

Relationship of Study Habits and Competency Development Of Bachelor Of Science In Hospitality Management Of Northern Zambales College Inc.

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Abstract— This study examined the relationship between study habits and competency development among Bachelor of Science in Hospitality Management students at Northern Zambales College, Inc. Using a descriptive correlational approach, the research collected information on students' demographic profiles, study habits (time management, study environment, motivation, and attitude), and perceived competencies (cognitive, communication, interpersonal, and technical skills). Findings indicate that students generally practice effective study habits, organized time use, conducive study environments, strong motivation, and positive attitudes, which are loosely associated with higher perceived competencies. Differences by demographic factors were minimal, although year level influenced motivation, study attitude, and perceived competencies, and family income showed an association with technical skill competencies. The results highlight the importance of fostering disciplined study routines and targeted interventions by year level to strengthen students' academic and professional readiness for the hospitality industry.

Keywords— study habits, competency development, hospitality management, student motivation, higher education, Northern Zambales College, Inc.

INTRODUCTION

Competency development is central to hospitality education because graduates must demonstrate both academic knowledge and practical abilities—cognitive, communicative, interpersonal, and technical—that are essential for effective workplace performance. Yet students exposed to the same curriculum and practical training often show varying levels of competency, suggesting that factors beyond instructional content shape learning outcomes (Schoffstall, Arendt, & Brown, 2013; Signe et al., 2021). Among these factors, study habits have emerged as a potentially important influence. Time management enables students to balance classroom requirements and hands-on practice; a conducive study environment supports concentration and comprehension; and strong motivation combined with a positive study attitude promotes active engagement in both theoretical and experiential learning (Bonsaksen, 2024; Nja et al., 2022; Feenstra, 2024).

Although prior research links study habits to academic performance, evidence is limited regarding their direct

relationship with competency development within competency-based hospitality programs, particularly at the institutional level. It remains unclear whether differences in time management, study environment, motivation, and study attitude significantly affect the formation of cognitive, communication, interpersonal, and technical competencies among students of the Bachelor of Science in Hospitality Management at Northern Zambales College, Inc. Given the program's aim to prepare students for industry demands through lectures, laboratory work, and experiential learning, understanding how individual study behaviors interact with these curricular elements is vital for improving instructional strategies and student support.

This study investigates the relationship between study habits and perceived competency development among BSHM students at Northern Zambales College, Inc. By assessing students' study practices and competency levels and examining their association, the research seeks to inform targeted interventions that strengthen the preparation of hospitality graduates for professional roles.

LITERATURE REVIEW

Study Habits

Study habits encompass the behaviors, strategies, and routines students use to acquire, consolidate, and apply knowledge. Common components include time management, regular review of material, note-taking, organizing study sessions, minimizing distractions, and prioritizing difficult topics. These habits shape how learners engage with course content and with experiential activities, and they influence cognitive processes such as attention, information encoding, and retrieval—foundations of academic learning and skill acquisition (Jafari et al., 2019).

Empirical evidence generally supports a positive association between effective study habits and improved academic outcomes. Students who adopt structured routines—scheduling study time, breaking tasks into manageable segments, and using active strategies like summarizing and self-testing—tend to demonstrate higher achievement, better retention, and greater motivation to learn (Ebele & Olofu, 2017). Conversely, maladaptive habits such as procrastination, multitasking in distracting environments, and passive rereading are linked to poorer learning outcomes and lower persistence.

Study habits also interact with individual learning preferences and contexts. Learners whose study strategies align with their cognitive styles (visual, auditory, kinesthetic) and with the demands of their disciplines show stronger comprehension and performance. In competency-based programs, where practical skills complement theoretical knowledge, study habits that promote deliberate practice, reflection, and integration of hands-on experiences are particularly beneficial; they help translate classroom learning into workplace-relevant competencies.

Despite consistent findings on the general benefits of good study habits, research reports variability across settings and populations. Differences in institutional supports, curriculum design, students' year level, socio-economic background, and motivational factors can moderate the relationship between habits and achievement. This heterogeneity points to the need for context-sensitive investigation—especially in

programs that combine theoretical instruction with laboratory work and industry placements, such as hospitality management.

