

**PUPILS' STUDY HABITS AND ACADEMIC PERFORMANCE DURING
COVID-19 PANDEMIC**

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

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A Thesis
Presented to the Faculty of the
College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol

In Partial Fulfilment of the
Requirements for the Degree
Bachelor of Elementary Education

April Jean C. Sarong
Mariel C. Jumao-as
Analou L. Indo

April 2022

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APPROVAL SHEET


This thesis entitled "PUPILS' STUDY HABITS AND ACADEMIC PERFORMANCE DURING COVID-19 PANDEMIC", prepared and submitted by Analou L. Indo, Mariel C. Jumao-as, April Jean C. Sarong in partial fulfillment of the requirements of the degree Bachelor in Elementary Education-General Education has been examined and recommended for acceptance and approval for oral defense.

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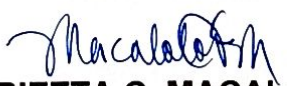

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ACKNOWLEDGMENT

First and foremost, the researchers take the opportunity to express their wholehearted and endless gratitude to the Almighty God, for his abundant blessings, guidance and wisdom bestowed upon in understanding all the endeavors to make the completion of this work.

They would like to express their sincere appreciation and endless thanks to the following important people who generously shared support, knowledge, assistance and courage to accomplish this study.

Dr. Adoracion P. Quitaras, Thesis Adviser, for her unselfish assistance, patience perseverance and guidance in every stage of the research process;

Dr. Mae P. Bas, Thesis Editor, for her expertise in correcting the manuscript and guidance;

Ms. Donna Ruth P. Talo, Thesis Statistician, for her patience in computing the data for statistical treatment and the interpretation of the study;

Dr. Cristina D. Bautista and Ms. Kathlyn Q., Thesis Instructors, for their knowledgeable insights of the study;

Dr. Marieta C. Macalolot, Campus Director, for her final approval of this study;

Dr. Ma. Quimar Q. Gahit, CTE Dean, for the permission and support extended to the researchers;

Ms. Ma. Geraldine M. Merlas, for providing information and available materials needed in the study;

Dr. Ivy C. Añosa, (GES) Principal, for allowing the researchers to conduct pilot testing at their school;

Dr. Marcelo A. Dapar Jr., for his approval to conduct the study;

Guadalupe, Elementary, School pupils, for giving time as respondents of the pilot testing;

To our respondents, for answering the questions truthfully; and

To the researchers' parents (Analou) **Mama Luz and Papa Antonio Jr.** (Mariel) **Mama Jocelyn** (April) **Mama Jennifer and Papa Gino** and to their love ones for their love, encouragement, guidance and financial support for the completion of this study.

To those who not mentioned but have contributed for the success of this research work, GOD BLESS AND THANKS TO ALL OF YOU...

Analou, Mariel, and April

ABSTRACT

Study habits are important factors to sustain the academic performance of pupils. The main objective of this study was to determine the relationship between study habits and academic performance of pupils during the COVID-19 pandemic of Batuan District of Bohol, SY 2020-2021. Specifically, it sought to answer the following questions; profile of respondents in terms of age, sex and year level; educational attainment; frequency of the study habits in terms of reading habits, studying preferences, time management and self-determination; the academic performance of the respondents for SY 2020-2021; and lastly the significant relationship between academic performance and study habits of the respondents in terms of reading habits, studying preferences, self-determination and time management. The descriptive survey method was used to gather information about the subject with the aid of self-made questionnaire as an instrument. The data gathered was subjected to statistical treatment using Pearson Product-Moment Correlation to get the relationship of the status and the academic performance of the pupils. The respondents of the study were 282 pupils from grade 5 and 6 of Batuan District Bohol. The main purpose of the study was to determine the pupils study habits and academic performance during COVID-19 pandemic of Batuan District of Bohol AY 2020-2021. The findings revealed that most of the respondents belong to the age 13 years old. Parents' educational background of the respondents was in elementary graduates and the majority of the parents' income ranged from 5000-10,000 pesos. In Reading Habits, it was revealed that the highest weighted mean was on the item "I read the words with correct pronunciation" while the lowest weighted mean was on the item "I can concentrate and understand the material without re-reading a second time or third time"; Studying Preferences, the highest weighted mean was on the item "I study at home" while the lowest weighted mean was on the item "I study while watching my favorite movie"; Self-Determination, the highest weighted mean was on the item "I follow task assigned in the module" while the lowest weighted mean was on the item "I try to do task in studying relying on others"; and Time Management, the highest weighted mean was on the item "I study 2-3 hours a day" while the lowest weighted mean was on the item "I feel I used my time efficiently". The majority of the academic performance of the respondents was ranged from 85-89 with 73% while the lowest frequency was ranged from 79 below with 0%. Over all of the study habits depicted, Pearson product moment correlation coefficient (0.006); P-Value (0.919<0.05) signifies that there was significant relationship between the study habits and academic performance during covid-19 pandemic. The study concluded that there was significant relationship between academic performance and study habits in terms of reading habits, studying preferences, self-determination and time management. Thus, the null hypothesis was accepted. The researchers recommend that pupils should know their strengths and weaknesses so that they may have study habits that are best suited for them.

TABLE OF CONTENTS

	Page
COVER PAGE.....	i
TITLE PAGE.....	ii
APPROVAL SHEET.....	iii
ACKNOWLEDGMENT.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	viii
LIST OF FIGURES.....	x

Chapter

1 THE PROBLEM AND ITS SCOPE

Rationale.....	1
Literature Background.....	2

The Problem

Statement of the Problem.....	11
Hypothesis.....	12

Significance of the Study.....	12
RESEARCH METHODOLOGY	
Design.....	13
Environment and Participants.....	13
Instrument.....	14
Data Gathering	
Procedures.....	15
Statistical Treatment.....	16
DEFINITION OF TERMS.....	18
2 PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA	
Profile of the Respondents.....	20
Frequency of the Study Habits	
Reading Habits.....	22
Time-Management.....	24
Studying Preferences.....	25
Self-Determination.....	26
Academic Performance.....	27

Relationship between Study Habits and Academic Performance during COVID-19 pandemic

Relationship between Reading Habits and Academic Performance of the respondents during COVID-19 pandemic	28
Relationship between Time-management and Academic Performance of the respondents during COVID-19 pandemic.....	29
Relationship between Studying preferences and Academic Performance of the respondents during COVID-19 pandemic.....	30
Relationship between Self-determination and Academic Performance of the respondents during COVID-19 pandemic.....	31
Relationship between Overall Study Habits and Academic Performance of the respondents during COVID-19 pandemic.....	32

