**STUDY HABITS OF ACADEMIC SCHOLARS**

**ABSTRACT**

*This study aimed to profile the academic scholars of the University of Eastern Philippines based on sex, monthly family income, parents’ educational attainment, and type of academic scholarship. It also assessed their level of study habits across various categories, including time management, concentration, note-taking, reading comprehension, test preparation and test-taking, reading disposition, writing disposition, and test anxiety management. Additionally, the study examined the relationship between the respondents’ profiles and their study habits. A descriptive-correlational research design was employed, involving 560 academic scholars. Results showed that most respondents were female and college-level scholars, with a monthly family income of ₱10,000 or below. In terms of parents’ educational attainment, the majority had parents who were college graduates or had attained some level of college education. Overall, the respondents demonstrated good study habits, and no significant relationship was found between their profile and their study habits, except for parents’ educational attainment. The study concluded that the respondents’ study habits were generally independent of their profile, with the exception of parental educational attainment, which appeared to be a contributing factor to their study habits.*

***Keywords: study habits, academic scholars***

**INTRODUCTION**

Throughout human history, each century has brought about various transformations, influencing educational practices and priorities (Mangal, 2001). Education is a process that shapes an individual's behavior, guiding it from instinctive reactions to more refined, human responses (Taneja, 2003). This perspective highlights that education not only uncovers innate talents but also prepares individuals to engage in social activities. Consequently, education is essential for society’s survival, as it ensures the fulfillment of basic needs such as food, shelter, and clothing.

 While learning can be deeply satisfying, studying often demands effort and discipline. The first step toward developing effective study habits is recognizing this reality. It’s normal not to feel enthusiastic about studying, but once an individual acknowledges that studying requires effort, it becomes easier to establish a structured plan for success. Mastering study techniques is a gradual process, and as one continues to study, new strategies emerge, enhancing both engagement and achievement. Developing strong study habits paves the way for personal growth and academic success. Even small adjustments in study routines can significantly impact goal-setting and life organization. Ultimately, effective study habits are key to unlocking one’s potential, as education is the means through which this perfection manifests.

 Study habits can be understood as a deliberate and consistent approach to learning, aimed at comprehending academic subjects and excelling in examinations (Pauk, 1962; Deese, 1952; Akinboye, 1974, cited by Oyedeji). Crow and Crow (2007) assert that the primary goals of studying are to acquire knowledge and skills that help individuals adapt to new situations, analyze ideas, make informed decisions, and develop creativity. Academic success relies heavily on the ability to study, interpret, and apply knowledge effectively. Students often struggle in school due to poor study habits, which stem from not knowing where to start. High-achieving students tend to study alone and follow personalized techniques that incorporate effective strategies. Good health, adequate sleep, regular exercise, and a nutritious diet also play crucial roles in enhancing study outcomes. Conversely, unfavorable conditions such as poor lighting, extreme temperatures, physical discomfort, and emotional stress can hinder effective studying. Although study habits differ among individuals, certain core principles promote efficiency.

 Some study habits are more conducive to academic achievement than others. As Crow and Crow (2007) emphasize, studying should have a clear purpose, and the knowledge gained depends largely on how well that purpose is pursued. In Psychology and the Teacher, Child (1981) explains that habits — whether good or bad — develop through experience, as certain responses prove more effective over time. Sarwar et al. (2009) found that high academic achievers generally exhibit better study habits and attitudes compared to their lower-achieving peers.

 Effective study habits encompass regular study sessions, material review, self-assessment, practice, and maintaining a productive environment. Success in school requires students to develop, practice, and refine these skills. Often, the habits formed in high school need to be adjusted for college-level learning. Essential study skills include time management, focus, note-taking, reading comprehension, test preparation, writing, and coping with test anxiety.

