, and the learning styles of the students will be evaluated as components of the students' study habits.

DATA GATHERING PROCEDURE

The researcher requested a letter of reference to be given by the Research Professor of the BPE Program over at the Orani Campus of Bataan Peninsula State University.

In addition to being attached to the letter as its own independent document, the permission slip to carry out the study was also provided. Before the letter was sent to each department, it was copied and submitted to the Office of Student Affairs as well as the University Dean. A request for authorization to float the surveys was made in the aforementioned letter, which may be seen here. A number of students who are in their first year of BPE were selected to receive these questions in the form of a Google form.

After obtaining the necessary consent, the questionnaires for the survey were mailed out to the participants, and they were then collected on the same day. It was thought that there would be a recovery rate of one hundred percent, which was the expectation.

STATISTICAL TREATMENT OF DATA

The statistical tools that follow were utilized in the treatment and analysis of the generated data:

1. Weighted means was used to determine the participants' study habits and academic performance.
2. The paired sample t-test, commonly termed the dependent sample t-test, is a statistical process used to evaluate if the mean difference between two sets of data is zero. In a paired sample t-test, each subject or object is measured twice, resulting in pairs of observations.
3. Spearman rho correlation. The Spearman rho is a non-parametric version of Pearson r which is set on 0.05, alpha significance will be used to determine the significant relationship between the academic performance and the study habits of the respondents.

RESULTS

This deals with the presentation, analysis and the interpretation of data gathered in the present study. This also involves discussions of the findings and includes the implication of the findings. This part explains the data analysis process, which is followed by a discussion of the study's findings. The research questions that directed the study were described in the findings. Individual interviews were used to collect the data. Interviews about study habits were conducted forty (40) randomly selected student participants. For a clear and comprehensive presentation of findings, this chapter were subdivided into four (5) parts corresponding to the Statements of the Problem in Chapter.

Part I deals with the academic performance of the BPED 1st year students which is subdivided into 3 variables which are cognitive, psychomotor, and affective.

Part II presents the study habits of the BPED Students which is subdivided into 3 variables which are style, time, and routine.

Part III discusses the significant difference between the academic performance and the study habits.

Part IV. Discusses the significant relationship between the academic performance and the study habits.

Part V shows the implication of the findings on the study.

Part I. Academic Performance of the respondents.

Table 3. Cognitive Domain of BPE Students

| Statement | Mean | Std. Deviation | Descriptive Equivalent |
|--|------|----------------|------------------------|
| I develop critical thinking in class. | 4.00 | 0.73 | Agree |
| I can fully understand the application of Physical Education. | 4.08 | 0.70 | Agree |
| I can learn cognitive with theoretical applications. | 3.82 | 0.79 | Agree |
| I learn more effectively and retain information about the subject. | 3.74 | 0.79 | Agree |
| I enhance and improve cognitive aspects | 3.95 | 0.69 | Agree |
| Overall | 3.92 | 0.60 | Very Satisfactory |

The table above shows the cognitive domain of the respondents. "I can fully understand the application of Physical Education" received the highest rating of 4.08 with a descriptive equivalent of "agree." "I develop critical thinking in class" received a mean of 4.00 with a descriptive equivalent of "agree." "I enhance and improve cognitive aspects" received a mean of 3.95 with a descriptive equivalent of "agree." "I can learn cognitive with theoretical applications" received a mean of 3.82 with a descriptive equivalent of 3.92. Overall, the cognitive domain received a very satisfactory rating of 3.92.

This aligns with the study of Mira (2015), where adolescents with high academic achievement showed improved understanding, task orientation, and recording skills. Age, family income, and education, which were all highly correlated, were the factors influencing study habits. Analysis of the data revealed a strong correlation between study habits and academic success. Based on the data gathered from the participants, it was evident that the cognitive domain has a great impact on academic success, as learners focus on the context of the lesson rather than merely on the affective and application of these from real-life situations.