3 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS

Summary of the Findings.....	34
Conclusions.....	35
Recommendations.....	36

REFERENCES..... 37

APPENDICES..... 39

A. Letters

A.1 Letters to the Deans to conduct the Pilot Testing

A.2 Letter to the Deans to conduct the Study

B. Questionnaires..... 41

C. Reliability Testing.....	46
RESEARCHER'S BIO-DATA.....	49

LIST OF TABLES

Table

1 Demographic Profile of the Respondents.....	22
2 Study Habits	
2.1 Reading Habits.....	24
2.2 Time Management.....	25
2.3 Studying Preferences.....	26
2.4 Self-Determination.....	27
3 Academic Performance.....	28
4 Relationships between Study Habits and Academic Performance during COVID-19 pandemic	
4.1 Relationship between Reading Habits and Academic Performance of the respondents during COVID-19 Pandemic.....	29
4.2 Relationship between Time-management and Academic Performance of the respondents during COVID-19 pandemic.....	30
4.3 Relationship between Studying preferences and Academic Performance of the respondents during COVID-19 pandemic.....	31

4.4 Relationship between Self-determination and Academic Performance of the respondents during COVID-19 pandemic.....	32
4.5 Relationship between Overall Study Habits and Academic Performance of the respondents during COVID-19 pandemic.....	33

LIST OF FIGURES

Figure	Page
1 Theoretical and Conceptual Framework.....	10
2 Documentations.....	48

Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

Education is the process of realizing the ultimate aim of life. It develops a person into a whole being. It prepares to direct the individuals thought toward the effects of learning. In the other hand, study habits defined as the regular tendency and practice that one depicts during the process of gaining information through learning. Study is a technique or a strategy used every time a person is studying.

Study habits are important on the part of the pupils so that they can make use of their time effectively and purposely instead of wasting their time with inadequate study accomplishments. These study habits may greatly affect one's academic performance.

Globally, the students and teachers struggle in adjusting the current situation because of the COVID-19 pandemic. Their normal study habits were changed. But due to the new learning style the students and teachers are continuously accepting the new normal of learning.

The present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end. In the educational context, to sustain and provide quality

education despite lockdown and community quarantine, the new normal should be taken into consideration in the planning and implementation of the “new normal educational policy”.

In the Philippines, within the new normal the situation presents a unique challenge to every educational leader’s decision-making process. Hence, to sustain the delivery of quality of instruction to every school, this article presents opportunities for responding issues, problems, and trends that are arising and will arise in the future due to COVID-19 pandemic.

During their elementary years, the researchers also had their different study habits that helped them gain good academic performance. It has been found out by the researchers that common factors like laziness, existence of social media, and their poor academic performance. In this regard, the researchers has choose to conduct a study on the pupils study habits and academic performance during the COVID-19 pandemic.

Literature Background

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included hand washing, wearing face masks, physical

distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease (Sintema, 2020).

The impact is far reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning (Dhawan, 2020).

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the

educators have adopted “Education in Emergency” through various online platforms and are compelled to adopt a system that they are not prepared for. E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi, 2020).

According to Karalis (2020), What is worth studying after returning to normality, are the implications that have arisen for the day after, that is, what adjustments need to be made, the extent of the situation and to define the basic dimensions of educations, and organizations amid educational disruptions.

It is a common knowledge that many pupils struggle in studying, even those who work hard often study in ways considered unproductive specially this COVID-19 pandemic. Several others are just contented with barely passing grades, answering their modules for compliance without developing their skills and without using their abilities to the highest level attainable and depending on their parents’ or elders’ decision on what, where and how to study. These are the reasons why study habits should be looked into.

A student’s capacity to learn is impacted by the teacher’s style in conveying information. The key to better learning and better academic

performance in the new flexible learning are good teachers, good study environment, parent's cooperation, high quality books, and most importantly is the study habit. Study habits are learning tendencies that enable students to work privately.

According to the Batas Pambansa 232, an Act Providing for the Establishments and Maintenance of an Integrated System of Education, Chapter 2 pertaining to Duties and Responsibilities of Students, Section XV no. 1, states that students shall exert his utmost part to develop his potentialities for service, particularly by undergoing an education suited to his abilities, in order that he may become an asset to his family and to society and Section XV no. 2, states that students must uphold the academic integrity of the school, endeavor to achieve academic excellence and abide by the rules and regulations governing his academic responsibilities and moral integrity. These laws simply imply that it was the pupil's responsibility to develop a good system of study habits in order to have good academic performance to become a good agent in the society.

Additionally, Excerpts from the Family Code Title IX, Parental Authority, Chapter 3, Effect of Parental Authority Upon the Persons of the Children, Article, 220 states that the parents and those exercising parental authority shall have with respect to their anticipated children or wards the following rights and duties which is (5) to furnish them with good and

wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them acquiring habits detrimental to their health, studies, morals as cited by Bilbao, (2007). Therefore, the parents or guardians should take into account all those things needed by their children to have good education.

This study is anchored on some related theories, concepts and studies. In relation with the study, the Theory of Connectionism (1991) of Thorndike. Such association or “habits” become strengthened or weakened by the nature and frequency of stimulus and response pairings. It can be inferred that if a pupil can go within the process of discussion, he will begin to build connections and relations from it.

On the other hand, the Social Cognitive Theory (1972) by Bandura emphasizes on pupils’ beliefs concerning their capabilities to exercise to control over important aspects of their life. This implies that pupils focus to the factors which are beneficial to their development, such as acquiring good study habits to obtain high academic performance. The result of their hard works satisfies their achievement.

Moreover, Rabia, Mubarak, Tallat, and Nasir of (2017) stated that study habit is; buying out a dedicated scheduled and un-interrupted time to apply one’ s self to the task of learning. Without it, one does not grow and

becomes self-limiting in life. Study habits tell a person that how much he will learn and how far he wants to go, and how much he wants to earn.

On the other hand, according to Tus (2020) students' academic performance embodies an essential part of the constellation of factors determinant of student's success. Also, it plays a very significant role in education, primarily as a concrete tool to assess the student's learning process. Psychologists and researchers have attempted to comprehend how students vary in processing, retaining, and retrieving learning information and have used various personality, attitudinal, cognitive styles, and ability measures. Thus, this study's primary purpose was to determine the students' study attitudes, study habits, and academic performance. The study respondents were the senior high school students in a Catholic School in Bulacan, Philippines.

