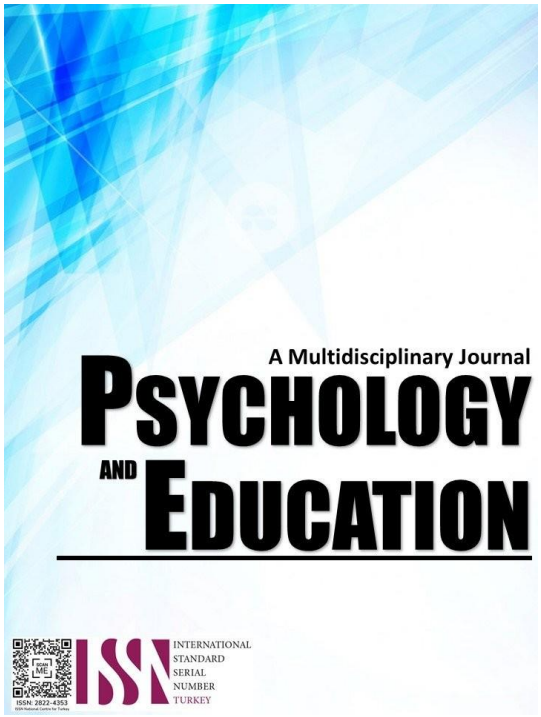
EXPLORING THE IMPACT OF STUDY HABITS ON THE ACADEMIC PERFORMANCE OF COLLEGE OF HEALTH STUDENTS IN BIOLOGY AT THE UNIVERSITY OF CAGAYAN VALLEY TUGUEGARAO



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Research Article

Exploring the Impact of Study Habits on the Academic Performance of College of Health Students in Biology at the University of Cagayan Valley Tuguegarao

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Abstract

The study investigates the nexus between study habits and academic performance among College of Health Biology students at the University of Cagayan Valley Tuguegarao. Recognizing the pivotal role of study habits in academic achievement—encompassing reading ability, notetaking, motivation, memorization, test preparation, and time management—the research adopts a descriptive-correlation approach. The Palsane and Sharma Study Habits Inventory (PSSHI) is employed to evaluate and gauge students' study habits. Data analysis focuses on undergraduates enrolled during the academic year 2022-2023, aiming to assess their academic performance levels. Results indicate that students generally exhibit average study habits, with discernible areas for improvement. However, the study fails to establish a significant correlation between these study habits and academic performance, contrary to initial expectations. The findings spotlight the imperative for targeted interventions aimed at elevating and refining study habits among College of Health Biology students. Although no direct correlation was found, the identification of specific areas within study habits that require enhancement presents an opportunity for tailored interventions. By implementing strategies to bolster these identified facets, the overarching aim is to positively impact academic outcomes among students. Be The research underscores the complexity inherent in the relationship between study habits and academic performance, emphasizing the necessity for multifaceted approaches to enhance academic success. Consequently, interventions designed to refine study habits can potentially contribute to broader improvements in overall academic achievements among the student body.

Keywords: *study habits, diagnoses, academic performance, College of Health students, Biology*

Introduction

The significance of study habits as a crucial determinant of academic performance cannot be overstated, and they play a distinctive role in shaping the educational achievements of students. Academic performance is a crucial metric for assessing the quality of education within universities. This multifaceted process is intricately influenced by various factors, with study habits emerging as a pivotal element. Study habits encompass individual behaviors related to studying, comprising a blend of study methods and skills. Essentially, these habits encompass actions and competencies that heighten motivation, transforming the study process into an effective venture with substantial returns ultimately enhancing the learning experience. Such skills facilitate learning, including comprehension of topics, problem-solving, and memorizing presented materials. Study habits, serving as a pathway to success, exhibit variability from person to person. As Husain (2000) delineated, the comprehensive concept of study habits encompasses study attitude, study methods, and study skills. Attitude, characterized as a mental state shaped by experience, directly impacts an individual's response to various objects and situations. The attitude toward study significantly contributes to academic achievement and cultivating favorable study patterns. Successful learners who efficiently manage their time and energy adopt a positive attitude toward study.