 One theoretical framework supporting study habits is the Theory of Confluent Education, which emphasizes holistic learning to nurture personal growth and social harmony (Hackbarth, 1997). According to Hurlburt et al. (1991), this approach addresses issues of identity, self-worth, relationships, and societal pressures by encouraging students and teachers to work collaboratively, fostering an empowering educational experience. This holistic perspective nurtures students’ development across intrapersonal, interpersonal, and societal dimensions (Crede, 2008).

 Numerous studies have explored factors influencing academic performance, with earlier research focusing primarily on cognitive abilities. More recently, attention has shifted to non-cognitive factors, such as study skills (Fazal et al., 2012; Awang & Sinnadurai, 2011), motivation (Tella, 2007; Nonis & Hudson, 2008), behavior (Yang Yang, 2011), and attitudes (Sarwar et al., 2010; Yu, 2011). Some researchers argue that these factors significantly impact academic performance, while others suggest that a combination of cognitive and non-cognitive factors offers a more comprehensive explanation.

 A meta-analysis by Crede and Kuncel (2008) revealed that non-cognitive elements, including study habits and motivation, contribute to academic performance beyond standardized test scores and past grades. Similarly, Nagaraju (2004) stressed the importance of good study habits and attitudes for academic success.

 In essence, study habits reflect the behaviors students adopt in pursuit of their studies, encompassing regular practices like material review and study sessions in a conducive environment. Study attitudes, meanwhile, refer to students’ positive outlook toward studying and their acceptance of educational goals (Crede & Kuncel, 2008). Factors like time management, work methods, teacher relations, and the value placed on education shape these habits and attitudes.

 This study aims to examine the study habits of academic scholars at the University of Eastern Philippines, with the hope that these practices can serve as a model for other students striving to improve their academic performance.

**OBJECTIVES OF THE STUDY**

The study generally aimed to look into the level of study habits of the academic scholars of the University of Eastern Philippines. It particularly sought to trace the profile of the academic scholars of the University of Eastern Philippines in terms of sex, monthly family income, educational attainment of parents, type of academic scholar, and college where they are enrolled in. It also determined the level of study habits of the academic scholars in the following categories; time management, concentration, note taking, reading comprehension, test preparation and test-taking, reading disposition, writing disposition, and text anxiety management, and looked into the significant relationship between the profile of the respondents and their level of study habits.

**METHODOLOGY**

The study utilized descriptive-correlational research using 560 academic scholars of the University of Eastern Philippines identified through Slovin’s formula and proportional sampling of the colleges. An adapted survey questionnaire on study habits was used as an instrument to gather data. The data were statistically treated using frequency counts, percentages for the profile of the respondents, means for the level of study habits of the academic scholars, and the multiple regression analysis for the test of significant relationship between variables. The respondents responded for the level of study habits by checking A for Always, O for Often, So for Sometimes, Se for Seldom, and N for Never. The means of the items in the instrument were computed and interpreted using the following; 4:21 – 5.0 Excellent, 3.41 – 4.20 Very Good, 2.61 – 3.40 Good, 1.81 – 2.60 Fair, and 1.00 – 1.80 Poor.

**RESULTS AND DISCUSSION**

Table 1. Sex of the Respondents

|  | Frequency | Percent |
| --- | --- | --- |
| Male | 188 | 33.6 |
| Female | 372 | 66.4 |
| Total | 560 | 100 |

Table 1 presents the sex of the respondents. The table shows that majority of the academic scholars of the University of Eastern Philippines are female.

Table 2. Monthly Family Income

|  | Frequency | Percent |
| --- | --- | --- |
| 10 000 – below | 311 | 55.5 |
| 10 001 – 20 000 | 127 | 22.7 |
| 20 001 – 30 000 | 80 | 14.3 |
| 30 001 – 40 000 | 19 | 3.4 |
| 40 001 - above | 23 | 4.1 |
| Total | 560 | 100 |

Table 2 presents the monthly family income of the respondents, highlighting that the majority have a monthly family income of ₱10,000 or below. This finding suggests that a significant portion of the respondents come from families with limited financial resources, which may influence their access to educational opportunities and other essential needs.

