

Effective Study Habits and Strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School, S.Y. 2024-2025

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ABSTRACT

This study examined the effective study habits and strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School for S.Y. 2024–2025. Using a descriptive mixed-method design, data were collected from 40 awardees via surveys and interviews. Descriptive statistics summarized quantitative responses, while thematic analysis was used to interpret qualitative data. Findings revealed that students employed structured routines—such as goal-setting, time management, and regular review—and used study aids like flashcards and visual organizers. Motivation, self-discipline, and a supportive environment emerged as critical enablers of their consistent performance. Drawing on current research, the study aligns with evidence that self-regulated learning practices positively impact academic success. Overall, the combination of effective study habits and self-regulated strategies contributes significantly to high academic achievement.

Keywords: study habits, study strategies, academic achievement, self-regulated learning

INTRODUCTION

Academic achievement stands as a key to student success, reflecting not only the acquisition of knowledge but also the development of critical skills essential for lifelong learning. Despite efforts to enhance student success, challenges in academic performance persist, emphasizing the need to identify and understand the factors that drive excellence. This study aims to provide reliable insights about students' study habits, defined as consistent, organized, and purposeful approaches used to acquire, retain, and process information. Study habits include time management, active engagement with learning materials, systematic note-taking, and regular review—behaviors that shape how students interact with academic content.

Distinct but related to study habits are study strategies, which refer to specific methods such as summarization, self-testing, and elaboration. Together, effective study habits and strategies help boost academic achievement, measured through performance indicators such as grades, test scores, and academic awards. Recent studies affirm that well-developed study habits and self-regulated learning strategies significantly influence students' academic success (Magulod, 2021; Xu et al., 2022).

Existing literature establishes a positive correlation between study habits and strategies to academic success, with practices like active learning and structured review often associated with better performance. However, situational factors influencing these events remain less studied, particularly in localized settings like the Philippines. Moreover, while high-achieving students here, Grade 10 Academic Achievement Awardees at Iligan City National High School for S.Y. 2024–2025 showcase effective practices, only few recorded documents are available

This descriptive study addresses this gap by examining the study habits of high-performing Grade 10 students, aiming to explain the strategies that contribute to their academic excellence. Its findings are expected to provide practical insights for students, educators, and parents seeking replicable models of effective learning

behaviors. Moreover, the study offers a localized perspective to inform school policies and support programs that foster academic excellence.

Statement Of The Problem

This study aims to determine the effective study habits and strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School.

Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. Age
 - b. Sex
 - c. General average in the previous school year
 - d. Average study time per day
2. What study habits are commonly practiced by the respondents?
3. What study strategies are frequently applied by the respondents?
4. What challenges do the respondents encounter in maintaining effective study habits and strategies?
5. What recommendations can be drawn from the findings to help other students improve their study habits and strategies?

Theoretical Framework

This study on the effective study habits and strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School is anchored on the Self-Regulated Learning (SRL) Theory. This theory explains that students' academic success is not solely due to intelligence or instruction but is achieved through their ability to actively control and manage their own learning. According to Xu et al. (2022), self-regulated learners set goals, plan strategies, monitor progress, and reflect on their performance to improve continuously. Modern models describe SRL as a cyclical process involving forethought, performance, and self-reflection (Tinajero, Mayo, Villar, & Martínez-López, 2024). In this study's context, high-achieving students demonstrate SRL by setting clear academic goals, applying organized and effective study strategies, and evaluating their progress to maintain strong performance. This framework supports the idea that consistent self-regulation fosters productive study habits and sustained academic excellence.

In relation to this study, the SRL Theory explains how Grade 10 academic awardees employ effective study habits and strategies that align with the three phases of self-regulation. Their forethought is reflected in their preparation and goal setting, their performance phase in active engagement and discipline, and their reflection phase in assessing outcomes and improving future study plans.

Conceptual Framework

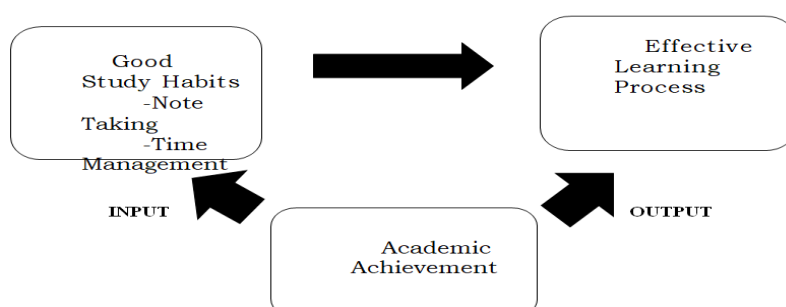


Figure 1. The Paradigm of the Study

The conceptual framework for this study, titled “Effective Study Habits and Strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School, S.Y. 2024–2025” is structured around the Input-Process-Output (IPO) model.

The Input is the student's study habits, including note-taking and time management. The Process shows how these habits lead to active learning methods, review and practice, and overall academic performance. The Output is academic achievement, with the framework suggesting that better study habits and learning processes result in higher grades. The framework outlines a chain reaction where good study habits such as note-taking and time management act as the catalyst for success. These habits enable students to engage in a more effective learning process, including active methods and consistent practice. This process acts as a bridge, connecting the habits to the final outcome. The result of this positive interplay is higher academic achievement, validating that strategic learning behaviors lead to superior performance.

Hypotheses

Null Hypothesis: There is no significant relationship between study habits and academic achievement among Grade 10 Academic Achievement Awardees at Iligan City National High School in S.Y. 2024–2025.

Alternative Hypothesis: There is a significant relationship between study habits and academic achievement among Grade 10 Academic Achievement Awardees at Iligan City National High School in S.Y. 2024–2025.

Significance Of The Study

This study aims to identify the effective study habits of Grade 10 Academic Achievement Awardees at Iligan City National High School for S.Y. 2024–2025. The findings may guide students in improving their learning strategies, assist teachers and school administrators in promoting productive study behaviors, and help parents support their children's academic growth. It also contributes to local research on study habits and academic performance.

To School Administrators, the results may assist in planning programs and activities that foster productive learning habits.

To Teachers, the study may help teachers identify and encourage study practices that enhance the students' learning and academic success.

To Future Researchers, the study will add to the existing local literature on study habits, serving as a reference for similar research in education.

To Parents, The findings can provide insights on how to support and monitor their children's study routines at home.

To Students, the results can serve as a guide for developing and adopting effective study habits that may lead to improved academic performance.

Scope And Delimitation

This study aims to describe the effective study habits of Grade 10 Academic Achievement Awardees at Iligan City National High School for the School Year 2024–2025. The scope of this research is limited to identifying and analyzing the study habits that contribute to the academic success of these awardees. It focuses exclusively on Grade 10 students who have been recognized for their academic performance, and the data will be gathered within the premises of Iligan City National High School during the specified school year.