In addition, Alva and Manuel in (2017) in their study entitled "Self-Esteem, Study Habits and Academic Performance among Universities Students" stated that to establish whether self-esteem and study habits correlate with academic performance among university students.

According to Capuno, Necesario, Etcuban, Espina, Padillo, Manguilimotan in (2019) in their study entitled "Attitudes Study Habits and Academic performance of Junior High School Students in Mathematics" stated that there was a negligible positive correlation between the attitudes

and academic performance of the respondents in terms of their self-confidence, enjoyment, and motivation while there was a weak positive correlation between the value of math and their academic performance in math. It was concluded that students' attitudes and their study habits are significant factor that affect their performance in mathematics.

In addition, Tus, Lubo, Rayo, and Cruz in (2020) in their study entitled "The Influence of Study Attitudes and Study Habits on the Academic Performance of the Students" stated that the study habits are at the core of a learner's academic success. It is an action like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals..

Kaur & Pathania (2015) in their study entitled "Study Habits and Academic Performance among Late Adolescents" is aimed to find any significant relations between study habits and academic achievements amongst college students. They were administered with the Study Habit Inventory Marks obtained in previously passed out classes which were taken as an indicator of their academic achievement. Analyses of the results suggested significant relations between academic achievement and study habits. High achieving adolescents were found to perform better in comprehension, task orientation and recording. The factors affecting the

study habits were age, family income and education which were significantly related.

The study of Dano (2017) studied "Learning Styles, Study Habits, and Academic Performance of Nursing Students," looked into the academic performance and learning styles. Study Habits of the first, second and third-year nursing students of Cebu Normal University during the school year 2001-2002, to know whether a relationship existed among the variables. The inventories used were the Learning Style Inventory developed by David Kolb, and the study Habit Inventory by Peter Edwards.

In the study of Au, So, and Lee (2017), study effort has a significant positive influence on student performance. The study concluded that prior knowledge gradually increases its influence on performance as a student progresses through a four year undergraduate program. They argued that prior knowledge alone accurately predicts student performance and not the study effort of the students.

Anchored on the aforementioned theories, legal bases, related concepts and studies, this study was hereby conducted to assess the effects of the study habits to academic performance of Grade IV, V, and VI pupils of Batuan Central Elementary School on the 4th Grading period A.Y. 2020-2021. The results of this study served as reference to the school administration in the formulation of a development program to further enhance the study habits and academic performance of Batuan District Elementary School.

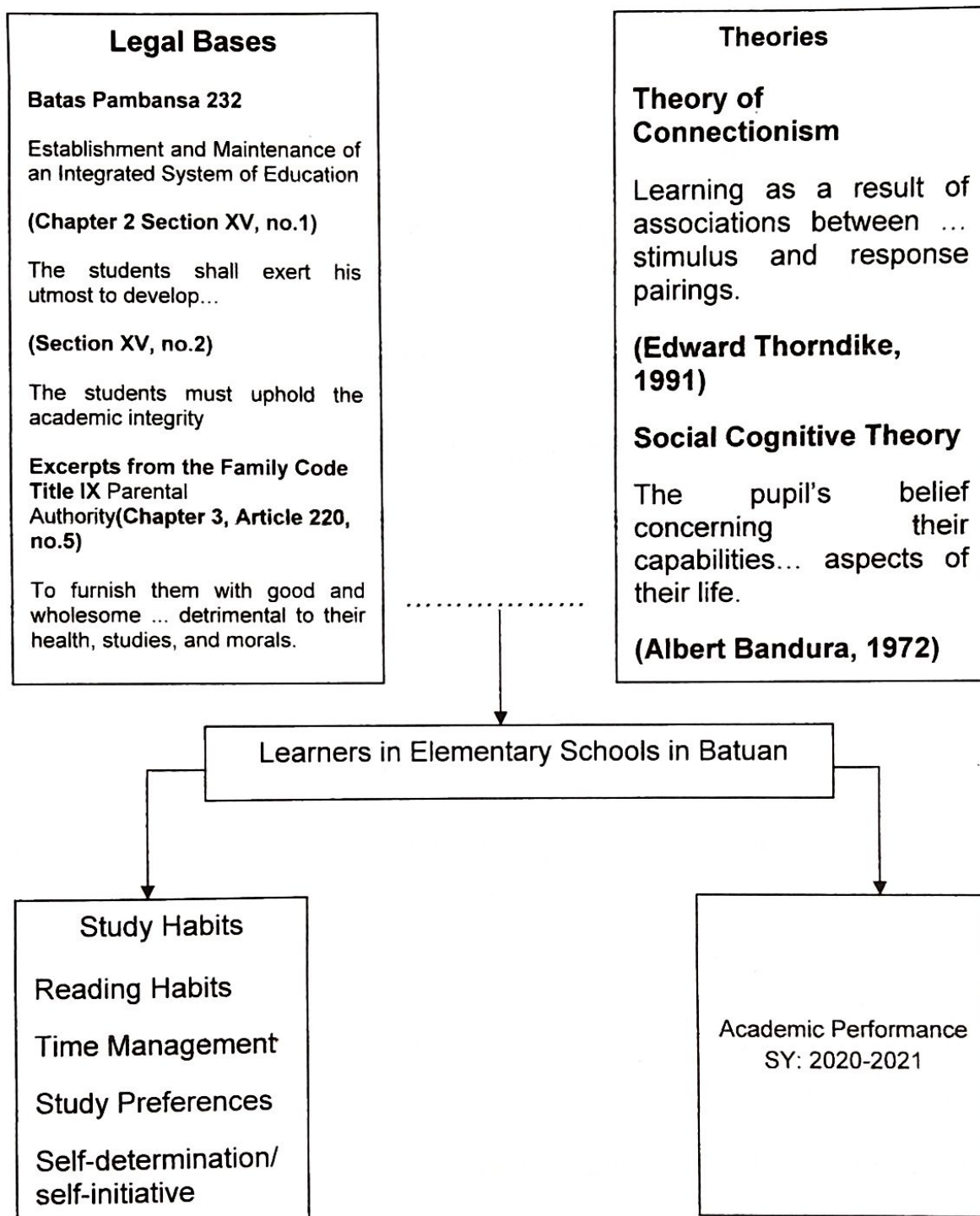


Figure 1. Theoretical and Conceptual Framework

The Problem

Statement of the Problem

The study aimed to determine the pupils study habits and Academic Performance SY 2020-2021 in Batuan Elementary Schools during the COVID-19 pandemic.