Table 3. Educational Attainment of Parents

|  | Father | Mother |
| --- | --- | --- |
| *Frequency* | *Percent* | *Frequency* | *Percent* |
| Elementary Level/Graduate | 120 | 21.4 | 100 | 17.9 |
| High School Level/Graduate | 180 | 32.1 | 175 | 31.2 |
| College Level/Graduate | 240 | 42.9 | 253 | 45.2 |
| Post Graduate | 20 | 3.6 | 32 | 5.7 |
| Total | 560 | 100 | 560 | 100 |

Table 3 presents the educational attainment of the respondents' parents, revealing that most of them have reached the college level or have earned a college degree. This indicates that a considerable number of respondents come from families where higher education is valued and pursued. The presence of parents with college-level education or higher may have a positive influence on the academic motivation and performance of the respondents, as these parents are likely to provide support and guidance in navigating their educational journey. Additionally, having parents who have experienced higher education first-hand may foster a learning environment at home, encouraging academic achievement. Understanding the educational background of the respondents’ parents offers insight into the family dynamics that may contribute to the respondents’ academic aspirations and success.

Table 4. Type of Scholar

|  | Frequency | Percent |
| --- | --- | --- |
| College Scholar | 482 | 86.1 |
| University Scholar | 78 | 13.9 |
| Total | 560 | 100 |

Table 4 presents the type of scholarship the respondents belong. The table shows that majority of the academic scholars of the University of Eastern Philippines are college scholars.

Table 5. College of the Respondents

|  | Frequency | Percent |
| --- | --- | --- |
| College of Agriculture, Fisheries, and Natural Resources | 20 | 3.6 |
| College of Arts and Communication | 74 | 13.2 |
| College of Business Administration | 117 | 20.9 |
| College of Education | 293 | 52.3 |
| College of Engineering | 30 | 5.4 |
| College of Nursing and Allied Health Sciences | 12 | 2.1 |
| College of Science | 10 | 1.8 |
| College of Veterinary Medicine | 4 | 0.7 |
| Total | 560 | 100 |

Table 5 presents the college of the respondents where they are enrolled in. The table shows that majority of the academic scholars of the University of Eastern Philippines are from the College of Education.

Table 6. Study Habits of Respondents in Terms of Time Management

|  |  |  |
| --- | --- | --- |
| **TIME MANAGEMENT** | Mean | Interpretation |
| I spend hours cramming the night before an exam. | 2.24 | Fair |
| My work gets turned in late because I don’t have enough time to finish it. | 2.48 | Fair |
| If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life. | 2.80 | Good |
| I spend too much time studying for what I am learning. | 3.54 | Very Good |
|   | **2.77** | **Good** |

Table 6 on the study habits of respondents in terms of time management revealed a mixed approach to handling academic responsibilities. The overall mean of 2.77, interpreted as "Good," indicates that students exhibit moderate time management skills, with strengths and areas for improvement. Notably, the lowest-rated item is cramming the night before exams, with a mean of 2.24, classified as "Fair." This suggests that many students resort to last-minute studying, reflecting a lack of consistent study routines. Similarly, the tendency to submit work late, with a mean of 2.48 "Fair", implies that time management challenges sometimes result in missed deadlines, possibly due to procrastination or inadequate planning.

 On the other hand, students demonstrate better control when balancing social life and study time, as reflected in the mean score of 2.80, interpreted as "Good." While occasional conflicts arise between these priorities, the respondents generally manage to allocate time for both academic and social activities. The highest-rated item is the perception of spending a productive amount of time studying relative to what they learn, with a mean of 3.54, classified as "Very Good." This indicates that students feel their study sessions are effective and contribute meaningfully to their learning.

 Overall, the findings suggest that while students show promising time management abilities, there is room for growth in establishing consistent study habits and meeting deadlines. Developing strategies such as setting study schedules, breaking tasks into manageable portions, and minimizing distractions could further enhance their time management skills and academic performance.