The delimitation of this study lies in its specific focus on Grade 10 awardees from a single institution, which may not represent students from other grade levels or schools. The results are limited to Grade 10 awardees in S.Y. 2024–2025 and may not apply to other grade levels or different academic contexts. However, the findings

may provide valuable insights into effective study habits that could benefit students with similar academic characteristics and learning goals.

Definition Of Terms

This study explores the study habits of high-achieving Grade 10 students at Iligan City National High School. Understanding the practices and strategies that contribute to their academic success can help other students, teachers, and parents improve learning outcomes.

Academic Achievement Awardees — Conceptually, this refers to performance outcomes that show the extent to which a person has accomplished specific academic goals within an educational environment. It is measured through indicators such as grades, knowledge acquired, and recognition received (Steinmayr, Wirthwein, Meißner, & Weidinger, 2014). Operationally, it refers to Grade 10 students of Iligan City National High School who have demonstrated outstanding academic performance and received recognition as Academic Achievement Awardees for S.Y. 2024–2025.

Effective Study Habits — Conceptually, these are intentional, systematic, and methodical approaches to learning that help students enhance understanding and improve retention of information (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013). Operationally, this refers to the consistent study practices, strategies, and routines used by students that lead to improved academic performance.

Grade 10 — Conceptually, this represents the fourth year of junior high school in the Philippine K to 12 education system, marking the completion of basic secondary education before senior high school (Department of Education, 2024). Operationally, it refers to students enrolled in the fourth year of junior high school at Iligan City National High School under the Matatag Curriculum during S.Y. 2024–2025.

Iligan City National High School — Conceptually, this is a public secondary educational institution that provides formal instruction and learning opportunities under the Philippine Department of Education (Department of Education, 2019). Operationally, it refers to the specific public secondary school in Iligan City where this research was conducted.

S.Y. 2024–2025 — Conceptually, this denotes the academic period in the Philippine education system covering one full school year as defined by the Department of Education (Department of Education, 2024). Operationally, it refers to the school year from 2024 to 2025, which serves as the specific time frame of this research.

Study Habits — Conceptually, this refers to the consistent practices, behaviors, and routines that students use in their learning process to effectively acquire and retain knowledge (Garcia, 2025). Operationally, it refers to the regular patterns or behaviors in studying, including time management, note-taking, reviewing, and other learning-related activities that influence academic achievers.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides a review of related studies and literature relevant to the research topic. It explores key concepts, theories, and previous findings that form the foundation for the study, offering context and supporting the analysis of the research problem.

Related Literatures

The Concept and Determinants of Academic Achievement

According to Steinmayr et al. (2014), Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic

achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life.

The Nature and Importance of Study Habits

Study habits contribute significantly in the development of knowledge and perceptual capacities. Study habits tell a person how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. Therefore it is assumed that study habits are correlates of scholastic or academic achievement.

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. It can be defined as effective or counterproductive based on whether it serves the students well.

Effective study habits are not just passive actions but are intentional, systematic, and methodical approaches to learning. These habits are considered a key predictor of academic performance, often outweighing other factors like family background or school environment (Magulod, 2017).

Learning Strategies and Their Impact on Learning

Learning strategies are one of the variables that affect how the approach to learning strategies in learning and are related to the success of learning English. According to Chamot 1987 in (Wael et al: 2018) "Learning strategies are techniques, approaches, or thoughtful actions that students take to learn and remember linguistic information and content areas." In other words, strategies are ways or actions that students have in preparing them to learn. Learning strategies are another factor that can make students improve their skills in English. In the learning process, there are still many students who have learning difficulties. They find it difficult to speak, write and understand words and sentences. They also study hard because they want to get good grades but sometimes get low marks in English. In addition to studying hard, they also need a good strategy for learning. Students must know, understand and try to learn the methods that are suitable for them to be more effective.

It refers to deliberate techniques that learners use to acquire, process, and retain knowledge more effectively. Cognitive strategies (e.g., elaboration, organization), metacognitive strategies (e.g., planning, self-monitoring), affective strategies (emotional regulation), social strategies (collaborative learning), and memory strategies are commonly identified categories (Oxford, 1990; as cited in Huang & Chang, 2023). Metacognitive strategies, which involve self-regulation and planning, are particularly influential in improving academic performance (Huang & Chang, 2023; Dunlosky et al., 2013).

Oxford's taxonomy identifies six main types of learning strategies: metacognitive, affective, social, cognitive, memory, and compensation strategies. Among these, metacognitive, cognitive, and social strategies are most frequently used and influential in learning foreign languages and developing skills such as reading, listening, writing, and speaking. Motivation also significantly impacts the effectiveness of learning strategies

Effective learning strategies such as retrieval practice, distributed practice, and self-explanation foster deeper understanding and long-term retention of material (Dunlosky et al., 2013; Rawson & Dunlosky, 2021). However, students often underutilize these effective strategies due to low self-efficacy or lack of habit formation, highlighting the need for explicit strategy training and motivational support (Rawson & Dunlosky, 2021).

External and Personal Factors Influencing Academic Success

According to Oxford Advanced Learners Dictionary (2010), “Achievement is a thing that somebody has done successfully; especially using his/her own efforts and skills.” Achievement or scholastic achievement thus means the desired level at which the student is functioning in school tasks as measured by school marks. It refers to a degree or level of success that of proficiency attained in some specific area concerning scholastic or academic work. In general, it refers to the scores obtained in the annual examination.

The determinants of academic performance of the students include, class participation, class assignments, home-work assignments, tests, examinations, and participation in competitions or other events. The pressure of the parents and other individuals upon teachers and school administrators to improve the academic performance has enabled schools to come up with advanced strategies. These include, promoting extraclasses for students, introducing effective teaching-learning methods and instructional strategies, using technology, rewarding students for good performance serves as a motivating factor and when they achieve low grades, then they usually tend to work more to make improvements (Nyagosia, 2011).

Related Studies

The study "The Effects of Study Habits On The Academic Performance of Senior High School Learners in Tigbauan National High School" found that study habits significantly impact academic performance. Conducted at Tigbauan National High School, the research examined senior high school students and identified key study habits like note-taking, time management, and attendance as crucial factors. These findings can guide students, teachers, and parents in improving learning outcomes, and its framework can be applied to other studies, including those focusing on Grade 10 students.

The study "Study Habits of Academic Scholars in A Philippine State University, Philippines" found that high-achieving students demonstrated good study habits, particularly in areas like time management, concentration, note-taking and test preparation. Interestingly, these study habits were generally not influenced by factors such as sex or family income, except for parental educational attainment, which did show a significant relationship. This research provides valuable insights into the study habits of high-achieving students, which can help inform strategies to support other students in improving their academic performance .

The study "Learning Styles, Study Habits and Academic Performance of Filipino University Students in Applied Science Courses: Implications for Instruction" by Magulod Jr. (2017) found that study habits have a positive impact on academic achievement. Students with good academic performance demonstrated moderate study habits, highlighting the importance of effective study practices. The research shows a significant relationship between study habits and academic performance, providing valuable insights for instructors to tailor instructional interventions and improve student outcomes.