Conversely, a negative attitude may manifest as comments such as difficulty remembering studied material or finding lessons excessively lengthy. Attitude measures our thoughts and feelings about people, objects, and issues in our environment. As defined by Husain (2000), study attitude pertains to students' predispositions over time towards private readings, offering promising prospects for successful academic achievements. Study methods involve students' knowledge and application of practical study skills or techniques. Numerous effective study methods and skills are available to students. This study was conceived and executed by recognizing the importance of students' study skills and habits and acknowledging their substantial influence on academic achievement, especially considering the variations among individuals and locations. The primary objective is to explore the correlation between study habits and the academic performance of Biology students in the College of Health.

Research Questions

This study's primary purpose is to determine the relationship between College of Health students' study habits and academic performance in Biology. Specifically, this sought the following:

1. What are the Study habits of students terms of?
   1.1 Reading Ability;
   1.2 Notetaking;
   1.3 Motivation;
   1.4 Memorizing;
   1.5 Preparing for tests; and
   1.6 Managing time?
2. What is the Level of the academic performance of the STEM students in Biology?
4. Is there a significant relationship between study habits and the academic performance of the College of Health students in Biology?

Methodology

Research Design

The researcher employed a descriptive-correlation approach to examine the association between the dependent and independent variables. As highlighted by Hale (2018), this method does not offer direct predictions or establish causation. The principal data source in this study was the Palsane and Sharma Study Habits Inventory (PSSHI), created by M. N. Palsane and Saddhna Sharma. The purpose was to investigate the correlation between students' study habits and their academic performance, as indicated in the work of Looyeh, Fazelpour, Masoule, Chehrzad, and Leili (2017).

Participants/Respondents

The research respondents were undergraduates of the College of Health UCV currently enrolled for the S.Y. 2022-2023. They took biology subject. The sampling technique that the researcher will utilize for the study is the random sampling method.

Instrument of the Study

The instrumental tool used in the study is a Palsane and Sharma Study Habits Inventory (PSSHI) developed by M. N. Palsane and Saddhna Sharma to assess the study habits of college-health students. The self-assessment skills tool consists of six domains: reading textbooks, taking notes, motivation, memorizing, preparing for tests, and managing your time. Each domain has five statements and 30 statements in the tool. The points were rated as "1 = rarely or ", "2= sometimes," and "3 = often". The maximum obtainable score is 90. A higher score indicates good study habits.

The respondents' Academic Performance: The researcher gathered the general average of the Students in Biology based on the school's academic standing.

Procedure

The researcher framed a letter of request or informed consent to the School Dean and Department Coordinator to ask for approval to conduct the study and gather participant data. The researcher asked for the availability of the participants. When the participants' availability was already scheduled, the researchers were asked for the assistance of a biology instructor and directly (in person) administered the test to the biology classes. After the participants answered the questionnaire, the researcher gathered all the data to sum it up. The researcher ensured that all the participants' answers and responses were recorded under the results and discussions.

Results and Discussion

This part presents the findings according to the study's research questions. The Spearman rho correlation computation utilized IBM SPSS 20.0 to compare the mean and determine the significance between variables.

Respondents' profile in terms of Study Habits

This part comprises the different tables for specific study habits categories of the study. It has six tables, ranging from tables 1 to 6, including the relevant information about study habits, including reading ability, notetaking, motivation, memorizing, preparing for tests, managing time, and level of academic performance. It was applied to describe the perceptions of the study habits of the respondents.

Table 1. *Respondents' profile in terms of Reading Textbook*

Indicators	*Mean*	*Interpretation*
1. I browse the headings, pictures, charts, questions, and summaries before I start reading a chapter.	2.09	Average
2. I make questions from a chapter before, during, and after reading it.	2.04	Average
3. I try to get the meaning of new words as I see them for the first time.	2.24	Average
4. I look for familiar concepts as well as ideas that spark my interest as I read.	2.20	Average
5. I look for the main ideas as I read.	2.23	Average
	2.16	Average

Table 1 revealed that the respondent obtained a total mean score ranging from 2.04 to 2.24, which applies to average study habits regarding the reading textbook. It shows that students read the textbook to be able to study. "Books yield their best to you if you read them at the age at which each masterpiece can ideally be chewed and digested." There needs to be more knowledge about the everyday reading practices of tertiary education students and how these practices affect their academic achievement. (Gallo 2007).