Table 7. Study Habits of Respondents in Terms of Concentration

|  |  |  |
| --- | --- | --- |
| **CONCENTRATION** | Mean | Interpretation |
| I doodle, daydream, or fall asleep in class. | 2.48 | Fair |
| I get tired or distracted while studying for a long period of time. | 2.24 | Fair |
| I study with the radio or TV on. | 1.85 | Fair |
| I need to improve my concentration when I am studying | 3.75 | Very Good |
|   | **2.58** | **Fair** |

The Table 7 revealed that students face challenges maintaining focus during their academic activities, with an overall mean of 2.58, interpreted as "Fair." Several factors contribute to this outcome. The tendency to doodle, daydream, or fall asleep in class has a mean score of 2.48, suggesting that students occasionally lose attention during lessons, which may hinder their understanding of the material being taught. Similarly, the respondents reported getting tired or distracted when studying for long periods, with a mean of 2.24, indicating that prolonged study sessions may reduce their ability to concentrate effectively.

Another factor affecting concentration is the habit of studying with background distractions, such as the radio or TV, which scored a mean of 1.85 — also interpreted as "Fair." This behavior likely divides their attention and reduces their learning efficiency. On a more positive note, the highest-rated item is the acknowledgment of the need to improve concentration while studying, with a mean of 3.75, classified as "Very Good." This shows that students are aware of their difficulties and recognize the importance of enhancing their focus.

In this category, the findings suggest that while students struggle with maintaining concentration, they show a commendable level of self-awareness regarding the need for improvement. Addressing these issues could involve adopting strategies such as taking regular breaks during study sessions, minimizing distractions, and using techniques like mindfulness or active learning to sustain attention. These adjustments could significantly boost their academic performance by enhancing focus and retention.

Table 8. Study Habits of Respondents in Terms of Note Taking

|  |  |  |
| --- | --- | --- |
| **NOTE TAKING** | Mean | Interpretation |
| I seem to get the wrong material into my class notes. | 2.31 | Fair |
| I don’t take another look at my class notes for days after they are taken. | 2.24 | Fair |
| I can’t keep up with the professor’s lectures while taking notes. | 2.48 | Fair |
| My class notes are difficult to understand later. | 2.36 | Fair |
|   | **2.35** | **Fair** |

The Table 8 in terms of note-taking shows that students face considerable challenges in this area, with an overall mean of 2.35, interpreted as "Fair." Several factors contribute to these difficulties. First, the tendency to capture incorrect material in their class notes has a mean score of 2.31, suggesting that students often struggle to identify key points during lectures. Additionally, the habit of not reviewing notes for days after taking them, with a mean of 2.24, implies a lack of reinforcement, which may weaken their retention and understanding of the material.

Another notable challenge is keeping pace with the professor’s lectures while taking notes, with a mean of 2.48 — the highest score among the indicators, though still interpreted as "Fair." This indicates that students frequently find it difficult to listen and write simultaneously, leading to incomplete or inaccurate notes. Moreover, the clarity of their notes poses another concern, as reflected by the mean score of 2.36, meaning that students often find their notes hard to understand when revisiting them, potentially hindering effective study sessions.

These findings suggest that students’ note-taking habits require significant improvement. Strategies such as learning shorthand techniques, using structured note-taking methods like the Cornell system, and regularly reviewing notes shortly after class could greatly enhance their ability to capture and process lecture material. Developing these skills would not only improve note quality but also strengthen students' comprehension and long-term retention of the lessons.

Table 9. Study Habits of Respondents in Terms of Reading Comprehension

|  |  |  |
| --- | --- | --- |
| **READING COMPREHENSION** | Mean | Interpretation |
| I overlook the important points in the text when I read. | 2.48 | Fair |
| I get lost in the details of reading and have trouble identifying the main ideas. | 2.24 | Fair |
| When I get to the end of a chapter, I can't remember what I've just read. | 2.58 | Fair |
| I don’t understand what I read for class. | 2.09 | Fair |
|   | **2.35** | **Good** |

The table on the study habits of respondents in terms of reading comprehension revealed that students experience notable challenges in understanding and retaining information from their readings, with an overall mean of 2.35, interpreted as "Fair." Several factors contribute to this assessment. One key issue is the tendency to overlook important points while reading, with a mean score of 2.48, suggesting that students struggle to identify key concepts, which may affect their ability to grasp the overall meaning of the text. Additionally, the difficulty in distinguishing main ideas from details, reflected by a mean of 2.24, indicates that students often get lost in the finer points, further hindering their comprehension.