The study "Study Habits and Academic Performance of Secondary School Students in Mathematic: A Case Study of Selected Secondary Schools in Uyo Local Education Council" by Sakirudeen and Sanni (2017) found that students' study habits, such as note-taking, using the library and time management, significantly impact their academic performance in mathematics. The research revealed a strong positive correlation between study habits and academic achievement, suggesting that students who develop effective study habits tend to perform better academically. Specifically, the study highlighted the importance of time allocation for studying, noting that students who manage their time well tend to achieve better grades. Based on these findings, the researchers recommended organizing group guidance sessions in schools to promote effective study habits and providing functional school libraries to support students' academic success .

The study “Study habits and their effect on academic performance among students, highlighting key habits like note-taking and memory skills that significantly correlate with academic success.” conducted in Iligan City National High School found out that the quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitudes of the students. Thus to enhance the quality

of education, it is necessary to improve the study habits of the students. To improve study habits, those factors are needed to be identified which affect these characteristics adversely. Identification factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and that lead on to good academic performance, well organized guidance services are needed in schools. Guidance refers to leading a person to self-actualization or helping him to develop his full potential. This objective of self-actualization is difficult to be attained if the student is unaware of, or unrealistic about his potential. Bhatnagar and Gupta (1999) define guidance as a process of helping the individual find solutions to his own 2 problems and accept them as his own. They further say that guidance is an integral part of education.

Synthesis of Related Literature and Studies

The Related Literature section emphasizes that effective study habits are crucial for academic success. Study habits are defined as organized, consistent, and purposeful approaches to learning, and they directly affect how students understand concepts and manage time. A good learning environment and the absence of financial constraints can encourage these habits. The document states that effective study habits are not merely passive actions but are intentional, methodical, and a key predictor of academic performance, often more so than family background. The literature also delves into learning strategies, which are deliberate techniques for acquiring and retaining knowledge. These include cognitive, metacognitive, affective, and social strategies, with metacognitive strategies like self-regulation and planning being particularly influential. The importance of motivation in making these strategies effective is also highlighted. Academic achievement is defined as the successful completion of specific goals in an instructional setting, and it is a multifaceted concept that can be measured by grades or other indicators.

The Related Studies section presents findings from previous research that support the paper's focus. A study at Tigbauan National High School found that note-taking, time management, and attendance were crucial study habits affecting academic performance. Another study on academic scholars at a Philippine State University showed that high-achieving students demonstrated strong habits in time management, concentration, and test preparation. This research found that these habits were generally not influenced by sex or family income, though they did have a significant relationship with parental education. A study by Magulod Jr. (2017) also found a positive relationship between study habits and academic achievement, noting that students with good academic performance showed moderate study habits. Lastly, a study by Sakirudeen and Sanni (2017) on mathematics students found a strong positive correlation between study habits and academic performance, with time allocation being a key factor.

METHODOLOGY

This chapter represents the research design and other methodology related elements namely, research design, research setting, respondents and sampling procedure, research instrument, data gathering procedure, and statistical treatment of data.

Research Design

The study employed a mixed-method descriptive research design to investigate the effective study habits of Grade 10 Academic Achievement Awardees at Iligan City National High School for the School Year 2024–2025. Quantitative data were collected through surveys to measure the frequency and prevalence of specific study habits, while qualitative data were gathered through interviews to gain deeper insights into students' strategies, motivations, and challenges. This design was deemed appropriate because it combined the strengths of both quantitative and qualitative approaches. The quantitative data provided measurable and generalizable patterns, while the qualitative data offered rich and detailed explanations behind those patterns. Together, these methods allowed for a more holistic and accurate understanding of the study habits that contributed to students' academic success.

Locale Of Study

This study was conducted at Iligan City National High School (ICNHS), a large public secondary school located in Barangay Mahayahay, Gen. Wood Street, Iligan City, Lanao del Norte, Northern Mindanao. The school serves more than 7,600 students through both day and night classes and offers various academic programs for junior and senior high school learners.



Figure 2. Map of Iligan City National High School

(Source: Google Maps)

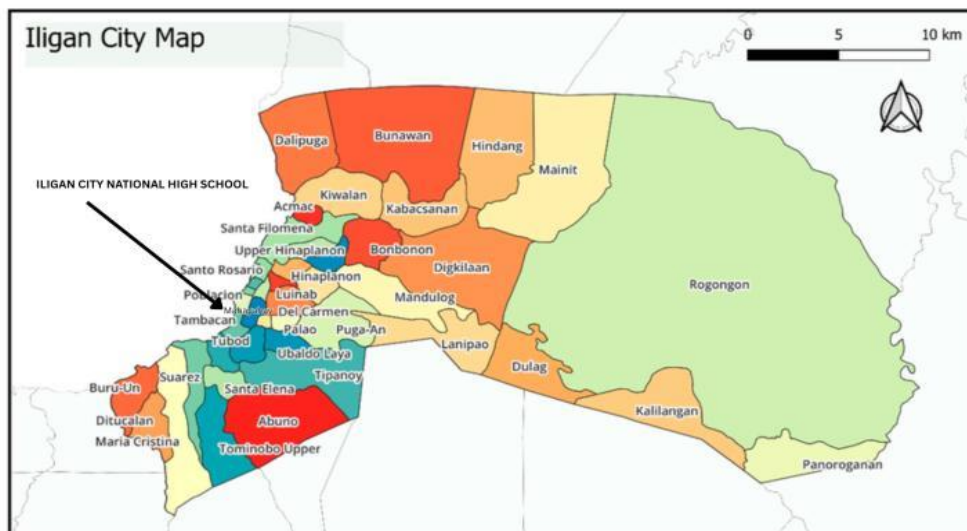


Figure 3: Geographical Map of Iligan City National High School

(Source: ResearchGate)

Participants/Respondents

The respondents of this study will consist of 40 Grade 10 Academic Achievement Awardees from Iligan City National High School, S.Y. 2024–2025. They are chosen because they have consistently demonstrated high academic performance, making them suitable participants in examining effective study habits. The criteria for participation are:

1. students officially recognized as Academic Achievement Awardees for the school year, and
2. students enrolled in Grade 10 during S.Y. 2024–2025.

By focusing on this group, the study ensures that the data gathered reflects the strategies and habits that contribute to sustained academic excellence.

Sampling Procedure

The researcher will employ a purposive sampling technique in selecting the respondents. This method is used because the study specifically targets Grade 10 Academic Achievement Awardees of Iligan City National High School for the School Year 2024–2025. The total number of awardees will first be identified through the school records, which will serve as the population for the study. Since the group is already small and well-defined, all awardees will be considered as respondents to ensure complete and accurate representation of the target participants. This procedure is appropriate because it ensures that only individuals who meet the criteria of high academic performance are included, thereby providing reliable insights into the effective study habits associated with their academic success.