Table 2. *Respondents' profile in terms of Notetaking*

Indicators	*Mean*	*Interpretation*
6. I take notes as I read my textbooks.	2.10	Average
7. I take notes during class lectures.	2.25	Average
8. I rework, rewrite, or type up my notes.	2.11	Average
9. I compare my notes with a classmate.	1.93	Average
10. I try to organize the main ideas and details into a meaningful method.	2.04	Average
	2.09	Average

Based on the information in Table 2, the respondents obtained total mean scores ranging from 02.04 to 2.25, respectively. It shows that students' profiles in taking notes have an average level of study habits. The average results of taking down notes revealed that students take down notes but only sometimes make this habit. Sometimes, they do not feel like writing down because of laziness or because they focus while the teacher discusses. Boyle & Forchelli (2014) stated that students in center and secondary schools must become essential for learning content in colleges.

Table 3. *Respondents' profile in terms of Learning Motivation*

Indicators	*Mean*	*Interpretation*
11. I take the help of anybody if I do not follow anything.	2.12	Average
12. I study the subject matter at home thoroughly before it is taught in the classroom.	2.07	Average
13. I attend my classes regularly on time.	2.19	Average
14. I frequently remain absent from class.	1.81	Average
15. If a matter is to be learned by heart, I read and memorize it part by part.	2.15	Average
	2.07	Average

Data from Table 3 shows that a complete average means a score of 2.07, appearing that students have an average level of being influenced and motivated while studying their lessons. The scores have an average h interpretation, meaning the students struggle to learn. However, they always go to school to learn. Statements nos. 13 and 14 interpreted that students still attended class on time and did not miss classes because they knew how important

learning was. They are motivated a lot in many parts. According to Charity (2017), student learners are encouraged in many ways, especially when studying and improving academic performance. Encouraged in many ways, especially when it comes to studying and improving academic performance.

Table 4. *Respondents' profile in terms of memorization*

Indicators	*Mean*	*Interpretation*
16. I try to study during my personal peak energy time to increase my concentration level.	2.15	Average
17. I quiz myself over material that could appear on future exams and quizzes.	2.13	Average
18. I say difficult concepts out loud to understand them better.	2.11	Average
19. I summarize my notes into my own words, for better understanding.	2.14	Average
20. I try to create associations between new material I am trying to learn and information I already know.	2.08	Average
	2.12	Average

Generally, a total computed average means a score of 2.15, revealing that students do all their homework tasks and pass ahead to avoid cramming when the examination period is around the corner. Additionally, students seek help when they do not understand some concepts, which is one of their habits while preparing for their examinations. Unfortunately, some students prefer studying on their own.

Table 5. *Respondents' profiles in terms of managing their time*

Indicators	*Mean*	*Interpretation*
21. I study with a classmate or group.	1.98	Average
22. When I don't understand something, I get help from tutors, classmates, and my instructors.	2.18	Average
23. I do all homework assignments and turn them in on time.	2.30	Average
24. I can easily identify what I have learned and what I have not yet learned before I take a test.	2.15	Average
25. I anticipate what possible questions may be asked on my tests and make sure I know the answer	2.15	Average
	2.15	Average

Table 5 revealed that the respondents obtained a total mean score of 2.05, which applies to the average Level of study habits regarding time management. It shows that students make use of their time to be able to study. Achieving the average Level of time management also revealed that the students do not always look at managing their time in their studies but have seen themselves as aware of the essential things needed to finish.

Table 6. *Respondents' profile in terms of managing their time*

Indicators	*Mean*	*Interpretation*
26. I use a planner (or other method) to write down upcoming academic and personal activities.	1.99	Average
27. I use a "to-do" list to keep track of completing my academic and personal activities.	2.01	Average
28. I start studying for quizzes and tests at least several days before I take them.	2.05	Average
29. I start papers and projects as soon as they are assigned.	2.12	Average
30. I have enough time for college and fun.	2.08	Average
	2.05	Average

Table 6 revealed that the respondents obtained a total mean score of 2.05, which applies to the average level of study habits in terms of time management. It shows that students make use of their time to be able to study. Achieving the average level of time management also revealed that the students only sometimes look at managing their time in their studies but have seen themselves as being aware of the essential things needed to finish.