Study habits serve as a critical bridge between instructional inputs and observable competency outcomes in hospitality education. While prior work establishes that structured routines, effective time management, and active learning strategies improve academic achievement, emerging studies indicate these same dimensions facilitate the translation of knowledge into practical skills. Time management, for example, not only increases study engagement but also creates space for deliberate practice and experiential learning—processes essential for developing technical and interpersonal competencies. Similarly, a conducive study environment enhances concentration during both conceptual study and skill rehearsal, enabling deeper cognitive processing that supports problem-solving and communication abilities. Motivation and a positive study attitude encourage sustained participation in laboratory classes, simulations, and industry placements, amplifying opportunities for feedback, reflection, and competence consolidation. By foregrounding how habitual behaviors shape opportunities for practice and reflection, the literature positions study habits as active mechanisms of competency formation rather than mere correlates of grades.

This perspective reframes the research gap: instead of asking whether study habits correlate with academic performance, the field now needs to determine how distinct habit dimensions specifically influence different competency domains within competency-based programs. Variability in competency development among students exposed to the same curriculum suggests that individual study behaviors mediate or moderate the effects of curricular and experiential learning. Consequently, examining time management, study environment, motivation, and attitude as predictors of cognitive, communication, interpersonal, and technical competencies becomes pivotal for designing targeted pedagogical interventions. For hospitality programs that combine classroom instruction with hands-on training, such targeted insights can inform curricular sequencing,

learning supports, and assessment strategies that intentionally cultivate habits proven to strengthen industry-relevant competencies.

METHODOLOGY

This study used the descriptive correlational method using survey questionnaire as the main instrument in order to determine the relationship of study habits and competency development.

There were 259 students of Hospitality Management of Northern Zambales College, Inc., considered as the respondents of this research. They were considered as the primary sources of information necessary to realize the objectives of this research. For this purpose, study used the researcher made questionnaire as the main instrument in gathering data to suit the context and the

respondents of the study. The survey instrument was composed of three parts. These included Part I the profile of the respondents. Part II the study habits of the hospitality management students. Part III the perceived effect of the study habits on their competencies using (4) point scale with 1= Strongly Disagree to 4=Strongly Agree.

Cronbach alpha testing was utilized to ensure the reliability of the survey instruments. Weighted Mean was utilized to obtain the average perceptions of the students on the study habits of the NZCI Hospitality management students.

Pearson R was used to test the relationship between the study habits and its effect on the competencies of the students.

RESULTS AND DISCUSSION

Table 1. Summary of Mean Rating and Descriptive Equivalent of BSHM Students' Study Habits

Study Habits	Mean	Descriptive Equivalent	Rank
Time Management	3.31	Strongly Agree	4
Study Environment	3.36	Strongly Agree	3
Motivation	3.44	Strongly Agree	1
Study Attitude	3.38	Strongly Agree	2
Overall Weighted Mean	3.37	Strongly Agree	

The data presented in Table 1 summarizes the mean ratings and descriptive equivalents of the study habits of BSHM students. Among the four indicators, motivation obtained the highest mean score of 3.44, which is descriptively equivalent to Strongly Agree, ranking first overall. This suggests that students are highly motivated in their academic pursuits, reflecting their willingness and determination to succeed. Following this, study attitude ranked second with a mean of 3.38, also interpreted as Strongly Agree, indicating that students generally maintain a positive outlook and discipline toward their studies. Study environment came next with a mean of 3.36, ranked

third, showing that students recognize the importance of having a conducive environment for learning.

Lastly, time management received the lowest mean score of 3.31, though still interpreted as Strongly Agree, ranking fourth. This implies that while students acknowledge the value of managing their time effectively, it remains the least emphasized aspect of their study habits compared to motivation and attitude. The overall weighted mean of 3.37, with a descriptive equivalent of Strongly Agree, reveals that BSHM students generally exhibit strong study habits, which are expected to positively contribute to their competency development.

Table 2. Summary of Mean Rating and Descriptive Equivalent of Perceived Effect of BSHM Student Study Habits on their Competencies.