Data Gathering

The researcher first secured approval from the school administration to conduct the study. Once permission was granted, the research instruments, structured survey questionnaires, and interview guides were finalized and validated. The respondents, composed of 40 purposively selected Grade 10 Academic Achievement Awardees, were then formally notified, and student consent was obtained.

After the preparations, the questionnaires were administered to the respondents in a scheduled session within the school premises. Standard instructions were provided, and the accomplished forms were collected immediately to ensure completeness. In addition, a selected subsample of awardees underwent semi-structured interviews to gather deeper insights into their study habits.

Finally, all collected data were checked, encoded, and organized for analysis. Confidentiality was maintained by using ID codes instead of names, and both physical and digital records were stored securely.

Instrument/ Tool Used

The primary instrument used in this study was a structured survey questionnaire adapted from a validated instrument to gather data on the effective study habits and strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School for S.Y. 2024–2025. To measure how often each study habit and strategy was practiced, a five-point Likert scale was employed with the options: Always, Often, Sometimes, Seldom, and Never. This scale allowed respondents to indicate the frequency of their study behaviors. The questionnaire was divided into four parts.

Part I – Demographic Profile

This section collected basic information about the respondents such as age, gender, and section. These details helped describe the characteristics of the participants.

Part II – Study Habits

This section contained statements related to students' personal study routines and behaviors, including setting academic goals, following a study schedule, reviewing past lessons, seeking clarification when needed, and minimizing distractions. These items aimed to identify how consistently students practiced effective study habits in their daily learning activities.

Part III – Study Strategies

This section focused on the specific methods and techniques used by students to improve comprehension and retention of lessons, such as summarizing information, self-testing, organizing study materials, and applying

learned concepts to new situations. These statements assessed how students applied strategic approaches to enhance learning outcomes.

Part IV – Open-Ended Questions

This section allowed respondents to provide qualitative insights into their personal study habits, motivations, and challenges.

The questionnaire was administered face-to-face by the researcher, who explained the purpose of the study, assured confidentiality, and provided clear instructions. Before its final administration, the instrument underwent pilot testing with 10 non-participant students to ensure clarity and reliability. The computed Cronbach's alpha value of 0.87 indicated a high level of internal consistency, confirming the instrument's reliability for this study.

Research Ethics

This study ensured the rights and welfare of the participants, who were Grade 10 Academic Achievement Awardees at Iligan City National High School. Approval from the school principal and the research adviser was secured before data collection. The researcher obtained informed consent from both the participants and their parents or guardians, ensuring that they clearly understood the purpose, procedures, potential risks, and benefits of the study. Participants' identities were kept confidential, and their responses were treated with anonymity throughout the research process. The study was conducted with respect, fairness, and transparency, adhering to the ethical principles of beneficence, non-maleficence, autonomy, and justice.

Statistical Treatment

The data gathered from the survey questionnaires will be analyzed using "descriptive statistics" to summarize and interpret the study habits of the Grade 10 Academic Achievement Awardees of Iligan City National High School, S.Y. 2024–2025. This statistical treatment will provide a clear understanding of common strategies, patterns, and tendencies among the respondents.

Descriptive Statistics:

1. Frequency and Percentage was used to describe the demographic profile of the respondents (age, gender, and general average).

Where:

$$P = \text{percentage} \quad \text{Percentage (\%)} = \frac{f}{N} \times 100$$

f = frequency

N = total number of respondents

2. Weighted Mean was applied to determine the average response for each category, indicating the general tendency or most common study habits among the students.

Where:

$$f = \text{frequency} \quad \text{Weighted Mean (WM)} = \frac{\sum(f \times x)}{N}$$

x = weight of response

N = total number of responses

3. Standard Deviation was used to measure the variation or consistency in the students' responses regarding their study habits.

4. Descriptive Analysis was conducted to interpret the overall findings, identifying which study habits were most commonly practiced and how these related to academic achievement.

$$SD = \sqrt{\frac{\sum (x - \bar{X})^2}{N}}$$

Application of Formulas:

The formulas were applied to the collected data to present numerical and descriptive results. Percentages described the respondents' demographic distribution, the weighted mean identified prevailing study practices, and the standard deviation measured variations in study habits. Descriptive analysis was used to interpret these results and highlight patterns related to students' academic success.

Presentation, Analysis And Interpretation Of Data

This chapter presents the interpretation and analysis of the data collected. The findings are organized to clearly show the study habits and strategies that contribute to the students' academic success.

Table 1 :Frequency of Reading Habits among Grade 10 Academic Achievement Awardees

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
How often do you read?	4	19	13	3	1	2.84	Sometimes

Table 1 shows how often the awardees read. The results reveal that most of them (45.7%) answered often, while 31.4% answered sometimes, and only a few said seldom or never. The weighted mean of 2.84, interpreted as "sometimes," shows that reading is part of their habit, but not done regularly by all students. This means that although reading is important for learning, many awardees only do it when needed instead of making it a daily routine.

Table 2 : Frequency of Note-Taking While Reading

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Do you take down notes while reading?	13	9	14	3	1	4.75	Some times

Table 2 shows 13 students always take notes while reading, 9 do so often, and 14 sometimes. Only a small number said seldom or never. The weighted mean of 4.75, interpreted as "sometimes," means that most of the students take notes while reading but not consistently. This shows that while they understand that note-taking helps them remember and understand better, not all make it a regular part of their study routine.

Table 3: Frequency of Lesson Review Practices

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
How often do you review your lessons?	11	15	10	3	1	3.80	Sometimes

Table 3 shows how often the students review their lessons. It can be seen that 11 students always review, 15 often, and 10 sometimes, with a few saying seldom or never. The weighted mean of 3.80, interpreted as “sometimes,” shows that reviewing lessons is practiced by many students, but not every day. This means that although most awardees review their lessons, they still need to do it more often to strengthen their understanding of the topics.

Table 4: Consistency in Completing Assignments on Time

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Do you keep up to date with your assignment?	20	11	8	0	11	4.13	OFTEN

Table 4 shows 20 students always complete their assignments on time, 11 often, and 8 sometimes, while only one said never. The weighted mean of 4.13, interpreted as “often,” shows that most of the awardees are consistent in submitting their assignments on time. This means that they are responsible, organized, and able to manage their time well in finishing school tasks.

Table 5: Level of Distraction Due to Environmental Factors While Studying

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Are you easily distracted from the different factors such as noise or weather conditions while studying?	11	6	12	8	3	3.35	Often

Table 5 presents how often students get distracted by their surroundings, such as noise or weather, while studying. The results show that 11 students are always distracted, 6 often, 2 sometimes, and 8 seldom. The weighted mean of 3.35, interpreted as “often,” indicates that many students experience distractions while studying. This means that the study environment has an effect on their focus, and a quiet, comfortable place may help them concentrate better.

