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EFFECTIVENESS OF STUDY HABITS AND ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS AT CAN-AVID NATIONAL HIGH SCHOOL SY. 2025-2026

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ABSTRACT

This descriptive-correlational study focuses in determining the effectiveness of study habits among grade 9 students at Can-avid National High School. The study utilizes a Likert-Scale type of Questionnaire which were all related on the effectiveness of study habits to the grade 9 students adapted by the researchers from the developer Dr. B.V. Pavel "The Study Habit Inventory" while Grade Weighted Average of the respondents for the first quarter of S.Y. 2025-2026 was used to determine the academic performance. After the data was gathered, the researchers used percentage and Pearson-moment product correlation coefficient to determine the relationship between the two variables. The study concluded that there is a relationship between Study Habits and Academic Performance of Grade 9 students at Can-avid National High School. Therefore, the null hypothesis has been rejected and the alternative hypothesis was accepted. Furthermore, the relationship between Study Habits and Academic Performance of Grade 9 students resulted to 0.002 value of Person r Product which denotes a relationship between Study Habits and Academic Performance. Recommendations are made for educators and parents to identify and foster effective study habits among students to promote their educational attainment.

KEY WORDS: *Study Habits, Academic Performance, Effectiveness*

INTRODUCTION

Study is the process of devoting time and attention to learning new things.

Unfortunately, a lot of students lack the skills necessary for effective study habits. According to Sanyara, Dr. (2024) The term "study habit" refers to a variety of personal behaviours related to studying that combine study method and competence. Additionally, study habits vary from person to person. This indicates that study habits is crucial to students academic achievement. Further, studies conducted have shown that study habits have an impact on academic performance.

Study habits are the most crucial indicator of academic performance. Students must learn and apply study skills to organize and learn a large amount of information. Evidence suggests that those who lack study strategy knowledge do not achieve effective and stable learning, and, thus, do not perform well academically (Jafari et al., 2019).

Academic performance of students is one of the main predictors used to evaluate the quality of education in universities. (Lawrence, A., 2014) Academic performance is a complex process that is influenced by several factors, such as study habits. (Odiri, OE., 2025). Study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person. (Arora R.,2016, Kamoru U.,2017, Hashemian M. &, Hashemian A., 2014, as cited in Jafari, H., et. al. 2014)

Understanding the habits of Grade 9 students is of utmost importance as it shows how they manage their time and strategies employed to comprehend and retain information which creates a knowledge gap in the study. Additionally, there is a noticeable lack of research findings of other studies within the context of Can-avid National High School. With the gathered information, the researcher had come up with an idea of knowing the Effectiveness of Study Habits in the Academic Performance of the Grade 9 Students at Can-avid National High school SY. 2025-2026. The researcher sought to reveal the correlation between the study habits and academic performance of the grade 9 students.

This research will be helpful to the students, teachers, school administrators and heads, parents, and community for it will allow them to have an idea about the effectiveness of study habits and give recommendation and solution to the said problem. Also, this will give beneficial information about improving and developing study habits.

Objectives

1. To determine the profile of Grade 9 students in the school year 2025-2026 in terms of::
1.1 Age
1.2 Sex/Gender
2. To identify the prevailing study habits among Grade 9 students in Can-avid National High School;
3. To determine the academic performance of the grade 9 students in terms of General Weighted Average first quarter SY 2025-2026;

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4. To identify the relationship between study habits and academic performance of the Grade 9- students SY 2025-2026

METHODOLOGY

Research Design

This study utilized descriptive-correlational research design. This kind of research design describes the effectiveness of study habits and its relationship to the academic performance of grade 9 students at Can-avid National High School SY. 2025-2026.

Sampling Design

The sampling design utilized in the study is probability sampling which random sampling to identify the respondents of the study. This kind of sampling technique made an unbiased selection in the Grade 9 respondents in Can-avid National High School. In this study, the population of the researcher is the Grade 9 students which is a total of 124. The researcher utilizes Slovin's Formula in determining the sample size needed in the study.

Slovin's Formula
n=N/(1+Ne2)
n=150/1+150(0.05)2
n=150/1+150(0.0025)
n= 150/1+0.7
n=150/1.7
n=109.09

The total number of the population is (N) 150 Grade 9 students. Moreover, using Slovin's Formula to determine the appropriate sample size with the margin of error (e) 5% and level of confidence at 95%. The sample size is (n) 109.09 respondents rounded off to 109. Therefore, 109 respondents are needed to answer the given questionnaire by the researcher to answer the research questions of the study.

Statistical Design

The study determine the prevailing study habits of students by measuring the frequency. The Academic performance of the students was based on students general weighted average first quarter interpreted using the DepEd Form 138 standards. To identify the relationship between study habits and academic performance the analysis was conducted using a statistical software JASP (Jeffrey's Amazing Statistics Program), specifically the Pearson-r Correlational to find out a relationship between the variables.