Specifically, it sought the following:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 grade;
 - 1.4. parents' educational background; and
 - 1.5 family income?
2. What is the frequency of study habits of the respondents in terms of:
 - 2.1. reading habits;
 - 2.2. time management;
 - 2.3. study preferences; and
 - 2.4. self-determination/self-initiative?
3. What is the academic performance of the respondents for S.Y.2020-2021?
4. Is there a significant relationship between academic performance and study habits of the respondents in terms of:
 - 4.1. reading habits;
 - 4.2. time management;
 - 4.3. studying preferences; and

4.4. self-determination/self-initiative?

Hypothesis of the Study

There is no significant relationship between the study habits and academic performance of elementary pupils during COVID-19 pandemic in terms of reading habits, time management, studying preferences and self-determination/self-initiative.

Significance of the Study

The researcher believed that the results of the study provide valuable information to the following individuals:

Pupils. This study would give the pupils' awareness of their study habits. This could be an avenue in identifying the factors that most affected their study habits on how to deal with it and seek improvement by knowing their strengths and weaknesses.

Teachers. They would know how to be an effective teacher of the development of the pupils by identifying study habits of the pupils as well as their strength and weaknesses. For them to easily pin-point the factors that become the cause of the problem in their academic performance and focus on the specific factor in their study habits in making enhancement activity.

Parents. This study would be in great help for the parents to enlighten their mind on the importance of the study habits of their children. This will also serve

as guide among parents on what and how to follow-up their children during this COVID-19 Pandemic.

School Principal/Head. This study may give new styles and strategy in studying to the pupils. This would also serve as guide on how and what to follow-up their pupils in this pandemic.

Future Researcher. This study may serve as a reference to future researchers who have the interest on study habits.

RESEARCH METHODOLOGY

Design

The quantitative descriptive method was employed through the use of survey questionnaire to determine the pupils study habits and academic performance SY 2020-2021 in Batuan Elementary Schools during the COVID-19 pandemic.

Environment and Participants

This study was conducted in public elementary schools in Batuan, namely; Batuan Central Elementary School-Main, Batuan Central Elementary School-Annex, Cantigdas Elementary School, Janlud Elementary School, Cabacnitan Elementary School, Sta. Cruz Elementary School, Quezon Elementary School, Rizal Elementary School, Rosariohan Elementary School, and Cambacay Elementary School. This school was chosen to be the respondents for the reason

A self made questionnaire was used as the instrument of the study. It was 20 item developed to measure the four types of study habits and academic performance namely; Reading Habits; time management; studying preferences and self-determination/self-initiative. Items were written for each study habits and academic performance. It was formulated into four rating scale ranging from Always (Everytime), Often (Frequently), Sometimes (Occasionally), and Never (Not at all).

The data gathering instrument was pilot tested in Guadalupe Elementary School at Carmen, Bohol. Overall there was 30 respondents, 15 Grade 5 pupils and 15 Grade 6 pupils, it was validated that the questionnaire was effective to conduct the study.

Data Gathering Procedures

The researchers secured first letter to the campus Director of Bohol Island State University-Bilar Campus, Dean of the College of Teacher Education, and Principal of Guadalupe Elementary School, Carmen Bohol seeking permission to administer a pilot test to the thirty (30) pupils from Guadalupe Elementary School. The questionnaire was distributed together with the pupils' module.

After finalizing the instrument of the study, the researchers sent another request letter to the Dean of the College of Teacher Education and the Supervisor of Batuan District, requesting the approval to administer the questionnaire to the pupils of the elementary schools in Batuan. After the permission was sought, the survey was conducted personally by distributing the

questionnaires to the respondents by following the IATF protocols. Afterwards, the questionnaires were collected, tallied and interpreted the gathered data.

Statistical Treatment

To answer the problem shown in this study, the following statistical tool was used in analyzing the data collected.

Sub-Problem 1 was the profile of the respondents in the elementary pupils of Grade 5 and Grade 6. To get the percentage, the formula is:

$$P = \frac{F}{n} \times 100$$

Where:

P= percentage

f= frequency of the responses

n= number of cases

Sub-Problem 2 was the study habits of the respondents of the Grade 5 and Grade 6 pupils. Weighted mean was applied to determine the study habits of the respondents. The weighted mean score was computed using this formula:

$$WM = \frac{\sum fx}{n}$$

Where:

WM= weighted mean
 n= number of respondents
 f= frequency of each response
 x= response of rating

Legend:

Range	Interpretation
1.00-1.25	Never
1.75-2.49	Sometimes
2.50-3.24	Often
3.25-4.00	Always

Sub-Problem 3 was the academic performance of the respondents for SY 2020-2021 the percentage was used to solve Problem 1 and Problem 3. To get the percentage, formula is:

$$P = \frac{F}{n} \times 100$$

Where:

P= percentage
 f= frequency of the responses
 n= number of cases

Legend:

Description	Grading Scale
Outstanding	90-100
Very-Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did not meet expectation	74 and below

Sub-problem 4 was the significant relationship of the pupils study habits and Academic Performance of Elementary pupils during COVID-19 pandemic the test used the Pearson Product-Moment Correlation.

The formula is:

$$r_{xy} = \frac{N (\sum xy) - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = correlation between x and y

N = number of cases

$\sum x$ = sum of test x

$\sum y$ = sum of test y

$\sum x^2$ = sum of the squared of x score

$\sum xy$ = sum of the product of x and y

Legend:

Range (r)	Interpretation
0.90-1.00	Very High Correlation
0.70-0.89	High Correlation
0.50-0.69	Moderate
0.30-0.49	Low
0.00-0.29	Negligible

DEFINITION OF TERMS

To minimize misunderstanding and obscurity on the terms used, the following words are defined as used in the context of the study.

Academic Performance refers to the respondents' grades in various academic subjects for the year 2020-2021.

Flexible Learning refers to a method of learning where students are given freedom in how, what, when and where they learn.

Reading Abilities/Habit refers to different preferred ways of pupils in reading to acquire information.

Self-Determination/Initiative refers to the pupil's interests to study for the aim of improvement.