Table 6: Confidence and Relaxation Level During Tests

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Do you feel confident and relaxed when taking tests?	5	14	18	2	1	3.50	OFTEN

Table 6 shows 5 students always feel confident and relaxed when taking tests, 14 often, 18 sometimes, and a few seldom or never. The weighted mean of 3.50, interpreted as “often,” shows that most awardees feel calm and confident during tests. This means that they are usually well-prepared and have a positive attitude when facing exams, which helps them perform better academically.

Table 7: Use of Study Schedules and Time Management Practices

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Do you use schedules to organize your time and to set aside each day for studying?	11	10	9	4	6	3.40	Sometimes

Table 7 shows how often the students use study schedules or manage their time. The data reveal that 11 students always use a schedule, 10 often, 9 sometimes, 4 seldom, and 6 never. The weighted mean of 3.40, interpreted as “sometimes,” shows that many of the students try to organize their study time, but not all do it regularly. This means that while some awardees plan their study schedule well, others still need to improve their time management.

Table 8: Organization and Setup of Study Area

STATEMENT	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Is your study desk large enough, free of distracting objects, equipped with needed materials, and located in a quiet place?	4	12	12	9	4	3.10	Sometimes

Table 8 shows 12 students said they often have a study desk that is big enough, free from distractions, has the needed materials, and is placed in a quiet area. Another 12 students said they have this kind of setup sometimes, while 9 students answered seldom, and 4 students said always. The weighted mean of 3.10, which means “sometimes,” shows that many of the Grade 10 Academic Achievement Awardees only sometimes study in a well-arranged and quiet place. This means that while some students have a good study area that helps them focus, others still face distractions or lack materials, which can affect how well they study.

Table 9: Frequency of Identifying Main Ideas While Reading

STATEMENT	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Do you look for the main ideas when reading a selection?	24	10	3	0	0	4.23	Always

Table 9 shows most of the students, or 24 respondents, said they always look for the main ideas when reading a selection, while 10 respondents said they do this often. No students answered sometimes, seldom, or never. The weighted mean of 4.23, which means “always,” shows that many of the Grade 10 Academic Achievement Awardees make it a habit to find the main ideas when they read. This means that students understand the

importance of knowing the key points in what they read, helping them to understand their lessons better and do well in school.

Table 10: Frequency of Note-Taking and Review During Class Discussions

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
Do you take notes during class discussions, refine, study, and review them frequently?	16	16	4	2	2	4.05	Often

Table 10 shows 16 students said they always take notes during class discussions and review them, while another 16 students said they often do this. 4 students answered sometimes, 2 students said seldom, and 2 students said never. The weighted mean of 4.05, which means “often,” shows that most of the Grade 10 Academic Achievement Awardees usually take notes and read them again after class. This means that many students know the importance of writing their lessons and reviewing them to remember the topics better and do well in school.

Table 11: Frequency of Connecting New Information to Existing Knowledge

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
When studying, I connect new information to existing knowledge by asking myself "how" and "why."	19	13	6	2	0	4.28	Always

Table 11 shows 19 students said they always connect new lessons to what they already know by asking themselves “how” and “why,” while 13 students said they often do this. 6 students answered sometimes, 2 students said seldom, and no one said never. The weighted mean of 4.28, which means “always,” shows that most of the Grade 10 Academic Achievement Awardees often relate new lessons to what they already learned. This means that students try to understand their lessons better by linking new ideas to what they already know, helping them learn and remember more easily.

Table 12: Frequency of Explaining Concepts in Own Words

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I try to explain concepts in my own words, either out loud or in my head, to make sure I understand them.	24	12	2	1	0	4.40	Always

Table 12 shows most of the Grade 10 Academic Achievement Awardees always explain lessons in their own words, with 24 students saying they do this always and 12 students saying they do it often. The weighted mean

of 4.40, which means “always,” shows that many students try to restate ideas in their own way to make sure they understand them. This means Table 12 shows that explaining lessons using their own words helps students understand and remember their lessons better.

Table 13: Frequency of Creating Summaries of Learned Material

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I create summaries of what I've read or learned.	24	11	4	1	0	4.23	Always

Table 13 shows 24 students said they always make summaries of what they have read or learned, while 11 students said they do this often. The weighted mean of 4.23, which means “always,” shows that most students regularly make summaries as part of their study habit. This means Table 13 shows that making summaries helps students review their lessons easily and remember important ideas that help them do better in school.

Table 14: Frequency of Using Keyword Mnemonics to Remember Information

STATEMENT	ALWAYS	OFTEN	SOME TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I use keyword mnemonics to help me remember information	4	15	8	10	3	3.18	Sometimes

Table 14 shows 15 students said they often use keyword mnemonics to remember information, 8 students do it sometimes, and 10 students said they seldom use this technique. The weighted mean of 3.18, which means “sometimes,” shows that only some students use keyword mnemonics as a study tool. This means Table 14 shows that while a few students find mnemonics helpful in remembering lessons, many prefer other study methods that work better for them. engagement in positive learning behaviors leads to improved focus and academic achievements.

Table 15: Frequency of Rereading Notes or Textbooks to Prepare for Tests

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I reread my notes or textbook multiple times to prepare for a test.	12	11	5	9	3	3.63	Often

The table shows how often the respondents reread their notes or textbooks to prepare for a test. The majority of results reveal the most of them 12 students answered "always" and 11 students answered "often," while only a small portion answered "seldom" or "never." The weighted mean of 3.63, interpreted as "often," indicates that rereading is a regular study practice among students. This means that the students rely on repetition in rereading to help them review the lessons and keep information, making it one of their most commonly used habits.

Table 16: Frequency of Using Highlighters or Underlining Key Information

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I use a highlighter or underline key information while reading.	10	8	8	7	7	3.53	Often

The table shows that the respondents use highlighting or underlining key information while reading. The results reveal that 10 students answered "always" and 8 students answered "often." A slightly higher proportion of 8 students answered only sometimes, seldom, and never engage in this strategy. The weighted mean of 3.53, interpreted as "often," indicates that using highlighter or underline rarely engages with the topic. This suggests that although visual marking is recognized as a study technique, it is not consistently practiced by all of the students.

Table 17: I create mental pictures or diagrams to represent concepts.

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I create mental pictures or diagrams to represent concepts.	11	6	15	4	4	3.65	Often

The tables show that 11 respondents answered "always" and 6 answered "often," However, the high percentage of 15 students answered "sometimes" indicates the inconsistency in its application. The weighted mean of 3.65, interpreted as "often," indicates that many students create mental pictures or diagrams. This suggests that combining visual and verbal forms improves the learning outcomes, but some of the students may still struggle to apply visualization regularly without guidance.

Table 18: Frequency of Quizzing Oneself or Using Practice Problems for Review

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I quiz myself or use practice problems to test my knowledge.	11	8	10	8	3	3.80	Some-times

The table shows that the largest single group, 11 answered "always" , and 8 students answered "often," which shows that respondents regularly used self-testing strategies. The weighted mean of 3.80, interpreted as "sometimes," shows that many students quiz themselves or use practice problems, but not consistently. This means that active recall is practiced by many learners, which is a positive sign, it shows that practice is one of the most effective study habits and suggests a need for better knowledge of this technique.

