

# Attitudes and Study Habits of Grade 11 Students: Their Implications to Academic Performance in General Mathematics

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**Abstract**— Study habits and attitudes toward learning Mathematics are crucial variables that justify students' academic performance. This study assesses study habits and attitudes as predictors of academic performance in General Mathematics. The study was conducted in Medina College Science High School; all the grade 11 students comprised the research respondents. Using descriptive-correlational and descriptive-comparative research design guided the data analysis and investigation framework. The descriptive data revealed that female respondents (60%) dominated male respondents (40%). Moreover, most respondents were enrolled in the Technical and Vocational (TVL) strand (38%); 32% were under the STEM strand, and 32% were under the HUMMS strand. Furthermore, the academic achievement of grade 11 students constituted a "very satisfactory" description (M-85.21). The inferential analysis revealed that study habits significantly positively affect academic performance. As a result, study habits should be developed among learners to yield a higher level of students' academic performance. The results of this study should be deliberated to the parents and classroom teachers to help students inculcate their study habits. Corollary to this, other variables related to study habits (e.g., self-efficacy, motivation) should be inspected by teachers and administrators and integrated into the framework.

**Keywords**— Study habits, Attitudes, Academic performance, General Mathematics, Medina College Science High School.

## I. INTRODUCTION

The relevance of education in life is immeasurable. Education makes life better and more rewarding. It provides a foundation for lifelong learning throughout life. It instills knowledge, attitudes, skills, and values. It enhances the way of living and raises individuals' social and economic status. Nelson Mandela once said, "Education is the most powerful weapon to change the world." Some rudimentary aspect that no government can afford to ignore for the development of a nation on an equal scale is education. The important tools of our society bring forth economic prosperity, growth, and development.

Education is undoubtedly the most potent instrument man has devised for his progress. All societies, therefore, have one form of education or another, but; the use in which it is put varies. Over the years, the various study of the factors that influence students' academic performance aroused the interest of internal stakeholders, like teachers, counselors, and school administrators. Education is a vital factor in developing a nation's human resource, essential for progress in all sectors. Broadly defined, it encompasses activities that shape an individual's cognitive abilities, skills, and attitudes. Among the key disciplines included in educational curricula worldwide is Mathematics,

recognized for its foundational role in learning and problem-solving (Guinocor et al., 2020).

The successful completion of Senior High School study has always been a concern of students, parents, teachers, and the government. To this end, most parents do their best to provide the best possible support for their children's studies. Teachers work hard to develop effective teaching techniques to ensure effective learning occurs, while the Department of Education confirms the provision of schools and learning facilities. On the other hand, the student is solely responsible for studying to ensure academic success. How the student looks at his studies greatly determines his academic success. Students' level of preparation and learning techniques developed and employed consciously go a long way toward influencing their scholastic performance. Studying is an essential part of any student's life.

Students should learn throughout the school year. It does not end when they leave school because studying is not only for students. People also do it throughout their lives. It involves reading, taking notes, seeking information, and listening to others. Many people use study skills in everyday life to learn. Studying is supposed to lead to learning. The knowledge gained

from studying depends on the quality of study time. It is not how many hours but how one spends while studying. Studying the effective study strategy for doing and learning is a manner of being aware.

The accomplishment does not go through by skills and efforts but based on study methodologies. Having one's own personal choice for systems is a human's decision whom it would depend upon to take place as proper methods for studies develop by which the person acquires his/her aptitude. Study habits refer to the undisturbed and planned time for learning activities, which are a significant determinant of academic performance. These are the habits that are crucial for students' academic performance, especially in Mathematics (Travero&Japos, 2024). Some of the most important elements of good study habits include time management, classroom attendance and participation, strategic planning, exam preparation, and note-taking (Angkarini, 2021), all of which lead to a more structured and effective learning process. Studies have shown that strong study habits are positively correlated with improved academic performance across different disciplines (Magulod, 2019).

A study habit is defined as a repetitive pattern of learning or exploration directed towards a subject over a period. Habits are formed when a particular behavior is practiced repetitively for a long period. Every time the behavior is repeated, it reinforces or strengthens a particular pattern of behavior that may be positive or negative. This eventually forms a habit (Abdulkareem, 2024). Capuno et al. (2019) pointed out that Odiri (2015) emphasized that study habits are essential to enhance the quality of education and mathematics performance of students, as classroom instruction is not enough. Successful learning outcomes are a result of a collaboration between formal teaching and independent study outside the classroom setting.