Study Habits refer to the pupils' reading habits, studying preferences, self-determination/initiative and time management in studying.

Studying Preferences refer to the pupil's preferred ways in studying which they think are appropriate and effective for them.

Time Management refers to the pupil's preferred time in studying and their suited time to study.

Grade V & Grade VI learners are the respondents of the study.

Chapter 2

Presentation, Analysis, Interpretation of Data

This chapter detailed the findings, analysis, and interpretation of the gathered data. The gathered data was presented in tables. It generally covered the profile of the respondents in terms of age, sex, grade, parents educational background and family income; the students habits of the students in terms of reading habits, their self-determination, studying preferences, and self-determination; the academic performance of the respondents for SY 2020-2021; and the relationship of study habits and academic performance during COVID-19 pandemic.

The data gathered were tallied and presented in tabulated and textual form. Then, analyzed and interpreted in the light of the problems posed by this study. The profile was determined using:

Table 1 presents the demographic profile of the respondents in terms of age, sex, grade of the respondents, parents' educational background, and family income was:

Age. The majority of the respondents were 13 years old with 29% while 11 years old were the lowest with 21%. This would mean that multiply of the respondents belong to the age 13 years old.

Sex. There were 131 males which made up of 46% of the population while there are 151 females which made up of 54%. This would mean that there are more female than male students who are enrolled in 5th and 6th grade level.

Grade of the Respondents. There were 141 pupils in Grade 5 and 141 pupils in Grade 6 which made up 50% both grades.

Parents' Educational Background. The parents' educational background was the college graduate with 21% while the lowest frequency comes from doctoral graduate with 0%. This would mean that multiply of the parents educational belongs to college graduate.

Family Income. The monthly family income range from 5,000-10,000 with 40% while the lowest frequency comes from 30,000-up with 1%.

According to Tinto (2017), demographic characteristics such as gender, level of study, and specialization play an important role in determining students' academic performance, and this has been proven by many empirical studies (Ortega-Maldonado et al., 2017; Brubacher & Silinda, 2019).

In addition, according to Vogt & Johnson, 2011 quantitative research samples of populations ideally are collected by selecting participants randomly from the larger populations. A random sample generally would have the characteristics in the same proportions as the population. This can produce a sampling bias or error in which some members of the population are less likely to be included than other.

Table 1
Profile of the Respondents
N=282

	Description	Frequency	Percentage
Age	10 yrs old:	79	28
	11 yrs old:	62	22
	12 yrs old:	60	21
	13 yrs old:	81	29
Total		282	100
Gender	Male:	131	46
	Female:	151	54
Total		282	100
Grade	Grade 5	141	50
	Grade 6	141	50
Total		282	100
Parents Educational Background	Elementary level:	27	10
	Elementary graduate:	58	21
	High school level:	51	18
	High school graduate:	49	17
	College level:	45	16
	Masters level	5	2
	Masters graduate	3	1
	College graduate:	39	14
	Doctorate level:	5	2
	Doctorate graduate:	0	0
Total		282	100
Family Income	5,000 below:	57	20
	5,000-10,000:	112	40
	10,000-15,000:	87	31
	15,000-20,000:	8	3
	20,000-25,000:	8	3
	25,000-30,000:	6	2
	30,000 up above:	4	1
Total		282	100

Table 2.1 indicates the frequency of the pupils study habits with their interpretation. The result displays the different study habits of pupils for reading habits, on the item "I read the words with correct pronunciation" got the highest weighted mean of 3.40 with the description of "Always" while the item "I can

concentrate and understand the material without re-reading a second or third time” have the lowest weighted mean of 2.85 with the interpretation “Often”. This implies that pupils practice these reading habits for them to acquire learning.

This is supported by the Purposive Learning Theory or Sign Learning Theory of Tolman (1948) restated by Bilao and Corpuz (2007) which says that learning is obtaining knowledge about the environment and then revealing that it is also knowledge and goal directed behavior. With this, pupils may acquire knowledge or they may learn through their different reading habits. Reading habits have been shown to immensely affect the scholarly output of the students (Cunningham & Stanvovich, 2001; Hangu, Capps, Blacklock, & Garza, 2014; Levine, Waite & Bowman, 2007). If students possess good reading habits, they can increase their critical reasoning skills and ultimately have better academic outcomes. In addition, even the reading of non-academic books enhances students' language skills.

In addition, reading habits are defined as well planned and deliberate patterns of study which have attained a form of consistency on the part of students towards understanding academic subjects and their academic performance (Achew & Larson 2014:12). Walundari (2016) argues that the development of self-concept and good reading habits can foster an improvement in academic achievement.

Table 2.1

Frequency of Study Habits of the Respondents on Reading Habits
N=282

Reading Habits	Average Weighted Mean	Description
1. I can read at the rate of 3-6 pages per hour.	3.39	Often
2. I read the words with correct pronunciation.	3.40	Always
3. I look for the main ideas as I read.	3.35	Always
4. I try to get the meaning of new words as I see them for the first time.	3.22	Often
5. I read different books to learn.	3.09	Often
7. I take notes while I read.	3.03	Often
8. I apply key reading strategies	3.05	Often
9. I can concentrate and understand the material without re-reading a second or third time.	2.85	Often
10. When reading text, I read the headings and chapter outline first.	3.16	Often
Composite Mean	3.17	Often

Legend:

Range	Interpretation
1.00-1.25	Never
1.75-2.49	Sometimes
2.50-3.24	Often
3.25-4.00	Always

Table 2.2 also signifies the frequency of the pupils study habits with their interpretation, for time-management the item "I study 2-3 hours a day" got the highest weighted mean of 3.35 with the interpretation of "Always" while the item "I feel I use my time efficiently" have the lowest weighted mean of 2.99 with the interpretation "Often". Pupils also differ in their ways of studying in terms of Time Management. Thus, pupils study during their available or convenient time for them not to be pressured on what they are studying as supported by the statement of Losare Sr. (2009) which states that study habits simply means how

a pupil manages his/her time in such a way that he/she can review and study regularly.