According to Khan and Rasheed (2019) in their article published in the Pakistan Journal of Psychological Research (2019), the goal of the study was to determine how learning tactics affect university students' study habits and metacognitive awareness. The Meta-Cognitive Awareness Inventory (Schraw & Dennison, 1994), which measures the two aspects of meta-cognition - knowledge and regulation of cognition - was one of the

questionnaires used to evaluate the research variables. The students' exhibited study habits were evaluated using the Study Habits Inventory. The Motivated Methods for Learning Questionnaire, which comprises measures for motivation and learning strategies, was developed by Pintrich, Smith, Garcia, and McConachie (Wrenn, 2002).

High school students who practice yoga regularly over time report having better control over their emotions and more energy, according to studies by Khalsa, Hickey-Schultz, Cohen, Steiner, and Cope (2012). Additionally, Boggle et al. (2012) found that practicing yoga regularly in PE class in high school improved students' overall mood states. According to Kremer, Elchaig, Leslie, Toumbourou, Patton, and Williams (2014), increased physical activity was associated with reduced depressive mood states in adolescents. This conclusion, which is also confirmed by Brown et al. (2013), implies that PA and PE may have a protective or prophylactic effect against depression.

Table 4 shows the psychomotor domain of the respondents. It shows the cognitive domain of the respondents. "I can execute movements related to the lesson" received the highest rating of 4.23 with a descriptive equivalent of "agree." "I fully understand and can apply the actual performance of Physical Education concepts" received a mean of 4.09 with a descriptive equivalent of "agree." Both statements, "I am able to perform simulations or demonstrations about a certain topic" and "I can easily learn and develop skills in Physical Education," received a mean of 4.08 with a descriptive equivalent of "agree." "I am able to effectively manage study time and complete tasks on time" received the lowest mean of 3.72 with a descriptive equivalent of "agree." Overall, the psychomotor domain received a very satisfactory rating of 4.04.

Table 4. Psychomotor domain of the Respondents.

| Statement | Mean | Standard Deviation | Descriptive Equivalent |
|---|------|--------------------|------------------------|
| I can execute movements related to the lesson | 4.23 | 0.78 | Agree |
| I am able to perform simulations or demonstration about a certain topic | 4.08 | 0.90 | Agree |
| I fully understand and can apply the actual performance of Physical Education concepts. | 4.09 | 0.84 | Agree |
| I am able to effectively manage study time and complete the tasks on time. | 3.72 | 0.76 | Agree |
| I can easily learn and develop skills in Physical Education. | 4.08 | 0.84 | Agree |
| Overall | 4.04 | 0.67 | Very Satisfactory |

According to Johnson (2017) that the importance of appropriate study habits to the overall learning process suggests that the existing situation is not ideal. It appears that the students have not been successful in following the necessary instructions to improve their study habits and abilities. Most students in the country have desirable study habits, which is evident not just in Azad University students but also in other students

around the country. Higher study skills participants participate in more active learning and are more involved in educational themes, resulting in improved memorization and recall abilities. Study habits are certainly one of the factors that influence academic success.

As the teacher provides relevant learning experiences for the students, the cognitive domain may be successfully accomplished where the students experience the problem on their own. Study habits must be supported by appropriate instructional tactics and led by their teacher. To achieve the highest degree of learning, students must engage in activities that relate to the objectives of the subject's or lesson's content standards, taking into account their learning styles and habits. Academic achievement is defined not only by the knowledge gained in the lesson, which is typically tested in standardized examinations, but also by its application in real-life situations.

Table 5. Affective domain of the Respondents.

| Statement | Mean | Standard Deviation | Descriptive Equivalent |
|---|------|--------------------|------------------------|
| I do not hesitate to interact and express myself during classes. | 3.36 | 0.74 | Moderately Agree |
| I make myself be familiar with my instructors, | 4.10 | 0.85 | Agree |
| I am eager to learn during classes. | 4.00 | 0.97 | Agree |
| I gain confidence in participating activities and demonstration during class. | 4.05 | 0.83 | Agree |
| I am fully guided by my teacher in terms of my attitude and disciplines | 4.33 | 1.03 | Agree |
| Overall | 3.97 | 0.68 | Very Satisfactory |