Table 19: Frequency of Spreading Out Study Sessions Instead of Cramming

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I spread out my study sessions for a single subject over a period of time, rather than cramming.	7	8	15	6	4	3.20	Sometimes

The most common response of 15 students answered "sometimes", making up the choice of the largest students. While a quarter of the 7 respondents answered with either "always" and 8 students answered "often." Furthermore, 6 students answered "seldom" and 4 students answered "never." The weighted mean of 3.25, interpreted as "sometimes," shows that many students spread out study sessions for a single subject, but not done regularly by all of the students. The inconsistent use implies missed opportunities by not using it all the time. Spaced practice is among the most useful strategies for long-term memory.

Table 20: I alternate between different subjects when I study, instead of focusing on just one.

STATEMENT	ALWAYS	OFTEN	SOME-TIMES	SELDOM	NEVER	WEIGHTED MEAN	AVERAGE
I alternate between different subjects when I study, instead of focusing on just one.	10	15	10	4	1	3.35	Sometimes

The table shows a majority of 15 students answered "often" and 10 students answered "always" option between topics, which shows awareness of introducing as a study strategy. While the quarter of the group 10 students answered "sometimes" and there's only a very small minority who responded with 4 students answered "seldom" while on the other hand 1 student answered "never." The weighted mean of 3.35, interpreted as "sometimes" shows that many students alternate the different subjects when they study, instead of focusing on one. This suggests that students are capable of applying more advanced study techniques compared to usual cramming.

Table 21: Summary of the Top Five Most Practiced Study Habits Based on Weighted Means

Rank	Study Habit	Weighted Mean	Verbal Interpretation
1	Taking down notes while reading	4.75	Always Practiced
2	Identifying main ideas while reading	4.23	Always Practiced
3	Completing assignments on time	4.13	Often Practiced
4	Taking and reviewing notes from class discussions	4.05	Often Practiced
5	Reviewing lessons regularly	3.80	Sometimes Practiced
Overall Weighted Mean:		4.19	Often Practiced

The results based on the data on students' study habits reveals that the Grade 10 Academic Achievements Awardees consistently demonstrated effective learning behaviors centered on note-taking and comprehension. The highest-rated habit is taking down notes while reading (WM = 4.75), indicating that students actively

engage with their learning materials. Similarly, identifying main ideas (WM = 4.23) and completing assignments on time (WM = 4.13) highlight their diligence and organization. Meanwhile, taking and reviewing notes from class discussions (WM = 4.05) and reviewing lessons regularly (WM = 3.80) reflect continuous learning and preparation. Overall, the findings show that the respondents “often” practice effective study habits that contribute to their academic achievement.

Table 22 : Distribution of Students According to Note-taking and Summarization Strategies

Verbatim	Translation	Theme
<p>I: How do your personal study habits and strategies, as described in these questions, contribute to your overall academic success?</p> <p>P1: as well na ilang tun anan kay base sa taking notes or active mo kuan sa mga lessons, for me dili lanh usahay ko mag dula, usahay kay mag roblox pero for me usahay sa tinoud mag take notes ko. usahay important things ra akoang I notes dili siya whole sentence kay ang ako lang kay me summarization</p>	<p>As for me, I'm not always good at taking notes or being active in class. Sometimes I play Roblox, but sometimes I do take notes, especially on important things. I don't write whole sentences; I just summarize.</p>	<p>Note-taking and Summarization Strategies</p>
<p>P2: Ang need nimo buhaton kay mag ask ka sa uban unsay buhaton kay ikaw man mismo maka toun kay ikaw may kabalo kung unsay angay buhaton and then naa poy uban tamad pero bright og ang uban oud maayo pero dili kaayo ingon nga bright og sila ang grabe ka tyaga bitaw. og kita naay iya-iya nga gusto buhaton nga kanang preferableor reference nga mag study. ako ha tapulan pero maka sulod gihapon ko sa honor angry nalipay ko. si lahi jud tanan og study habits or strategies ako kay mag take notes ko dayon basahon nako akong notes.</p>	<p>What you need to do is ask others for advice when you're unsure, because in the end, you're the one who knows what works best for you. There are some students who may be lazy but still very smart, while others may not be as bright but are very hardworking. Everyone has their own preferred study habits or strategies. For me, I admit I'm a bit lazy sometimes, but I still manage to make it to the honor roll, and that makes me happy. Everyone really has their own way of studying. My strategy is to take notes and read them afterward.</p>	<p>Note-taking and Summarization Strategies</p>
<p>P3: My answer will be that some of the question is really personal since some of questions is really was my type of things, especially taking notes while a teacher is discussing at the front, also taking notes after the exam. since some of this are really connected to our academic performance will improve or critical thinking and also it's really something that is getting point out your academic season. thank you.</p>	<p>Some questions are really personal, especially about taking notes while the teacher is discussing or after an exam. These questions are connected to our academic performance and critical thinking.</p>	<p>Note-taking and Summarization Strategies</p>
<p>P4: In my strategy as a honor student is to take down notes and recall it. as a junior high school i always do this to help me improve my academic impact.</p>	<p>As an honor student, my strategy is to take down notes and recall them. I always do this to improve my academic performance.</p>	<p>Note-taking and Summarization Strategies</p>

This highlights that most of the respondents shared that taking notes, summarizing lessons, and reviewing them regularly help them remember important ideas better. They prefer to write down only the key points instead of

copying everything, making it easier to study and recall information. This habit helps them stay focused and prepared during exams. It also shows that effective note-taking and regular review are important for improving understanding and achieving better grades.

Table 23: Distribution of Students According to the Use of Study Aids and Tools (Flashcards, Visual Aids, and Keywords)