Table 2.2

Frequency of Study Habits of the Respondents on Time-Management
N=282

Time-Management	Average Weighted Mean	Description
1. I study 2-3 hours a day	3.35	Always
2. I set time in studying and answering my modules	3.30	Always
3. I try to complete 1 task before going on the next	3.18	Often
4. I am able to meet deadlines without rushing at the last minute	3.08	Often
5. I get my modules done on time	3.04	Often
6. I review my modules regularly	3.08	Often
7. I schedule as much study time as possible during day light hours	3.12	Often
8. I feel I use my time efficiently	2.99	Often
9. I prioritize tasks in order of their importance	3.01	Often
10. I avoid spending too much time on unimportant things	3.09	Often
11. I find I have enough time for myself to do things I enjoy doing	3.19	Often
12. I use "to do" list to keep track of completing my modules	3.03	Often
Composite Mean	3.12	Often

Legend:

Range	Interpretation
1.00-1.25	Never
1.75-2.49	Sometimes
2.50-3.24	Often
3.25-4.00	Always

Table 2.3 also illustrates the frequency of the pupils study habits with their interpretation, for studying preferences the item "I study at home" got the highest weighted mean of 3.96 with the description of "Always" while the item "I

study while watching my favorite movie” have the lowest weighted mean of 1.07 with the description “Never”. Apparently, pupils depict their individual studying preferences wherein they find it beneficial for them that can be explained as well by Sign Learning Theory for Purposive Learning Theory of Tolman (1948) restated by Bilbao and Corpuz (2007) which pertains to the between behaviorism and cognitive theory.

Table 2.3

Frequency of Study Habits of the Respondents on Studying Preferences
N=282

Studying Preferences	Average Weighted Mean	Interpretation
1. I study while lying on my bed.	2.07	Often
2. I regularly study at the same time.	3.21	Often
3. I study by memorizing the details written in the module	2.97	Often
4. I ask help from my tutor.	1.09	Sometimes
5. I ask help from my family members	2.09	Sometimes
6. I eat while studying	1.05	Never
7. I study at home	3.96	Always
8. I study where is quite	3.95	Always
9. I put my notes in my own words to understand the reading material better	3.20	Often
10. I study while watching my favorite movie	1.07	Never
11. I speak softly while study hard passage	3.07	Often
Composite Mean	2.52	Often

Legend:

Range	Interpretation
1.00-1.25	Never
1.75-2.49	Sometimes
2.50-3.24	Often
3.25-4.00	Always

Table 2.4 also shows the frequency of the pupils study habits with their description, for self-determination on the item “I follow task assigned written in the module” got the highest weighted mean of 3.35 with the description of “Always” while the item “I try to do the task in studying relaying on others” have the lowest weighted mean of 1.58 with the description “Never”. It can be inferred that self-determination had a great factor in molding the pupils study habits. This is supported by Self-determination Theory (2005) by Decci and Ryan that self-determination is an innate factor to every individual and as well as a physical need.

Table 2.4

Frequency of Study Habits of the Respondents on Self-Determination
N=282

Self-determination	Average Weighted Mean	Interpretation
1. I study from favorite least to interesting	3.26	Always
2. I ask to clarify things in group chat	3.06	Often
3. I follow task assigned written in the module	3.35	Always
4. I do module alone	3.19	Often
5. I focus entirely when I study	3.30	Always
6. I try to do the task in studying relaying on others	1.58	Never
7. I think I feel a sense of achievement in the class	3.03	Often
8. I feel excited when I get modules	3.03	Often
9. I feel satisfy when I get my module	3.06	Often
Composite Mean	2.98	Often

Legend:

Range	Interpretation
1.00-1.25	Never
1.75-2.49	Sometimes
2.50-3.24	Often
3.25-4.00	Always

Table 3 indicates the academic performance of the respondents for SY 2020-2021. The majority of the academic performance of the respondents was range from 85-89 with 73% while the lowest frequency was range from 79-below with 0%. According to Aucejo et al., 2020; Dorn et al., 2020, the practical impacts of COVID-19 on learning experiences described above, it may also be anticipated that students' academic performance will suffer as a result of the psychological impacts of the COVID-19 outbreak. Commentary regarding the potential impact of COVID-19 on learning outcomes paints a bleak picture consistent with this prediction.

Table 3

Academic Performance of the Respondents for SY 2020-2021
N=282

Grading Scale	Frequency	Percentage
90-100	66	23.00%
85-89	206	73%
80-84	10	4%
75-79	0	0
below 75	0	0

Source: DepEd Grading System

Table 4.1 shows the relationship between the academic performance and the study habits. The range is -0.039 were it is interpreted as negligible. The result of the p-value is 0.514 were 0.514 is greater than 0.05 the null hypothesis was accepted and it signifies that there was no significant relationship between the reading habits and academic performance during COVID-19 pandemic. Consequently, according to Simanjuntak, et al. (2015) there was a significant

effect of students' the higher reading comprehension. The higher reading interested in the topic or the text, it will affect his/her mood and finally, he/she will engage in the reading.

Table 4.1

Relationship between Reading Habits and Academic Performance
of the respondents during COVID-19 pandemic
N=282

	r-Value	D.F.	P-Value	Decision	Interpretation
Reading habits	-0.039	282	0.514	Accept the null hypothesis	There is no significant relationship between reading habits and academic performance.

Table 4.2 shows the relationship between the time-management and academic performance. The range is -0.008 were it is interpreted as negligible. The result of the p-value is 0.889 were 0.889 is greater than 0.05, the null hypothesis was accepted and signifies that there was no significant relationship between the time-management and academic performance during COVID-19 pandemic. According to Davis (2000), he analyzed the impact of time-management on work and scholastic settings or environment. Adopting survey research approach, outcomes of study recommend a positive correlation between time-managing skills, institutional work environment, and enhanced achievement and performance. Various specialists evaluated the need to fuse time in hypothetical models and research structures in associations. With the

help of survey, their results showed that time-management encourages improvement in exertion and motivation level is also enhanced (Gorge and Jonas, 2000, Wright, 2002).

Table 4.2

Relationship between Time-management and Academic Performance
of the respondents during COVID-19 pandemic

N=282

	r- Value	D.F.	P-Value	Decision	Interpretation
Time- management	-0.008	282	0.889	Accept the null hypothesis	There is no significant relationship between time- management and academic performance.

Table 4.3 shows the relationship between studying preferences and academic performance. The range is -0.023 were it is interpreted as negligible. The result of the p-value is 0.709 were 0.709 is greater than 0.05, the null hypothesis was accepted and it signifies that there was no significant relationship between studying preferences and academic performance during COVID-19 pandemic. Campus closures have decreased access to libraries and other face-to-face supports (Patricia Aguilera- Hermida, 2020), as well as to internet facilities, printers, and other essential equipment and services (Aristovnik et al, 2020). Many students' new at home study environments are conducive to focused work, often being shared spaces characterized by noise and distractions (Patricia Aguilera- Hermida, 2020). In fact more than half of students in a global

study reported that they did not have a quiet place to study (Aristovnik et al., 2020).