The table above shows the affective domain of the respondents. "I am fully guided by my teacher in terms of my attitude and discipline" received the highest rating of 4.33 with a descriptive equivalent of "agree." "I make myself familiar with my instructors" received a mean of 4.10 with a descriptive equivalent of "agree." "I gain confidence in participating in activities and demonstrations during class" received a mean of 4.05 with a descriptive equivalent of "agree." "I am eager to learn during classes" received a mean of 4.00 with a descriptive equivalent of "agree." "I do not hesitate to interact and express myself during classes" received the lowest mean of 3.36 with a descriptive equivalent of "moderately agree." Overall, the affective domain received a very satisfactory rating of 3.97.

According to the study by Felicio (2019) the respondents generally had bad study habits, which negatively impacted their academic achievement. Most respondents also indicated that they do not review their notes or complete homework at home or during school hours. Finally, most respondents strongly agreed that the variables most likely to influence the study habits of grade 11 students include the home environment, peer pressure and social media addiction, work and financial instability, and family stress.

PART II. STUDY HABITS OF THE RESPONDENTS

The table above (Table 6) shows the study style of the respondents. "I used to consider my learning style when making my study habits" received the highest rating of 4.15 with a descriptive equivalent of "agree." "I consider the subject when choosing the type of study habit, I will be executing and doing" received a mean of 4.08 with a descriptive equivalent of "agree." "I consider my strengths and capabilities when choosing the type of study habit" received a mean of 4.00 with a descriptive equivalent of "agree." "I make sure that I am prepared by reviewing lessons before entering class" received a mean of 3.62 with a descriptive equivalent of "agree." Lastly, "I consider doing advance reading before entering class" received the lowest mean of 3.51 with a descriptive equivalent of "moderately agree." Overall, study style received a very satisfactory rating of 3.87.

Table 6. Study Style of the Respondents

| Statement | Mean | Standard Deviation | Descriptive Equivalent |
|--|------|--------------------|------------------------|
| I used to consider the subject when I am choosing the type of study habit I will be executing and doing. | 4.08 | 0.74 | Agree |
| I consider my strength and my capability when choosing the type of study habit. | 4.00 | 0.86 | Agree |
| I consider doing advance reading before entering the class. | 3.51 | 0.94 | Agree |
| I make sure that I am ready by means of reviewing lessons before entering the class. | 3.62 | 0.75 | Agree |
| I used to consider my learning style when making my study habits. | 4.15 | 0.74 | Agree |
| Style | 3.87 | 0.61 | Very Satisfactory |

In the study of Ossia (2012), stated that there is a significant difference in how people learn based on age. As evidenced by the higher mean performance of the 16-19-year-old students, study habits tend to improve with age. The more mature students reported better study habits in terms of time scheduling, concentration, note-taking, and writing skills.

Developing good study habits is essential for students to achieve academic success. It is important for students to understand their own learning style and choose study habits that work best for them. Regular reviewing of lessons before entering class, doing advance reading, and making sure they are ready for class are some of the effective study habits that students can adopt.

Table 7. Study Routine of the Respondents

| Statement | Mean | Standard | Descriptive |
|-----------|------|----------|-------------|
|-----------|------|----------|-------------|

| | | Deviation | Equivalent |
|--|------|-----------|------------------|
| I take notes properly during class. | 4.00 | 0.79 | Agree |
| I am outspoken during class. | 3.62 | 1.09 | Agree |
| I look at my cellphone or send text messages during class. | 3.15 | 1.09 | Moderately Agree |
| I read books other than textbook. | 3.10 | 0.91 | Moderately Agree |
| I space out during class. | 3.21 | 0.89 | Moderately Agree |
| Routine | 3.42 | 0.69 | Satisfactory |

Table 7 shows the study routine of the respondents. "I take notes properly during class" received the highest rating of 4.00 with a descriptive equivalent of agree. "I am outspoken during class" received a mean of 3.62 with a descriptive equivalent of agree. "I space out during class" received a mean of 3.21 with a descriptive equivalent of moderately agree. "I look at my cellphone or send text messages during class" received a mean of 3.15 with a descriptive equivalent of agree. Lastly, "I read books other than textbooks" received the lowest mean of 3.10 with a descriptive equivalent of moderately agree. Overall, the study routine received a satisfactory rating of 3.42.