Another common problem is the inability to recall what has been read once reaching the end of a chapter, scoring 2.58 — the highest among the indicators, though still classified as "Fair." This implies that students may not be using effective reading strategies, such as summarizing or note-taking, to reinforce understanding. Furthermore, the mean score of 2.09 for not understanding what is read for class highlights that some students struggle significantly with comprehension, possibly due to unfamiliarity with academic texts or insufficient reading strategies.

These findings suggest that students could benefit from interventions aimed at improving reading skills, such as skimming for main ideas before reading in detail, using graphic organizers to map out concepts, and summarizing content after each section. Enhancing these strategies would help students process information more effectively, leading to improved comprehension and retention.

Table 10. Study Habits of Respondents in Terms of Test Preparation and Test-Taking

|  |  |  |
| --- | --- | --- |
| **TEST PREPARATION AND TEST-TAKING** | Mean | Interpretation |
| I study enough for my test, but when I get there my mind goes blank. | 2.52 | Fair |
| I feel unprepared for tests. | 2.24 | Fair |
| I lose a lot of points on tests even when I think I know the material well. | 2.36 | Fair |
| I study in a haphazard, disorganized way shortly before the test. | 2.20 | Fair |
|   | **2.33** | **Fair** |

 The table on the study habits of respondents in terms of test preparation and test-taking shows that students face several challenges in effectively preparing for and taking tests, with an overall mean of 2.33, interpreted as "Fair." One notable issue is the experience of studying adequately but going blank during the test, with a mean score of 2.52. This suggests that test anxiety or a lack of confidence may hinder students’ ability to recall information under pressure. Similarly, the feeling of being unprepared for tests, reflected by a mean of 2.24, indicates that students often approach exams without a solid sense of readiness, possibly due to ineffective study strategies or insufficient review time.

Another challenge is the loss of points on tests despite feeling familiar with the material, with a mean of 2.36. This implies that students may struggle with applying knowledge during exams or encounter difficulties in interpreting test questions accurately. Additionally, the lowest-rated item is the tendency to study in a haphazard, disorganized manner shortly before the test, with a mean score of 2.20, further highlighting a lack of structured review practices.

These findings suggest that students would benefit from improving their test preparation strategies by adopting techniques such as creating study schedules, practicing retrieval through mock tests, and employing relaxation methods to reduce anxiety. Enhancing these skills could help students feel more confident and prepared, ultimately improving their performance during exams.

Table 11. Study Habits of Respondents in Terms of Reading Speed

|  |  |  |
| --- | --- | --- |
| **READING SPEED** | Mean | Interpretation |
| I read at the same speed whether the selection is difficult or easy. | 2.77 | Good |
| I need to improve my reading speed. | 2.72 | Good |
| I feel like I spend too much time on reading compared to the rest of my homework. | 2.87 | Good |
| I try to read the whole textbook the night before an exam or reading statement. | 3.14 | Good |
|   | **2.88** | **Good** |

 The table on the study habits of respondents in terms of reading speed shows that students have a generally positive perception of their reading pace, with an overall mean of 2.88, interpreted as "Good." This suggests that while students recognize the importance of reading efficiently, there is still room for improvement. Notably, the highest-rated item is the tendency to read the entire textbook the night before an exam or reading assignment, with a mean of 3.14. This indicates that some students rely on last-minute reading strategies, which might not be the most effective approach for long-term retention or comprehension.