Study habit is one of the most critical learning factors influencing the academic success of learners. If learners take it for granted, then the menace of the learners' academic performance will be devastating and alarming. Students' study habits may create positive results and encourage high cognitive achievement while negative attitudes can cause a break in learning, reduce engagement, and eventually lead to poor academic performance, hindering the development of reasoning skills (Musa &Garba, 2019). One of the existing and prevalent challenges to students' success in all ramifications is a lack of sound or positive study habits.

Further, if students can develop good study habits and discipline, they are bound to perform remarkably well in their academic pursuits.

Good study habits are important to ensure academic success, as they do not only relate to understanding but also applying what has been learned. Because each student has a different study technique, encouraging well-structured study habits will contribute to intellectual growth and self-directed learning. Promoting good study methods is fundamental in supporting the students' academic achievements and personal development (Gido et al., 2022). Study habits involve activities such as reading, note taking, and studying in groups and are activities in which students are usually involved in the process of achieving their academic goals. Either they help a student move along with his learning process or obstruct him. For instance, this is so as found by Tus et al. (2020).

From Tus (2020), the learner's learning attitudes and study behavior continue to improve, exhibiting a good reaction to the teacher, enthusiasm to embrace education, overcoming shyness, and working with efficient methods. All these developments are subjected to influence such as knowledge possessed by the family and the robust curriculum and procedures available in the school. The extent student excels in his study depends on the kind of study habits he develops and uses to a considerable extent. A student who establishes good study habits likely to excel in his studies compared to one with terrible study habits. Ultimately, study habit is very potent tools for learners' academic success.

Academic achievement is one of the significant determinants of the future career success of learners, as it indicates cognitive skills (Fandos-Herrera et al., 2023) and workplace efficiency (Trazo&Aboejo, 2019). Mathematical knowledge helps to develop problem-solving abilities and sound judgment through developed mathematical skills (Marquez, 2023). Thus, success in mathematics can reflect a learner's potential in mental aptitude and problem-solving capacities (Szabo et al., 2020).

Student scholastic performance is a critical measure used in testing the standard of education offered in schools. Scholastic performance means assessing the achievement of students in all the learning areas. Achievement outside the four walls of the classroom means students' educational performance. Students' scholastic performance, measured through performance

assessments, are one of the major goals of a school. Educational institutions exist to instill knowledge, skills, and attitudes in all students with the aim of assisting them in achieving good academic performance. Schools are anticipated to be a cradle for the development of states and nations with high standards for quality assurance.

Attitude is a rational and natural state of preparedness shaped by experience, which significantly influences a learner's response to related situations. A positive study attitude contributes notably to academic success and the establishment of efficient study routines. Highly motivated students, who hold an optimistic outlook about their study, are less likely to waste time and energy; but negative learning experiences mostly lead to less motivation and not taking the subject seriously. Secondly, attitudes and values play an important role in mathematical achievement as well as how age and gender affect these dimensions. Research shows that girls, from an early age, often experience lower confidence and higher anxiety in mathematics compared to boys. Interestingly, these emotional differences are greater than the actual achievement disparities between genders, with boys tending to use more novel problem-solving strategies, while girls often stick to traditional, school-taught methods (Magsino, 2021).

Math attitudes have been largely researched because the attitude about mathematics largely influences the mathematical achievement. Research evidence also indicates that the attitude of students toward mathematics deteriorates from primary to secondary school, while in some countries, the interest and enjoyment in mathematics are very minimal despite good scores. Poor attitudes toward mathematics can result from past experiences, negatively affect conceptual understanding, and contribute to lower performance, which may ultimately lead to students avoiding mathematics-related fields and facing reduced job opportunities (Wen & Dubé, 2022). According to Peteros et al. (2019), students' performance in Mathematics is affected by factors such as their home environment, attitudes toward the subject, and the curriculum, which causes differences in their performance. Attitudes toward Mathematics are an essential aspect of teaching and learning; they directly influence the success of students in the subject. Improving attitude towards Mathematics from the elementary grade level up gives a base ground for further levels of study about the subject. In the rapid development of technological advancement, people

need Mathematics, and therefore this subject becomes increasingly important. As a result, many students struggle with low performance in Mathematics, which highlights the significance of understanding the proportion of underperforming students in relation to the overall student population as an indicator of the quality of Mathematics education.