Geographical Area

The study was conducted at Can-avid National High School, a DepEd secondary school located at Barangay 4, Can-avid, Eastern Samar, Can-avid, Philippines. Its coordinates are 12.00273 latitude and 125.4542 longitude. The school offers junior and senior high school offering both academic and vocational track.

RESULTS

I. Frequency of Respondents' Age.

In Table 1 shows that the frequency of the age is scattered, 15 has the highest frequency of 83 which is equal to 76%. 16 has a 21 frequency with a percentage of 19% and 17 which is the lowest has a frequency of 5 which is equivalent to 5%. Thus, the respondents of this study are most likely distributed unequally in all age intervals.

II. Frequency of Respondents by Gender.

In table 2 shows that the female has the frequency of Sixty-five with a percentage of 60%; and a forty-four frequency for male which is 40% of the total population that makes it 109 respondents equivalent to the 100% of the population.

III. Frequency of Grade 9 students study habits

In table 3 the study indicates that most of the respondents preferred Discuss the Subjects Read with Friends having 30 respondents which is 27% of the population the same with Read Aloud that has 29 respondents and 26% population. 25 respondents After Reading One Paragraph I At Once Review It Mentally has a percentage of 23%, 9% choose Ruminate All The Things I Read, 4% uses Compare Things Learned In One Subject With Another as a strategy. While, Briefly Revise All The Lessons Learned and Read while Reclining on Bed has the same frequency 2% of the population.

IV. Students' Academic Performance based on the First Quarter General Weighted Average.

In table 4 shows the frequency of respondents is scattered. 10 respondents are satisfactory in description which has a percentage of 9.174, 44 are in very satisfactory which has a percentage of 40.367, 55 are in outstanding that has a percentage of 50.459, while both satisfactory and did not meet expectation has 0 frequency and percent. Thus, this shows that the academic performance of the respondents is not distributed in all descriptor.

V. Relationship between the Academic Performance and Effectiveness of Study Habits

In table 5 the statistical analysis shows 0.002 for the correlation of effectiveness and academic performance which is below the 0.005 significance level as a result, the analysis reveals a positive relationship between academic performance and effectiveness of study habits. This indicates that there is a relationship between academic performance and effectiveness of flexible learning.

SUGGESTIONS

The findings of the present study may help to show effectiveness of a good study habits to the academic performance of the learner as the results may serve as an eye opener to students, teachers, school managers and parents among many education stake holders. The present study findings on study habits correlates with previous research that found that students who invest more in school do better" (Battle and Lewis, 2002) and that those who exude more effort also perform better (Carbonaro, 2005 cited by Barry, 2006). Therefore, the teachers and parents should identify good study habits and find ways and means of enhancing them among students. The present study proposes the integration of all subjects covering good study habits related to the subjects. This will act as a stronger foundation for purposeful scholarship.

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CONCLUSION

Based on the results on the statistical analysis, the findings revealed a positive relationship between the effectiveness of study habits to the academic performance among Grade 9 students at Can-avid National High School SY. 2024-2025.This study proved that there is a relationship between academic performance and effectiveness of study habits with 0.002 value of Pearson r Correlation. It was found out that most of the respondents are female and aged 15 years old. The prevailing study habits among the learners is Discuss the Subjects Read with Friends which has the 27% of the population. It was also showed that the academic performance of the respondents is not distributed in all descriptor. This means that most of the students performed well with their strategy in learning which is the study habits. If a student has good study habits then he/she would have a good academic performance then.

FIGURES AND TABLES

Table 1. Distribution of respondents by age.

RESPONDENT'S AGE	FREQUENCY	PERCENT
15	83	76
16	21	19
17 and above	5	5
Total	109	100

Table 2. Distribution of respondents by gender.

RESPONDENT'S GENDER	FREQUENCY	PERCENT
Male	44	40
Female	65	60
Total	109	100.0

Table 3. Distribution of Respondents by their Study Habits.

STUDY HABITS	Frequency	Percent
Memorize Lessons After Understanding Them	8	7
Discuss the Subjects Read with Friends	30	27
Read while Reclining on Bed	2	2
Compare Things Learned In One Subject With Another	5	4
Ruminate All The Things I Read	10	9
Briefly Revise All The Lessons Learned	2	2
After Reading One Paragraph I At Once Review It Mentally	25	23
Read Aloud	29	26
Total	109	100.000

Table 4. Distribution of respondents by their academic performance.

ACADEMIC PERFORMANCE	Frequency	Percent
Outstanding	55	50.459
Very Satisfactory	44	40.367
Satisfactory	10	9.174
Fairly Satisfactory	0	0
Did not Meet Expectation	0	0
Total	109	100.000

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Table 5. Correlation between the Academic Performance and Effectiveness of Study Habits.

Variable		Academic Performance	Effectiveness
1. Academic Performance	Pearson's r	—	
	p-value	—	
2. Effectiveness	Pearson's r	0.294	—
	p-value	0.002	—

The level of significance is set at 0.5

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