Verbatim	Translation	Theme
<p>I: How do your personal study habits and strategies, as described in these questions, contribute to your overall academic success?</p> <p>P5: So akong ginagamit nga strategies na akong pag study is kang mag use kog kanang flash cards and kanang flash card is naa nay mga question nga maglibog ko and while kanang mag ayos ko sakong flash card and then naay part mag libog ko kay lantawon sa nako akong notes nga ang sulod key points ra bitaw or keywords nga naa sakong notes, so that makabalo ko kung unsa na. This help me nga mapaspas akong oag study og modako akong grades.</p>	<p>The study strategy I often use is making flashcards. My flashcards contain questions about the topics I find confusing. While organizing my flashcards, if I encounter something I don't understand, I look back at my notes, which usually contain only the key points or keywords. This helps me study faster and improve my grades.</p>	<p>Use of Study Aids and Tools (Flashcards, Visual Aids, Keywords)</p>
<p>P6: Sige so akong personal habits is study bitaw ko kay akong gamiton kay mga key words tapos kanag timan-an nako iyang process or kung unsa ang mga main topic niya o kanang words na timan an sakana nga strategy kay big help na sa ako para ma honor.</p>	<p>My personal habit is studying using keywords and marking important processes or topics. This strategy helps me a lot to be an honor student.</p>	<p>Use of Study Aids and Tools (Flashcards, Visual Aids, Keywords)</p>
<p>P7: My study habits include creating visual aids like charts and flashcards, which make learning more engaging. I also take short breaks to keep my mind fresh and motivated. These methods help me retain information longer and reduce stress, allowing me to be more productive and successful in my studies.</p>	<p>My study habits include creating visual aids like charts and flashcards, which make learning more engaging. I also take short breaks to keep my mind fresh and motivated. These methods help me retain information longer and reduce stress, allowing me to be more productive and successful in my studies.</p>	<p>Use of Study Aids and Tools (Flashcards, Visual Aids, Keywords)</p>
<p>P8: Because to prepare for the exam, you still need to study a few notes over and over again. However, if anything happens, So, the more you spend your money on habits, the more you do it. However, there's a difference between taking care of your study habits. I think that my study habits is just like using flashcards with my devices, right? I don't sleep. I sleep. I have to be self-aware. So, I think that's all. Thank you</p>	<p>To prepare for the upcoming exam, I must repeatedly study my notes. Although I recognize a difference in how people manage their study routines, my own method primarily involves using flashcards on my devices. I also need to be self-aware and prioritize getting enough sleep, which is crucial despite the demands of studying.</p>	<p>Use of Study Aids and Tools (Flashcards, Visual Aids, Keywords)</p>

This response highlights that some students make use of study tools like flashcards, charts, and keywords to make learning easier and more enjoyable. These materials help them remember lessons faster and focus on the most important details. Visual aids also make studying less tiring and more creative. This shows that using study tools is an effective way to strengthen memory, lessen stress, and improve academic performance.

Table 24: Distribution of Students According to Motivation and Personal Effort Toward Academic Success

Verbatim	Translation	Theme
<p>I: How do your personal study habits and strategies, as described in these questions, contribute to your overall academic success?</p> <p>P9: My personal study habits, like setting a regular study schedule and reviewing lessons daily, help me stay organized and avoid cramming before exams. I also use strategies such as summarizing notes and self-testing, which improve my understanding and memory of the lessons. These habits make me more confident and consistent, leading to better academic performance.</p>	<p>My personal study habits, like setting a regular study schedule and reviewing lessons daily, help me stay organized and avoid cramming before exams. I also use strategies such as summarizing notes and self-testing, which improve my understanding and memory of the lessons. These habits make me more confident and consistent, leading to better academic performance.</p>	Time Management and Study Environment
<p>P10: I make sure to study in a quiet environment and set specific goals for each session. This helps me focus and manage my time efficiently. I also use active learning techniques, like explaining topics to myself or to others, which strengthens my comprehension. Because of these strategies, I'm able to perform well in class and maintain good grades.</p>	<p>I make sure to study in a quiet environment and set specific goals for each session. This helps me focus and manage my time efficiently. I also use active learning techniques, like explaining topics to myself or to others, which strengthens my comprehension. Because of these strategies, I'm able to perform well in class and maintain good grades.</p>	Time Management and Study Environment
<p>P11: well i believe na because i have built up. positive in my study habits such as dili mag cramming also i have ano nga para maka study jud kog tarong akong i spell out akong mga schedule nga time sakong pag study nga mga 1-2 hours per subject and after that i have to cool down. i believe maka help siya by not not doing negative sample such as cramming nga ingon ana ba. naka ano lang ko nga akong masulit akong time and ma focus/effective akong pag study.</p>	<p>Well, I believe this is because I have built up positive study habits, such as avoiding cramming. Also, to ensure I can study effectively, I write out my schedule, dedicating about one to two hours per subject to study time, and after that, I make sure to take a break. I believe this approach helps me by avoiding negative patterns like cramming. It just makes me feel that I can make the most of my time and ensure my studying is focused and effective.</p>	Time Management and Study Environment

The respondents believe that managing their time well and having a good study environment greatly affect their learning. They set specific study schedules, goals, and choose quiet places to help them concentrate. These habits prevent cramming and allow them to finish school tasks on time. The findings show that proper time management and a focused environment contribute to higher productivity and better academic results.

Table 25: Distribution of Students According to Time Management and Study Environment

Verbatim	Translation	Theme
<p>I: How do your personal study habits and strategies, as described in these questions, contribute to your overall academic success?</p> <p>P12: So, most of all, I have a lot of opportunities, hoping it will find me now, there are a lot of bogey, but also, there are a lot of other factors. So, I find that really helps me, because like, if I put it in my own words, I ask myself, I don't know how to do it, but if I believe, that's what I'm doing, then, it's a big part of me, that's why, yeah, I think it helps me.</p>	<p>I feel that I have many opportunities now, but I'm also facing a lot of obstacles (or 'bogey'). Furthermore, there are many other external factors at play. I find that it really helps me to rely on my own judgment. When I question myself and don't know what to do, believing in my own process is a huge and helpful part of who I am</p>	<p>Motivation and Personal Effort Toward Academic Success</p>
<p>P13: So my habits and strategies help me in, uh effectively achieving my dreams and also the achievements. I successfully achieving the honor roll. So, I encourage everyone also to find their most effective way to study, to actually effectively achieve their goals in academic.</p>	<p>My habits and strategies really help me in effectively achieving my dreams and accomplishments. One of my proudest achievements is being part of the honor roll. I encourage everyone to find their own most effective way to study so they can also successfully reach their academic goals.</p>	<p>Motivation and Personal Effort Toward Academic Success</p>
<p>P14: Well, I have a lot of startegies in my life, like reading, taking notes, or highlighting things. i don't tell you honestly, i'm not really academic active. dili kay ko active sakong academic pero i can keep up with my work. i can keep up with my assignment. like i'm not that bulakbol student.</p>	<p>Well, I have a lot of strategies in my life, like reading, taking notes, and highlighting important things. To be honest, I'm not really that academically active, but I can still keep up with my schoolwork and assignments. I'm not that lazy or irresponsible student</p>	<p>Motivation and Personal Effort Toward Academic Success</p>
<p>P15: Uh so these question they contribute to my other academics by studying. I play a lot especially my studies and my overall academic is helped to climb up my goals, which is to achieve a high grade and to show case my ability and expressing my it when it comes to academic.</p>	<p>These questions contribute to my academics by studying. I play a lot, but my studies help me climb up my goals, which is to achieve high grades and showcase my ability.</p>	<p>Motivation and Personal Effort Toward Academic Success</p>

The responses highlight that several students mentioned that their determination, self-discipline, and motivation help them succeed in school. Even though some admit to being lazy at times, they still make an effort to study and do their best. They also recognize that every learner has a unique way of studying. This theme highlights that personal effort and a positive attitude play a big role in achieving honors and reaching academic goals.