According to Malaguial et al. (2022), choosing a senior high school strand is one of the most difficult decisions that junior high students have to make. The study focuses on problem-solving and critical thinking skills, which help students decide on the strands they want to pursue in their future senior high school years. The research investigates how different factors affect this decision-making process and how these factors are related to each other. Salimaco, (2020) noted various elements that account for learners' scientific capacity including; family background, financial status, influence by friends, differences that exist because of gender, personal, and habitual features. According to Garcia and Rosa (2021), problem-solving is the aspect in mathematics where solving challenges, breaking barriers, and determining solutions for the unknown challenges take place.

The study by Salcedo-Relucio (2019) reveals the following findings: most students seldom do a reading, and the majority do not take notes during class discussions. The student-respondents have a low attitude towards establishing study routines, resulting in poor academic performance. Further, most of the students do not do assignments at home and study their notes during school hours. Furthermore, most students strongly agreed that environmental factors, peer influence, substance addiction, addition to social media, household chores, financial constraints, and dysfunctional families are the prevalent factors that impact the study routine of learners. The researcher suggests that parents' involvement supports students' academic performance.

Mathematics plays a fundamental role in our daily lives and is often there without our knowledge. It is incorporated into activities, such as travel, buying items, budgeting expenses, cooking, and others. As an academic discipline, mathematics helps improve mental discipline, logic, reasoning, and the ability to be critical and analyze things. It organizes thought and helps a person understand what is happening in the world around him or her. Mathematics is both different and universal since it has wide applications in most fields of learning, including engineering, medicine, agriculture,

business, politics, sports, among many others (Puracan et al., 2023).

The teaching of mathematics should help the SHS students develop a clear concept about numerals, mathematical operations, and the like, for a clearer understanding of superficial number relationships contributes much toward comprehending the basic structure of mathematics. Developing an understanding of number concepts is a departure from past teaching methods where students were made to memorize mathematics facts and figures without knowing the why and wherefores of such facts. Guinocor (2020) study reveals that the teaching and understanding of mathematics poses significant challenges within educational systems. The research points out that the students use several study techniques, and the authors recommend further research into the study techniques used by students in light of their findings.

In Sunday (2020), he puts forth the fact that mathematics is not only the language of sciences but the very basis for thought, logical reasoning, and progress. Mathematics develops intellectual maturity with the unfastening of the mind and moving further to enhance reasoning towards areas of improvement. Mathematics, according to him, is the foundation of all sciences and technologies, and it has applications in every field of human knowledge. Mathematics has inherent beauty as well as intellectual challenges. Science and technology progress because of the very precise language that mathematics offers. Therefore, mathematical knowledge forms a part of daily activities, including the management of finances, the making of business transactions, data interpretation, and logical problem-solving. Mathematics is often considered to be a difficult subject, hence causing fear and anxiety among the learners despite its importance (Hafiz et al., 2022).

Mathematics instructions enable learners to master mathematical knowledge. General Mathematics in Senior high School focuses on the mastery of specific facts. Mastery of such knowledge is preceded by building readiness, clearly presenting and explaining the concepts, and checking comprehension. Once these crucial aspects have been expressed concretely, selected facts such as problem-solving can be mastered and internalized. Van Velzen (2020) emphasized the teaching for comprehension that mathematics education researchers have focused on. A secondary data analysis of exploratory research, based on students' responses to open-ended questions on metacognition, showed that

comprehension was hardly ever a focus in students' mathematical learning behavior. This finding holds significant implications for mathematics education and broader educational practices.

A study was conducted at Candijay National High School, Bohol, for the academic year 2020-2021, on the performance of Grade 11 students in General Mathematics under modular learning. This study, with a descriptive normative survey and correlational quantitative research design, indicated that students' academic performance has a significant correlation with problems encountered in modular classes. However, though the majority of students were in the Beginning Level proficiency, their performance for the first semester of study was rather good (Olaco&Rebucas, 2021).

According to Lee et al. (2021), the performance of a learner in Mathematics is enhanced when the learner displays a positive attitude towards learning. This finding was in accordance with that of Tamayo (2021) when she indicated that students with a positive attitude toward Mathematics usually achieve better academic performance. Thus, the results show that value placed on Mathematics relates directly to good grades in academic settings and, at the same time, contributes significantly to real life situations.