However, Dilate (2021) mentioned that students' study habits changed mostly based on recording the class, followed by factors related to faculty members, time management skills, social environment, digital tools, learning styles, psychological factors, family, home environment, and nutrition. The distribution of the opinions of the students on the factors that affected their study habits varied based on their gender and program of study.

Table 8. Study Time of the Respondents

| Statement | Mean | Standard Deviation | Descriptive Equivalent |
|---|------|--------------------|------------------------|
| I study diligently every day. | 4.23 | 0.74 | Agree |
| I study after the teacher announces that there will be a test. | 4.79 | 0.41 | Strongly Agree |
| I use workbooks and answer many questions every day. | 4.79 | 0.41 | Strongly Agree |
| I read many different reference books and go to library most of the time. | 4.41 | 0.50 | Agree |
| I make sure that I read our lesson before sleeping. | 4.23 | 0.74 | Agree |
| Time | 4.49 | 0.42 | Very Satisfactory |

A study showed significant gender-related differences in students' study habits. The study found that study habits and socioeconomic position had a strong, positive association, although there was no evidence of a gender-specific interaction impact. The study concludes by making some recommendations for improving secondary school pupils' study habits, as presented by Razia (2015).

The table above shows the study routine of the respondents. Both "I study after the teacher announces that there will be a test" and "I use workbooks and answer many questions every day" received the highest rating of 4.79 with a descriptive equivalent of strongly agree. "I read many different reference books and go to the library most of the time" received a mean of 4.41 with a descriptive equivalent of agree. Lastly, "I study diligently every day" and "I make sure that I read our lesson before sleeping" received a mean of 4.23 with a descriptive equivalent of moderately agree. Overall, study time received a very satisfactory rating of 4.49.

According to Kelly (2004), in his study that the efficient use of time on the part of students and school administrators is directly associated with increased academic performance.

Cantwell (2006) agreed and further explained that extra study time has a strong influence on academic attainment. Eilam and Aharon (200b) stress that time management can be viewed as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time. Therefore, improving academic performance requires both student and staff self-attitude and participation as a principle of time management practice.

Part III. Significant Difference between the Academic Performance and Study Habits.

Paired domains on academic performance and study habits of the participants. The table shows (Table 9) a significant difference between the academic performance and study habits of the respondents. As shown above, the affective domain has a p-value of 0.000 compared to the style domain, indicating a significant difference between affective domain and study style. Regarding study routines, the cognitive, psychomotor, and affective domains have p-values of 0.000, which is lower than the set significance level of 0.05. Hence, there is a significant difference between the domains of learning and the study routine. Concerning time, the cognitive and psychomotor domains have p-values of 0.000, while the affective domain has a p-value of 0.026, all of which are lower than the set significance level of 0.05. Therefore, there is a significant difference between the time and the domain of learning.

Overall, the academic performance and study habits obtained a p-value of 0.012, which is significantly lower than the set significance level of 0.05. Thus, the null hypothesis is rejected, indicating a significant difference between study habits and academic performance.

The study conducted by students from the Technological Institute of the Philippines - Manila, investigated the study habits of students. Using the incidental sampling approach, the researchers selected 76 respondents from the total population of 105 scholars and

provided them with survey questionnaires to answer. The study revealed that time management, learning styles, and study environment are significant factors contributing to academic performance (Zarate, 2016).