Table 4.3

Relationship between Studying preferences and Academic Performance
of the respondents during COVID-19 pandemic
N=282

	r-Value	D.F.	P-Value	Decision	Interpretation
Studying Preferences	-0.023	282	0.709	Accept the null hypothesis	There is no significant relationship between studying preferences and academic performance.

Table 4.4 shows the relationship between self-determination and academic performance. The range is 0.083 were it is interpreted as negligible. The result of the p-value is 0.163 were 0.163 is greater than 0.05, the null hypothesis was accepted and it signifies that there is no significant relationship between self-determination and academic performance during COVID-19 pandemic.

According to Ryan and Deci (2020) suggested that self-determination theory research should look more closely at how technologies in e-learning and remote classrooms motivate student engagement and learning.

Table 4.4

Relationship between Self-determination and Academic Performance of the respondents during COVID-19 pandemic
N=282

	r-Value	D.F.	P-Value	Decision	Interpretation
Self-determination	0.083	282	0.163	Accept the null hypothesis	There is no significant relationship between self-determination and academic performance.

Table 4.5 shows the relationship between the overall study habits and academic performance. The range is 0.006 were it is interpreted as negligible. The result of the p-value is 0.919 were 0.919 is greater than 0.05, the null hypothesis was accepted and it signifies that there is no significant relationship between the overall study habits and academic performance during COVID-19 pandemic. Consequently, producing a high academic performance is not by means of having a good study habits but about on the learning obtained during COVID-19 pandemic. This negates to the findings of National Assessment of Educational Progress or NAEP, (1994) in which revealed a positive correlation between study habits and academic performance.

According to Menzel, cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study

habits that affect their academic achievement. Moreover, a study by Nagaraju (2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits. The problems associated with study habits might have a major effect on a student's academic performance, is believed that everyone has a different study habit and it is important to find out the best personal way to study.

Table 4.5

Relationship between Overall Study Habits and Academic Performance of the respondents during COVID-19 pandemic
N=282

	r-Value	D.F.	P-Value	Decision	Interpretation
Overall Study Habits	0.006	282	0.919	Accept the null hypothesis	There is no significant relationship between the overall study habits and academic performance.

Chapter 3

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter covers the summary and findings, conclusions and relevant recommendations based on the analysis and interpretation of the gathered data.

Summary of Findings

The main purpose of this study was to determine the pupils study habits and academic performance during COVID-19 pandemic of Batuan District of Bohol A.Y. 2020-2021.

After through and keen analysis of the study, the researchers arrived on the following findings:

- 1. Profile of the Respondents.** The findings revealed that most of the respondents belong to the age 13 years old. Females were also more than males while in terms of year level, they are equal. Parents' educational background of the respondents was in elementary graduate and the majority of the parents' income ranged from 5 thousand to 10 thousand pesos.
- 2. Reading Habits,** it was revealed that the highest weighted mean was on the item "I read the words with correct pronunciation" while the lowest weighted mean was on the item "I can concentrate and understand the material without re-reading a second time or third time"; **Studying Preferences,** the highest weighted mean was on the item "I study at

home” while the lowest weighted mean was the item “I study while watching my favorite movie”; **Self-Determination**, the highest weighted mean was on the item “I follow task assigned in the module” while the lowest weighted mean was on the item “I try to do task in studying relying on others”; and **Time Management**, the highest weighted mean was on the item “I study 2-3 hours a day” while the lowest weighted mean was on the item “I feel I use my time efficiently”.

3. Academic Performance. The majority of the academic performance of the respondents was ranged from 85-89 with 73% while the lowest frequency was ranged from 79-below with 0%.

4. Relationship between Study Habits and Academic Performance during COVID-19 pandemic. Overall of the study habits depicted, Pearson Product Moment Correlation Coefficient (0.006); p-value ($0.919 < 0.05$) signifies that there was significant relationship between the study habits and academic performance during COVID-19 pandemic.

Conclusions

Overall, a study habit of the Grade 5 and Grade 6 pupils was bearing to their academic performance. There was a significant relationship between study habits and academic performance during COVID-19 pandemic. A pupil can achieve best of their studies if they continue to strive hard and exert effort to gain the education.

Recommendation

Based on the conclusion, the researchers have come up with the following recommendations:

1. Pupils should know their strengths and weaknesses so that they may have study habits that are best suited for them.
2. Teachers should provide interesting and novel activities that focus on the improvement of the pupils' academic performance.
3. Parents should follow up their children so that they may know the areas which need improvement by their children.
4. School Principal/Head should conduct seminars on effective and appropriate study skills and habits.
5. Other researchers may replicate this study to further discover the factors that may help increase the pupils' academic performance.

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http://www.researchgate.net/publication/Impacts_of_the_COVID-19_Pandemic_on_Life_of_Higher_Education_Students_A_Global_Perspective

APPENDICES A.1

LETTER



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
 Bilar Campus
 Zamora, Bilar, Bohol



Vision: A Premier Science and Technology University for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country.

COLLEGE OF TEACHER EDUCATION

November 23, 2021

IVY C. AÑOSA, PhD
 School Principal

Dear Ma'am:

Good day!

The undersigned are Bachelor of Elementary Education fourth year students of CTE – BISU Bilar Campus currently conducting a thesis entitled **“PUPILS’ STUDY HABITS AND ACADEMIC PERFORMANCE DURING COVID-19 PANDEMIC ”** as a partial requirement for our subject Research 2.

With this, we humbly ask your approval to conduct a pilot test of our questionnaire in your school through distribution.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and observed and their answers and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(Sgd.)INDO, ANALOU L.

(Sgd.)JUMAO-AS, MARIEL C.