A study at Agusan National High School looked into the factors that affect the academic performance of Grade 10 students in Mathematics during the 2022-2023 school year. Results showed a strong positive correlation of student attitudes toward studying and their mathematics performance, demonstrating the need to encourage positive attitudes toward success in class. The results illustrate the necessity for improvement intervention programs meant to be able to have adequate mathematical learning by Junior High School students (Abalde&Oco, 2023).

In summary, fostering positive attitudes and effective learning strategies in mathematics is crucial for student success. Research consistently shows that comprehension, a positive attitude, and proper instructional support are key factors in improving students' performance in mathematics, with implications for both academic and real-life success.

One of the significant purposes of mathematics is to arouse and develop among the students an appreciation of mathematics. This appreciation will make them realize how mathematics can be used to solve their daily

problem. However, there are deterrents to intuitive and analytical thinking in mathematics which the students should be knowledgeable about and master. One of these deterrents includes students' study habits and attitudes concerning mathematics.

The attitudes and study habits in mathematics affect the academic performance of students. Low performance in Mathematics is a problem at Medina College Science High School. For instance, the mathematics diagnostic test results reveal a deficient performance of senior high school students. This result showed that Grade 11 students needed help comprehending the questions, thus leading to a wrong answer. Moreover, the researcher noticed that attitude and study habits of the students are essential factors in teaching mathematics to senior high school students. Several studies disclosed that positive attitudes are conducive to good achievement in mathematics.

In this vein, the researcher believes it is timely to explore the knowledge gap of the previously conducted study, considering the significant role of study routines concerning students' scholastic performance. It is also essential to consider that study routines differ from person to person and place. Also, as the results of related studies vary, the present study was designed and implemented. This study aims to determine students' attitudes and study habits concerning their scholastic performance in General Mathematics according to the different variables and to reveal the implications of study routines to academic performance.

## II. RESEARCH METHODS

### *Research Design*

This study follows the descriptive-comparative and correlational research design as a central data analysis and investigation theme. Descriptive research allows researchers to provide a generalist perspective of observed variables in an investigation (Creswell, 2012). Additionally, the correlational design allows the researchers to inspect the relationship between variables without manipulation (Creswell, 2014). Moreover, comparative research design compares observed variables without experimentation or manipulation of the controlled and experimental group in a study (Cantrell, 2011). In this research, the descriptive method design was contextualized to provide an interpretation of the different variables, study habits, attitudes, and academic performance. The use of correlational design explained the relationship between academic performance, study habits, and attitudes. Further,

comparative design aided the researchers' goal to determine if study habits and attitudes varied when respondents were grouped following their demographic profile.

### *Research Setting*

This study was conducted at Medina College Science High School in Maningcol, Ozamiz City. Medina College was established in June 1963 by Dr. Rico M. Medina Sr. and Dr. Beatriz C. Medina, initially as Medina School of Midwifery. Over the years, it expanded and was eventually converted into Medina College, offering various programs and providing quality education in Northern Mindanao.

### *Research Respondents*

The respondents of this study were chosen from the Grade 11 students at Medina College Science High School. Considering the number of students in Medina College, no sampling techniques were employed. The frequency distribution of the respondents as to gender and strand was described in Chapter 3 (see table 1).

### *Research Instrument*

The researcher used two research-made tools to assess study habits, attitudes, and academic performance. Academic performance was determined using the first-quarter grades of senior high school students. Study habits were measured through a four-point Likert scale, with responses collected in an agreement format (e.g., strongly agree). The tool included 20 indicators (e.g., "I have a permanent place to study"), with no reverse-rated items. The weighted mean was used to quantify responses. Attitudes toward Mathematics were assessed using a 15-indicator questionnaire (e.g., "I always give priority to General Mathematics"), also based on a four-point Likert scale. The weighted mean was applied to interpret responses.

### *Instrument Validity*

As a researcher-made questionnaire, the tool underwent validation and reliability testing. Five education experts evaluated its face validity, while a pretest involving 20 non-research respondents was conducted to assess its convergent and discriminant validity. The Cronbach's alpha coefficient was 0.63, indicating an acceptable level of reliability.

### *Data-Gathering Procedure*

The data-gathering procedure followed a systematic process to ensure no violation of data privacy or conflict of interest. After the proposal defense, the researcher sought permission from the graduate school dean of

Medina College Ozamiz City. A letter of permission was furnished to the School President, Vice President for Academic Affairs, and School Principal. The researcher explained the study's purpose and objectives to the school administrators and emphasized its benefits. Since the respondents were below 18 years old, student assent and parental consent were obtained to comply with the APA Ethics Code. After securing permissions, the guidance counselor served as the research enumerator to prevent data handling violations. The researcher explained the study's nature, rationale, and the guidance office's role in data collection. The data gathered included the level of study habits and attitudes of students in Mathematics. The data-gathering phase lasted two months and was conducted through a virtual conference (Zoom) for explanation, while Google Forms was used to answer the indicators in the research tool.