The respondents also acknowledged that they spend a considerable amount of time reading compared to other homework tasks, reflected by a mean of 2.87. This implies that students may lack strategies to streamline their reading process, potentially leading to inefficiency. Moreover, the statement about needing to improve reading speed scored a mean of 2.72, reinforcing the idea that students are aware of their limitations and recognize the need to enhance this skill.

Another interesting finding is that students tend to read at the same speed, regardless of the difficulty of the material, with a mean of 2.77. This suggests that they may not be adjusting their reading pace based on content complexity, which could affect comprehension and efficiency. Overall, the results imply that while students have developed adequate reading habits, they would benefit from adopting techniques such as skimming, scanning, and adjusting reading speed according to content difficulty. Implementing these strategies could help students optimize their study time and improve academic performance.

Table 12. Study Habits of Respondents in Terms of Writing Skills

|  |  |  |
| --- | --- | --- |
| **WRITING SKILLS** | Mean | Interpretation |
| I lose a lot of points on essays and papers due to grammar, punctuation, or spelling. | 2.59 | Fair |
| I write my papers the night before they are due. | 2.24 | Fair |
| When my professors assign papers I feel so overwhelmed that I can’t get started. | 2.48 | Fair |
| I have a hard time organizing my thoughts into a paper that makes sense. | 2.51 | Fair |
|   | **2.46** | **Fair** |

 The table on the study habits of respondents in terms of writing skills reveals that students face notable challenges in this area, with an overall mean of 2.46, interpreted as "Fair." Several factors contribute to these difficulties. One major concern is losing points on essays and papers due to grammar, punctuation, or spelling errors, reflected by a mean score of 2.59. This suggests that students may lack proficiency in basic writing conventions, leading to avoidable mistakes that affect their performance.

Another key issue is procrastination, as indicated by the mean score of 2.24 for writing papers the night before they are due. This habit likely results in rushed work, leaving little time for revision and improvement. Additionally, students report feeling overwhelmed when assigned papers, with a mean of 2.48, suggesting that the pressure to produce written work may lead to anxiety or mental blocks that delay the writing process.

Organizing thoughts into coherent papers is also a challenge, as shown by a mean score of 2.51. This implies that students may struggle with structuring their ideas, possibly due to a lack of planning or familiarity with outlining techniques. Overall, the findings indicate that students would benefit from improving their writing process by adopting strategies such as drafting outlines, managing time more effectively, and practicing grammar and punctuation skills. Providing workshops on academic writing and offering personalized feedback could further support students in developing stronger writing habits.

Table 13. Study Habits of Respondents in Terms of Test Anxiety Management

|  |  |  |
| --- | --- | --- |
| **TEST ANXIETY MANAGEMENT** | Mean | Interpretation |
| I worry so much about doing well on tests that it interferes with my studying. | 2.24 | Fair |
| I have done poorly on a test because I was upset about the test when I took it. | 2.37 | Fair |
| I need to reduce my anxiety about taking tests. | 2.91 | Good |
| I get way too nervous when my professors announce a test date. | 2.48 | Fair |
|   | **2.50** | **Fair** |

 The table on the study habits of respondents in terms of test anxiety management highlights that students experience notable anxiety when it comes to test-taking, with an overall mean of 2.50, interpreted as "Fair." Several factors contribute to this finding. One significant issue is that students worry so much about performing well on tests that it interferes with their ability to study effectively, as reflected by a mean score of 2.24. This suggests that anxiety may cloud their focus during the preparation phase, preventing them from fully absorbing the material.

Additionally, students report having performed poorly on tests because they were upset during the exam, with a mean of 2.37. This indicates that heightened emotions during test-taking may negatively impact their performance. Another area of concern is the nervousness students feel when professors announce test dates, scoring 2.48. This anticipatory anxiety could contribute to feelings of pressure and hinder their ability to prepare calmly and systematically.