Level of Academic Performance

This part consists of the tables for the Level of academic performance. It includes data about the academic performance of the College of Health of the University of Cagayan Valley.

Table 7. *Level of Academic Performance of the College of Health*

Indicators	*Frequency*	*Percent*
75-76 (Passed)	3	2.5
77-82 (Satisfactory)	11	9.0
83-88 (Good)	73	59.8
89-94 (Very Good)	32	26.2
95-100 (Excellent	3	2.5
Total	122	100.0

Table 7 shows that the highest data recorded was 73, which indicated satisfactory and had a percentage of 59.8%. Then 32 learners had very satisfactory grades ranging from 89-94 and a rate of 126.2%, and three learners passed, a percentage of 2.5%, and three learners were able to reach the outstanding Level of performance with grades ranging from 90-100 and have the percentage of 2.5 %. At the same time, most learners, or 59.8%, have satisfactory grades.

Relationship between Study Habits and Academic Performance

The study's main objective is to determine the relationship between study habits and academic performance of the College of Health learners at the University of Cagayan.

			Study Habit	*Academic Perfromance*
Spearman's rho	Study Habit	Correlation Coefficient	1.000	.084
		Sig. (2-tailed)	.	.358
		N	122	122
	Academic Performance	Correlation Coefficient	.084	1.000
		Sig. (2-tailed)	.258	.
		N	122	122

The analysis of the correlation between study habits and the student's academic performance revealed a probability value equal to 0.358. Since the p-value is more significant than the alpha, the null hypothesis (Ho) cannot be rejected. The study habits of the students did not produce significant combined effects on the academic performance of the students.

According to the Study of Lawrence (2014), he investigated the significant relationship between study habits and academic achievement of higher secondary school students. His research revealed no significant difference between the variables presented in the study. He supported it based on his findings from the hypothesis, as mentioned above.

In addition to the study mentioned above, Amuda and Ali (2018) determined the relationship between students' study habits and academic performance. Results revealed no statistically significant relationship between study habits and the respondents' academic performance. Still, students should be able to learn and teach the patterns of study habits.

Conclusion

In conclusion, this research delved into the specific study habits of College of Health learners at the University of Cagayan, focusing on categories such as reading ability, notetaking, motivation, memorization, preparing for tests, and time management. The findings, as summarized in Tables 1 to 6, consistently indicated that the respondents exhibited average study habits across these categories.

Regarding reading ability, students engaged in textbook reading with mean scores ranging from 2.04 to 2.24, portraying an average level of study habits. Notetaking habits, examined in Table 2, revealed mean scores from 2.04 to 2.25, signifying an average profile in this category. Similarly, Table 3 explored learning motivation, with a total average mean score of 2.07, indicating an average level of motivation among students.

As outlined in Table 4, Memorization practices reflected an overall average mean score of 2.15, suggesting that students adopt various methods to enhance their understanding and recall of study material. Time management, evaluated in Tables 5 and 6, showcased average mean scores of 2.15 and 2.05, respectively, indicating that students moderately employ time management strategies to facilitate their studies.

Furthermore, the study examined the academic performance of College of Health learners, presenting data in Table 7. The majority of learners (59.8%) achieved satisfactory grades, with smaller percentages achieving very satisfactory, passing, or outstanding grades.

The exploration of the relationship between study habits and academic performance revealed a probability value of 0.358, rendering the null hypothesis (Ho) irrefutable. The study habits examined did not exert a significant combined effect on the academic performance of the College of Health learners. These findings align with previous studies by Lawrence (2014) and Amuda and Ali (2018), which also reported no significant relationship between study habits and academic achievement.

In light of these results, it is recommended that educational institutions, notably the College of Health, consider developing targeted programs to enhance specific study habits among students. While the average study habits observed may not significantly impact academic performance, fostering a culture of continuous improvement and tailored support for students' study practices could contribute to better learning outcomes. This research contributes to the broader understanding of study habits and academic performance dynamics, emphasizing the need for context-specific interventions in tertiary education settings.

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