Study Habits	Mean	Descriptive Equivalent	Rank
Cognitive Competencies	3.37	Strongly Agree	4
Communication Competencies	3.40	Strongly Agree	3

Interpersonal Competencies	3.45	Strongly Agree	1
Skill Competencies	3.40	Strongly Agree	2
Overall Weighted Mean	3.41	Strongly Agree	

The results in Table 14 present the summary of mean ratings and descriptive equivalents of the perceived effect of study habits on the competencies of BSHM students.

Among the four indicators, interpersonal competencies ranked first with the highest mean score of 3.45, interpreted as Strongly Agree. This indicates that students believe their study habits significantly enhance their ability to interact effectively with peers, teachers, and others in the learning environment. Skill competencies and communication competencies followed closely, both with a mean of 3.40 and a descriptive equivalent of Strongly Agree, ranking second and third, respectively. These findings suggest that students recognize the role of study habits in improving practical skills and communication

abilities, which are essential in hospitality management.

Cognitive competencies obtained the lowest mean score of 3.37, though still interpreted as Strongly Agree, ranking fourth.

This implies that while study habits are perceived to positively influence cognitive development, students place slightly greater emphasis on interpersonal, communication, and skill-related outcomes.

The overall weighted mean of 3.41, with a descriptive equivalent of Strongly Agree, confirms that BSHM students strongly perceive study habits as having a beneficial effect on their competencies, particularly in interpersonal and practical domains.

Table 3. Pearson Product-Moment Coefficient of Correlation to Test the Relationship Between the Study Habits of BSHM Students and their Perceived Effect on Students' Competencies

Sources of Correlations		Study Habits of BSHM Students	Perceived Effect on Students' Competencies
Study Habits of BSHM Students	Pearson Correlation	1.000	.721
	Sig. (2-tailed)		.000
	N	259	259
Perceived Effect on Students' Competencies	Pearson Correlation	.721	1.000
	Sig. (2-tailed)	.000	
	N	259	259
**. Correlation is significant at the 0.01 level (2-tailed).			

This finding aligns with broader research showing that effective study habits are significantly associated with improved academic performance and competencies across various student populations. For example, Tagud & Valle (2023) have found that components such as time management, concentration, and goal setting are positively correlated with academic achievement and self-perceived competence, suggesting that students who develop strong study habits are more likely to excel academically and feel confident in their abilities. However, it is important to

note that while the correlation is strong, other factors beyond study habits also contribute to student competencies, as indicated by research showing that only a portion of the variance in academic performance is explained by study habits alone (Tagud & Valle, 2023).

The data demonstrate a robust and statistically significant positive relationship between the study habits of BSHM students and their perceived competencies, reinforcing the importance of

cultivating effective study strategies to enhance student outcomes.

CONCLUSIONS

The study found that Bachelor of Science in Hospitality Management students at Northern Zambales College, Inc. are largely young, predominantly female, and chiefly drawn from modest-income households, with many enrolled in the early years of the program. Overall, students demonstrate strong study habits—effective time management, preference for organized study environments, high motivation, and positive attitudes—despite occasional distractions and last-minute cramming.

These disciplined routines are closely linked to perceived competency development: students report high levels of cognitive, communication, interpersonal, and technical skills, and a strong positive relationship was observed between study habits and perceived competencies. The findings indicate that cultivating effective study behaviors not only supports academic success but also enhances students' readiness for professional roles in the hospitality industry.

RECOMMENDATIONS

To translate these findings into practice, the researchers recommend a multifaceted institutional response that blends equity, skill-building, and sustained student engagement. Provide targeted financial supports and access to learning resources for students from modest-income households to level the academic playing field.

Reinforce effective study habits through workshops on time management and distraction control, and create designated quiet study spaces on campus. Sustain motivation and positive study attitudes by embedding goal-setting, regular feedback, recognition schemes, and mentorship into the student experience. Design targeted interventions—such as peer mentoring, academic coaching, and re-engaging experiential activities—for middle-year cohorts to address dips in motivation and attitude.

Finally, expand collaborative projects, presentations, and industry immersion opportunities so students can apply disciplined study routines in real-world settings, thereby sharpening communication, interpersonal, and technical competencies essential for hospitality practice.

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