On a positive note, the highest-rated item is the recognition of the need to reduce test anxiety, with a mean score of 2.91, interpreted as "Good." This shows that students are aware of their struggles with test-related stress and are open to finding ways to manage it. Overall, the results suggest that students would benefit from adopting techniques to handle test anxiety more effectively, such as relaxation exercises, time management strategies, and positive self-talk. Providing workshops focused on stress management and offering guidance on test preparation techniques could also help reduce anxiety levels and improve academic performance.

Test 14. Test of Relationship between the Profile and the

Level of Study Habits of the Respondents

|  |  |  |
| --- | --- | --- |
| Independent Variables: | Level of Significance | Interpretation |
| Sex | .301 | Not Significant |
| Type of Scholar | .450 | Not Significant |
| College Enrolled in | .007 | Significant |
| Monthly Family Income | .223 | Not Significant |
| Educational Attainment of Father | .003 | Significant |
| Education Attainment of Mother | .009 | Significant |
| Dependent Variable: Level of Study Habits of the Respondents |

Table 14 presents the test of significant relationship between the respondents' profile and their level of study habits, revealing key insights into the factors that influence students’ academic behaviors. The analysis shows that sex, type of scholar, college where the respondents belong, monthly family income, and educational attainment of the father are not significantly related to the respondents' level of study habits. This suggests that these demographic factors do not play a major role in shaping the study practices of academic scholars at the University of Eastern Philippines. Regardless of gender, financial background, or paternal educational attainment, students' study habits appear to be influenced by other factors.

Interestingly, the educational attainment of the mother is found to be significantly related to the respondents' level of study habits. This finding aligns with existing research, which highlights the unique impact that a mother's education can have on her children’s learning process. According to Benjamin Ann (1993), a mother's educational background is one of the most important factors influencing children’s reading levels and overall school achievement. More highly educated mothers are often more successful in providing their children with the cognitive and language skills that contribute to early academic success. This is also supported with the study of Eljo, et.al. (2022) that emphasized the importance of continuing education programs in raising mothers' levels of self-education and the significant impact that mothers' education levels have on their school children's study habits.

Additionally, research consistently shows that mothers tend to be more involved in their children’s education, thereby having a stronger influence on their academic habits. Children of mothers with higher educational attainment are more likely to stay in school longer and develop better study skills. This conclusion is further supported by studies that emphasize the positive impact of parental involvement on academic performance and study habits (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987).

Overall, the results suggest that while various personal and demographic factors do not significantly influence study habits, the mother’s educational background plays a crucial role in shaping students' academic practices. This underscores the importance of encouraging parental engagement, particularly from mothers, to foster better study habits and academic outcomes among students.

**CONCLUSIONS**

 The findings of the study confirmed that academic success is influenced not only by cognitive ability but also by the development of sound study habits. It was observed that academic scholars at the University of Eastern Philippines generally possess good study habits, which may contribute to their academic achievements. Additionally, the educational attainment of the respondents' mothers appeared to have a significant impact on their level of study habits, highlighting the role of parental background in shaping students' learning behaviors. These findings underscore the need for initiatives aimed at enhancing students' study habits to further improve academic performance. Implementing developmental programs that equip students with effective study strategies and foster positive attitudes toward learning at an early stage can be instrumental in this regard. Moreover, engaging students in educationally meaningful activities can promote personal growth and deeper learning, ultimately leading to better academic outcomes.

**RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are proposed:

 Teachers and parents should work collaboratively to identify and reinforce effective study habits among students. They should explore various strategies to cultivate these habits early, creating an environment that fosters consistent and disciplined learning.

 Students need to place greater emphasis on planning and organizing their study activities. Relying on "free periods" for studying reflects a passive approach that may hinder academic growth. To enhance productivity, students should develop structured study schedules, set clear academic goals, and adhere to regular study routines that promote consistent learning.

 While note-taking aids memory retention, relying solely on memorization may not lead to a deep understanding of the material. Students should incorporate diverse learning techniques, such as self-testing, summarizing key concepts, and applying knowledge to practical scenarios. These methods not only strengthen comprehension but also promote long-term retention and mastery of the subject matter.

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