### Ethical Considerations

The development of this research adheres to the principles of research ethics as recommended by APA directorates (2019). First, respect for intellectual property was applied through proper citation of ideas, reasonable use of copyrighted materials, and avoiding

plagiarized content. Second, informed consent rules were strictly followed (see Data-Gathering Procedure). Third, respect for confidentiality and privacy has emphasized the nature of the gathered data. The storage data gathered on students' academic performance remains in the custody of the school principal. At the same time, the collected data for study habits and attitudes were archived in the guidance counselors' office.

### Statistical Treatment

The study utilized Mean and Standard Deviation to provide a descriptive analysis of study habits, attitudes, and academic performance. To compare study habits and attitudes across different strands, the Kruskal-Wallis Test was employed. This non-parametric test examines differences between the medians of independent groups without assuming normality, making it a suitable alternative to one-way ANOVA when the uniformity premise is violated. Additionally, the Mann-Whitney U Test was used to compare study habits and attitudes between two independent groups. This test determines if there is a significant difference between groups on a continuous variable while ensuring they have similar values and sufficient data for comparison.

## III. RESULTS AND DISCUSSION

Table 1. Demographic Profile

Variable	Descriptive	
	N	%
<b>Gender</b>		
Male	25	40
Female	38	60
<b>Strand</b>		
HUMES	20	32
STEM	19	30
TVL	24	38
<b>Total</b>	63	100

Table 1 disclosed the profile of the respondents in terms of gender. It was highlighted that female respondent (60%) dominated male respondents (40%). Moreover, most respondents were enrolled in the Technical and Vocational (TVL) strand (38%); 32 % were under the STEM strand, and 32% were under the HUMMS strand.

Table 2. First Quarter Grades of the Learners

Grading Scale	N	Descriptor	Remarks
90-100	9 (14%)	Outstanding	Passed
85-89	23 (37%)	Very Satisfactory	Passed
80-84	25 (40%)	Satisfactory	Passed
75-79	6 (9%)	Fairly Satisfactory	Passed
<b>Mean</b>	85.21	Very Satisfactory	Passed

Note. The grading scale, descriptor, and remarks were based on DepEd Order No. 8, s. 2015 (Policy Guidelines in Classroom Assessment for the K to 12 Basic Education Program)

Table 2 presented the respondents' academic performance when classified according to DepEd Order No. 8 s.2015, Table 10 (Grading Scale, Descriptor, and Remarks). It can be deduced that most of the

respondents fall within the grading scale range of 80-84 (40%), described as "satisfactory" with a remark of "passed." Additionally, 14% of the respondents fall within the range of 90-100; 37% were under the 85-89 grading scale, and nine percent got the first-quarter grade within 75-79. In general, the academic achievement of grade 11 students constituted a "very satisfactory" description (M=85.21).

**Table 3.1 Independent Sample Test on Attitude and Study Habits according to Gender**

		<b>Statistic</b>	<b>P</b>
<b>Attitudes</b>	Mann-Whitney U	450	0.73
<b>Study Habits</b>	Mann-Whitney U	426	0.49

**Significant Difference Between the Respondent's Attitudes and Study Habits when grouped according to Demographics**

Due to the violation of the assumption check for the Kolmogorov-Smirnov test of normality and Levine's test for homogeneity of variance, the non-parametric test, the Mann-Whitney U test, was used to ascertain the difference between respondents' perception when grouped according to gender. Table 3.1 reflects the difference between attitudes and study habits among respondents when classified according to gender. The statistical analysis reveals no significant difference between attitudes and study habits. Thus, there is no sufficient sample evidence to conclude that respondents'

attitudes and study habits differ when classified according to gender.

Accordingly, the revealed findings in this study were coherent with the research of Bii et al. (2019). His study unveiled that gender differences do not impact students' attitudes toward Math. Accordingly, gender differences did not significantly impact study habits (Andamon & Tan, 2018). However, there were contradicting claims on the effects of gender on attitudes and study habits (Mejia-Rodriguez et al., 2021). Thus, the findings emphasized herein were specific to the research locale and may posit a different result when observed in a different setting.