Table 9. T-TEST Table of Academic Performance and Study Habits

| | | Paired Differences | | | t | Sig |
|---------|-------------------------------------|--------------------|----------------|-----------------|--------|---------|
| | | Mean | Std. Deviation | Std. Error Mean | | |
| Pair 1 | Cognitive - Style | 0.04615 | 0.57576 | 0.09220 | 0.501 | 0.24500 |
| Pair 2 | Psychomotor - Style | 0.16410 | 0.64705 | 0.10361 | 1.584 | 0.06700 |
| Pair 3 | Affective - Style | 0.51282 | 0.55781 | 0.08932 | 5.741 | 0.00000 |
| Pair 4 | Cognitive - Study Routine | 0.50256 | 0.46083 | 0.07379 | 6.811 | 0.00000 |
| Pair 5 | Psychomotor - Study Routine | 0.62051 | 0.63378 | 0.10149 | 6.114 | 0.00000 |
| Pair 6 | Affective - Study Routine | 0.96923 | 0.66576 | 0.10661 | 9.092 | 0.00000 |
| Pair 7 | Cognitive - Time | -0.57436 | 0.78697 | 0.12602 | -4.558 | 0.00000 |
| Pair 8 | Psychomotor - Time | -0.45641 | 0.81299 | 0.13018 | -3.506 | 0.00000 |
| Pair 9 | Affective - Time | -0.10769 | 0.70014 | 0.11211 | -0.961 | 0.02600 |
| Pair 10 | Academic Performance - Study Habits | 0.18632 | 0.43399 | 0.06949 | 2.681 | 0.01200 |

The findings of this study highlight the importance of developing effective study habits among students, particularly in the areas of time management and learning styles. It also emphasizes the significance of having a conducive study environment, which can greatly influence students' academic performance. These results can be useful for educators and administrators in developing interventions to enhance students' study habits and ultimately improve their academic performance.

Table 10. Spearman rho Correlation Table of Academic Performance and Study Habits

| Academic Performance | Cognitive | | | Psychomotor | | | Affective | | |
|----------------------|-----------|---------|-----------|-------------|---------|-----------|-----------|---------|-----------|
| | r value | p value | Decision | r value | p value | Decision | r value | p value | Decision |
| Style | 0.591 | 0.001 | Reject Ho | 0.527 | <0.001 | Reject Ho | 0.591 | <0.001 | Reject Ho |
| Routine | 0.72 | <0.001 | Reject Ho | 0.585 | <0.001 | Reject Ho | 0.662 | <0.001 | Reject Ho |
| Time | 0.651 | <0.001 | Reject Ho | 0.612 | <0.001 | Reject Ho | 0.671 | <0.001 | Reject Ho |

As shown in the table (Table 10), the cognitive domain has a p-value of 0.001 and less than 0.001 when considering style, study routine, and study habits respectively. Therefore, it can be concluded that there is a significant relationship between the cognitive domain and style, study routine, and study habits. Additionally, the psychomotor domain has p-values of less than 0.001 when considering style, study routine, and time, respectively. Thus, there is a significant relationship between the

psychomotor domain and style, study routine, and time. Similarly, the affective domain has a p-value of 0.000 when compared to style, study routine, and time, indicating a significant relationship between the affective domain and these factors.

In study of Razia (2015) found significant gender-related differences in students' study habits. The study also revealed a strong, positive association between study habits and socioeconomic position, with no evidence of a gender-specific interaction effect. The study concluded by providing recommendations for improving secondary school students' study habits.

Overall, the academic performance and study habits obtained a p-value of 0.000, which is less than the set significance level of 0.05. Therefore, the null hypothesis is rejected, indicating a significant relationship between academic performance and study habits.

DISCUSSION

Students' study habits play a crucial role in determining their academic success and are a unique component of the process. Study habits are the most significant predictor of academic performance, and most students' study habits are considered satisfactory. Therefore, universities should evaluate and consider incoming students' study habits and provide specialized instruction to help them develop or improve their study habits for better academic performance.

According to Khatony, et al. (2019) indicated the majority of students' academic performance and study habits were at a moderate level, which is not adequate given the nature and significance of medical sciences. There was a meaningful connection between students' routines for studying and the level of academic success they experienced. It is recommended that students' study habits should be measured at the time of their entry to university, as well as during their studies, so that they can receive training in order to learn or modify study habits. Taking into consideration the significant role that study habits play in the academic achievement and future careers of students, and the fact that the majority of study habits can be taught and corrected, it is recommended that students' study habits should play a role.