(Sgd.)SARONG, APRIL JEAN C.
 Students Researchers

Noted:

(Sgd.)ADORACION P. QUITORAS, EdD
 Thesis Adviser

Recommending Approval:

(Sgd.)MA. QUIMAR Q. GAHIT, EdD
 Dean, CTE

(Sgd.)MARIETTA C. MACALOLOT, PhD
 Campus Director

APPROVED:
(Sgd.)IVY C. AÑOSA, PhD
 School Principal



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
 Bilar Campus
 Zamora, Bilar, Bohol



Vision: A Premier Science and Technology University for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

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COLLEGE OF TEACHER EDUCATION

November 23, 2021

MARCELO A. DAPAR JR., PhD

Public School District Supervisor
 Batuan, Bohol

Dear Sir,

Good day!

The undersigned are Bachelor of Elementary Education fourth year students of CTE – BISU Bilar Campus currently conducting a thesis entitled **“PUPILS’ STUDY HABITS AND ACADEMIC PERFORMANCE DURING COVID-19 PANDEMIC”** as a partial requirement for our course Research 2.

In this connection, we humbly request permission from your good office to distribute our questionnaires to our respondents to the selected elementary schools in Batuan District.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and observed and their responses and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(Sgd.) JINDO, ANALOU L.

(Sgd.) JUMAO-AS, MARIEL C.

(Sgd.) SARONG, APRIL JEAN C.
 Students Researchers

Noted:

(Sgd.) ADORACION P. QUITORAS, EdD
 DGEEd-Chairperson/Thesis Adviser

Recommending Approval:

(Sgd.) MA. QUIMAR Q. GAHIT, EdD
 Dean, CTE

(Sgd.) MARIETTA C. MACALOLOT, PhD
 Campus Director

APPROVED:

(Sgd.) MARCELO A. DAPAR JR., PhD
 Public School District Supervi

**APPENDIX B INSTRUMENT
SURVEY ON PUPILS' STUDY HABITS AND ACADEMIC PERFORMANCE
DURING COVID-19 PANDEMIC**

THE GOAL OF THIS SURVEY IS TO UTILIZE THE FINDINGS FROM THE SURVEY FOR FUTURE EDUCATION.

Age: _____

Sex:

Male: _____ Female: _____

Grade: _____

Parents Educational Background

- Elementary Level _____
- Elementary Graduate _____
- High School Level _____
- High School Graduate _____
- College Level _____
- College Graduate _____
- Masters Level _____
- Masters Graduate _____
- Doctorate Level _____
- Doctorate Graduate _____

Monthly Family Income

5,000 below _____

5,000-10,000 _____

10,000-15,000 _____

15,000-20,000 _____

20,000-25,000 _____

25,000-30,000 _____

30,000 up above _____

Instruction: Please check the choices in the column correspond to your answer.
Do not leave questions unanswered.

LEGEND:

4- Always (Everytime) 2- Sometimes (Occasionally) 3- Often (Frequently)
1- Never

Reading Habits	Always	Often	Some Times	Never
1. I can read at the rate of 3-6 pages per hour.				
2. I read the words with correct pronunciation.				
3. I look for the main ideas as I read.				
4. I try to get the meaning of new words as I see them for the first time.				
5. I read different books to learn.				
6. I re-read my favorite books.				
7. I take notes while I read.				
8. I apply key reading strategies				
9. I can concentrate and understand the material read without re-reading a second or third time.				
10. When reading text, I read the headings and chapter outline first.				

Time Management	Always	Often	Some Times	Never
1. I study 2-3 hours a day.				
2. I set time in studying and answering my modules.				
3. I try to complete one task before going on the next.				
4. I am able to meet deadlines without rushing at the last minute.				
5. I always get my modules done on time.				
6. I review my modules regularly.				
7. I schedule as much study time as possible during daylight hours.				
8. I feel I use my time efficiently.				
9. I prioritize tasks in order of their importance.				
10. I avoid spending too much time on unimportant things.				
11. I find I have enough time for myself to do things I enjoy doing.				
12. I use "to do" list to keep track of completing my modules.				

Studying Preferences	Always	Often	Some times	Never
1. I study while lying on my bed.				
2. I regularly study at the same time.				
3. I study by memorizing the details written in module.				
4. I ask help from my tutor.				
5. I ask help from my family members.				
6. I eat while studying.				
7. I study at home.				
8. I study where it's quite.				
9. I put my notes in my own words to understand the reading material better.				
10. I study while watching my favorite movie.				
11. I speak softly while studying hard passage.				

Self-Determination	Always	Often	Some Times	Never
1. I study from favorite least interesting subjects.				
2. I ask to clarify things in group chat.				
3. I follow task assigned written in the module.				
4. I do module alone.				
5. I focus entirely when I study.				
6. I try to do the task in studying relaying on others.				
7. I think I sometimes feel a sense of achievement in the class.				
8. I feel excited when I get my modules.				
9. I feel satisfy when I get my module.				

APPENDIX C 1.1

TABLES

Test of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ReadingHabits	.058	282	.024	.987	282	.010
TimeManagement	.068	282	.003	.989	282	.036
StudyingPreference	.141	282	.000	.898	282	.000
SelfDetermination	.094	282	.000	.979	282	.000
AcademicPerformance	.115	282	.000	.968	282	.000

a. Lilliefors Significance Correction

APPENDIX C 1.2
CORRELATIONS

Correlations

		AcademicPerf ormance	StudyHabits_ Overall
AcademicPerformance	Pearson Correlation	1	.006
	Sig. (2-tailed)		.919
	N	282	282
StudyHabits_Overall	Pearson Correlation	.006	1
	Sig. (2-tailed)	.919	
	N	282	282

Correlations

		AcademicPerf ormance	ReadingHabit s	TimeManage ment	StudyingPrefe rence	SelfDetermin ation
AcademicPerformance	Pearson Correlation	1	-.039	-.008	-.023	.083
	Sig. (2-tailed)		.514	.889	.702	.163
	N	282	282	282	282	282
ReadingHabits	Pearson Correlation	-.039	1	.045	.062	-.157**
	Sig. (2-tailed)	.514		.453	.301	.008
	N	282	282	282	282	282
TimeManagement	Pearson Correlation	-.008	.045	1	-.054	.176**
	Sig. (2-tailed)	.889	.453		.369	.003
	N	282	282	282	282	282
StudyingPreference	Pearson Correlation	-.023	.062	-.054	1	-.102
	Sig. (2-tailed)	.702	.301	.369		.086
	N	282	282	282	282	282
SelfDetermination	Pearson Correlation	.083	-.157**	.176**	-.102	1
	Sig. (2-tailed)	.163	.008	.003	.086	
	N	282	282	282	282	282

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX C 1.3
DOCUMENTATION