**Table 3.2 Difference between Attitudes and Study Habits when Grouped According to Strand**

<b>Variable</b>	$\chi^2$	<b>Df</b>	<b>p-value</b>	$\xi^2$
<b>Attitudes***</b>	27.64	2	<0.001	0.446
<b>Study Habits*</b>	6.98	2	0.03	0.113

Note. \*significant p<.05, \*\*significant p<.01, \*\*\*significant p<.001

The appropriate test used was the Kruskal-Wallis test due to violations of the assumptions for Shapiro Wilk's normality test and Levene's Test for homogeneity of variance. Table 3.2 disclosed the difference between students' attitudes and study habits when grouped according to strand. As gleaned in the table, there is a significant difference; close the attitudes and stud habits of the students when classified according to age. Thus, there is sufficient sample evidence to conclude that respondents' attitudes and study habits vary according to strand. Concerning the effect size, it can be concluded that the strand accounted for 44.6 % of the variance in

attitudes, and the strand explained 11.3% of the variance in study habits. Accordingly, these findings were reinforced by Tus et al. (2020), who also found that Senior High School strands contribute to students' study habits and attitudes. The academic inclination of students to strand varies because of the varied competencies developed specifically for their program (Tus, 2020). As per the DepEd curriculum, academic tracks (STEM, HUMMS) focused on psychological, social sciences, science, technology, and engineering, while the TVL strand emphasized vocational skills development (Tipon et al., 2021).

**Table 4.1 Model Fit Measures**

<b>Model</b>	<b>R</b>	<b>R2</b>
<b>Attitudes and Study Habits as a predictor of Academic Achievement</b>	0.75	0.57

Table 4.1 presented the model fit measures, indicating that attitudes and study habits as predictors of academic achievement yielded an R-value of 0.75 and an R<sup>2</sup> value of 0.57. This suggested that 57% of the variance in academic achievement was explained by these variables, highlighting a strong relationship between them and academic performance. This finding aligned with Chen et al. (2023), who emphasized that study habits significantly contributed to academic success, often

outweighing cognitive ability as a predictor of performance. Additionally, a more recent study by Sawiji et al. (2024) supported this conclusion, demonstrating that the interconnected domains of study habits and study attitudes strongly influenced academic achievement. These findings reinforced the idea that cultivating effective study habits is crucial in guiding students toward educational success.

**Table 4.2 Regression Analysis of the Predictors of Academic Performance**

Predictor	Estimate	SE	P value	Decision
Attitudes	4.77	1.46	0.52	Accept Ho
Study Habits***	5.50	1.41	<0.001	Reject Ho

Note. \* significant  $p < .05$ , \*\* significant  $p < .01$ , \*\*\* significant  $p < .001$

Table 4.2 provided the regression analysis results, examining the influence of attitudes and study habits on academic performance. As shown, attitudes had an estimated effect of 4.77 with a p-value of 0.52, leading to the acceptance of the null hypothesis, indicating no significant impact on academic performance. Conversely, study habits showed an estimated effect of 5.50 with a p-value of <0.001, leading to the rejection of the null hypothesis, confirming a significant influence on academic performance.

This finding suggested that study habits played a crucial role in academic success, while attitudes alone were not strong predictors. This was supported by Bramhe (2023), who found that multiple factors, including high school GPA and admission data, were significant predictors of academic performance. Similarly, Sawiji et al. (2024) indicated that critical thinking skills and specific learning approaches, such as Project-based Learning (PjBL) and Simulation-based Learning (SBL), had a strong correlation with academic achievement. These studies suggested that academic success resulted from a more complex interplay of factors beyond just attitudes and study habits.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### Conclusion

The findings generally highlighted study habits as a significant predictor of academic performance. Thus, study habits should be developed among learners to produce positive academic performance. The results of this study should be deliberated to the parents and classroom teachers to help students inculcate their study habits among them. Corollary to this, other variables related to study habits (e.g., self-efficacy, motivation)

should be inspected by teachers and administrators and integrated into the framework.

##### Recommendation

The findings of this study contribute to the body of knowledge; however, future researchers are encouraged to conduct similar studies with a larger sample size to allow the use of parametric measures in data analysis and interpretation. Expanding the study to public schools is also recommended, as this research was limited to Medina College, a private institution. Additionally, future studies may explore the moderation and mediation effects within the relationships identified in this research to gain deeper.

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