When children start studying and developing positive routines at an early age, they are more likely to maintain these behaviors throughout their academic career. Overcoming procrastination can be achieved by establishing good study habits, which is the key to becoming a better student. Organizing and establishing homework routines are the most effective ways to assist children or students in developing healthy study habits for life.

The study of Badau (2018) presented some suggestions for managing study to improve the academic performance of secondary school students: that principals,

teachers, and school guidance counselors should work together to guide students on how to develop good study habits, thereby enhancing academic success; that parents should also enforce study habits right from home to improve the academic performance of secondary school students; that teachers should encourage students to visit the library to read additional materials stocked in it; that teachers should encourage students to visit the library to read additional materials stocked in it; that teachers should encourage students

Developing healthy study habits is crucial to academic achievement, leading to a more efficient and less stressful studying experience. Effective study habits also contribute to a more productive atmosphere in academic settings. Organizing a study plan and committing to it can help students save time and reduce anxiety. On the day of the exam, students who have well-organized lives and follow their study plans feel secure and confident, unlike those who procrastinate and come to the exam unprepared.

CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of the research was to analyze the relationship between students' study routines and the level of academic achievement they achieved in their Physical Education classes. The objective of the study was to collect data from a representative sample of forty (40) first-year students at Bataan Peninsula State University who are majoring in physical education during the academic year 2021-2022. A correlational research design, which is a quantitative research strategy that focuses on the relationship between two variables, was applied in the research that was carried out. Participating in the study were forty (40) students who were enrolled in the Bachelor of Physical Education program at the Bataan Peninsula State University-Orani Campus. These students were chosen for the study using a method known as simple random sampling. To evaluate the individuals' overall academic performance and study habits, weighted means were utilized. The paired sample t-test, also known as the dependent sample t-test, was utilized in the research to determine whether the mean difference between two different sets of data is zero. It was determined that there was a significant association between the academic achievement of the respondents and their study habits by using the Pearson R correlation coefficient, with an alpha significance level of 0.05.

The rating for the cognitive domain was 3.92, which is very satisfactory. The psychomotor domain was given a rating of 4.04, which is extremely satisfactory. A rating of 3.97 was deemed to be extremely satisfactory for the affective domain. The study method received a rating of 3.87, which is extremely acceptable. A value of 3.42 out of 5 was given to the standard study routine. A very satisfying 4.49 out of 5 stars is awarded to Time. There is a substantial gap between one's studying habits and their overall academic success. The quality of one's academic success is strongly correlated with the amount of time spent studying. There is a substantial gap between one's studying habits

and their overall academic success. The quality of one's academic success is strongly correlated with the amount of time spent studying.

The following suggestions were developed based on the findings of the study, which are as follows: Webinar and Seminar that provides critical information about improving study habits (proper time management, organizing, and setting a decent study place). Webinars and Seminars are available. Monthly guidance counseling to guarantee that the students' mental health, which may be a factor in their study habits and ultimately their academic achievement, is not a factor that will negatively affect them. To offer the students with a wholesome and secure environment, extensive pre-class preparation is required for the few in-person meetings that will be held.

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DECLARATIONS

Conflict of Interest

We, the study's researchers, are fully aware that the term "conflict of interest" refers to circumstances in which monetary or other personal motivations can impair my ability to objectively assess, carry out, or report research. I officially certify that I have no financial conflicts of interest. Additionally, I will properly notify the review committee of any potential or real conflicts of interest that may unintentionally arise so that they can be handled right away. I further attest that the submission is not being reviewed by any other publications.

Informed Consent

Through an official letter, research participants were informed. Participants are informed of the study's participation requirements and given the option to decline the invitation. But the authors of the books and research that were used in this essay were duly acknowledged and their works were properly cited.

Ethics Approval

As far as the author's knowledge, research ethics have been observed in producing this work.

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