Table 26: Distribution of the Key Theme: Note-taking and Summarization Strategies in the Study

Theme	Frequency	Percentage
Note-taking and Summarization Strategies	4	26.667%

The table shows that four participants, or 26.67%, practice note-taking and summarization strategies. This means that many of the awardees find it helpful to take down important notes and summarize lessons. These strategies allow them to easily understand, remember, and review their lessons before exams. It shows that note-taking is an important part of effective studying among students.

Table 27: Distribution of the Key Theme: Use of Study Aids and Tools (Flashcards, Visual Aids, Keywords) in the Study

Theme	Frequency	Percentage
Use of Study Aids and Tools (Flashcards, Visual Aids, Keywords)	4	26.67%

This shows that four or 26.67%, use study aids such as flashcards, visual aids, and keywords. This shows that students use learning materials and tools to make their study sessions more engaging and easier to understand. These study aids help them focus on key points, remember information better, and make learning less stressful.

Table 28: Distribution of the Key Theme: Motivation and Personal Effort Toward Academic Success in the Study

Theme	Frequency	Percentage
Motivation and Personal Effort Toward Academic Success	4	26.67%

The table shows that four participants, or 26.67%, emphasized motivation and personal effort as their key study habits. This suggests that students believe determination, perseverance, and a positive mindset are important in achieving academic success. Their motivation helps them stay focused on their goals and overcome challenges in their studies.

Table 29: Distribution of the Key Theme: Time Management and Study Environment in the Study

Theme	Frequency	Percentage
Time Management and Study Environment	3	20%

The table shows that three participants, or 20%, focus on proper time management and having a good study environment. This means that some students believe that setting a study schedule and studying in a quiet or organized place help them concentrate better. These habits prevent cramming and allow them to use their time effectively, leading to better academic performance.

The results indicate that Grade 10 Academic Achievement Awardees generally exhibit positive study habits, employing strategies such as summarization, self-explanation, and integrating new knowledge. However, consistent reading, structured study schedules, and mnemonic techniques were less common. These results are consistent with Magulod Jr. (2017), who found that students with good academic performance exhibited moderate study habits, suggesting that even high-achieving students may not consistently apply all effective strategies. Similarly, studies at Tigbauan National High School and a Philippine State University reported that note-taking, time management, concentration, and test preparation are crucial for academic success, which aligns with our findings that effective note-taking, time management, study aids, and intrinsic motivation contribute significantly to student achievement. In contrast, while previous research emphasized time allocation as a key factor (Sakirudeen & Sanni, 2017), our study highlights that certain practices, such as structured schedules and mnemonic use, are less uniformly observed, possibly reflecting differences in individual study routines or school contexts. Overall, the results suggest that while high-achieving students employ effective learning strategies, improving consistency and regularly applying advanced cognitive techniques may further enhance their academic performance.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This study provides summary, conclusion, and recommendations based on the gathered and interpreted data results.

Summary

The study titled “Effective Study Habits and Strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School, S.Y. 2024–2025” aimed to determine the study habits and strategies that contribute to students' academic success. It described the respondents' profiles and identified their commonly practiced study habits and strategies. Results showed that most respondents were high-achieving students with good general averages and consistent study schedules. They practiced effective habits such as time management, note-taking, and regular review, and often used strategies like summarizing, self-testing, and active recall to enhance understanding and retention. Specifically, it sought to describe the respondents' profiles in terms of age, sex, general average in the previous school year, and average study time per day (1) identify their commonly practiced study habits (2) determine the strategies they often used (3) identify the challenges they faced in maintaining these practices (4) and suggest ways to improve study habits and strategies among students.

The students faced challenges such as limited time, distractions, and balancing academic and personal responsibilities. Despite these, their motivation and determination helped them maintain effective study practices. It is recommended that students continue these habits and strategies while schools support them through programs promoting discipline, focus, and time management. Since significant relationships were found between study habits, strategies, and academic achievement, the null hypothesis is rejected.

Conclusion

Based on the findings of the study, it can be concluded that effective study habits play a vital role in enhancing academic performance. Students who maintain organized and consistent study routines tend to achieve higher grades and demonstrate a deeper understanding of their lessons. Self-regulated learning also proves to be a key factor in academic success, as students' ability to plan their studies, monitor progress, and assess outcomes reflects the essential processes of self-regulation described in the SRL Theory.

Academic excellence is further rooted in discipline and consistency, with high-performing students showing determination and initiative through deliberate strategies that aid in information retention and goal achievement. Although challenges in maintaining study habits are inevitable, students can effectively manage them through proper time management and strong motivation, enabling them to balance responsibilities and overcome difficulties.

Ultimately, promoting effective study habits and self-regulated learning strategies benefits all learners by fostering independence, improving learning outcomes, and cultivating a culture of academic excellence within the school community.

Recommendations

Based on the conclusions of the study, the following recommendations are made:

Since time management was found to be the most commonly practiced study habit among the respondents, students are encouraged to continue enhancing this skill by setting realistic study schedules, minimizing distractions, and balancing academic and personal responsibilities. Developing self-regulation skills can further help them stay motivated and consistent in their learning.

Teachers are encouraged to design classroom activities that not only promote independent learning but also help students apply effective study strategies such as note-taking, goal setting, and self-assessment. By

incorporating lessons on study habits and self-regulation into their instruction, teachers can help students sustain academic discipline and motivation.

Schools may consider implementing programs or workshops that strengthen students' time management and study skills, such as peer mentoring or study habit seminars. These initiatives can foster a supportive academic environment that values continuous learning and self-improvement.

Parents and guardians are encouraged to provide a home environment that supports learning by setting routines, reducing distractions, and recognizing students' efforts. Encouragement and consistent support at home can help students maintain productive study behaviors.

Lastly, future researchers are advised to explore other variables that may influence academic performance—such as motivation, learning environment, or emotional well-being—to gain a more comprehensive understanding of the factors that contribute to students' academic success.

Dedication

This study is humbly dedicated to

Our Almighty God / Allah

This research is dedicated to our teachers at Iligan City National High School for their guidance, patience, and support throughout this study.

To our parents, for their love, encouragement, and sacrifices that inspired us to persevere.

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“Success is the sum of small efforts, repeated day in and day out.”

—Robert Collier

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APPENDICES

A. Survey Questionnaire

EFFECTIVE STUDY HABITS AND STRATEGIES OF GRADE 10
ACADEMIC ACHIEVEMENT AWARDEES AT ILIGAN CITY NATIONAL
HIGH SCHOOL, S.Y. 2024-2025

SURVEY QUESTIONNAIRE

SECTION 1: DEMOGRAPHIC PROFILE

NAME (OPTIONAL) : _____ AGE: _____

GRADE 10 GEN. AVE _____ SEX: _____ FEMALE _____ MALE

AVERAGE STUDY TIME PER DAY

____ Less than 1 hour ____ 1-2 hours
____ 3-4 hours ____ 5-6 hours
____ More than 6 hours

SECTION 2: STUDY HABITS

Directions: Kindly read the following statements and analyze them carefully. Check (/) the space that correspond to your answer:

(**Always** - at all the times, **Often** - many times, **Sometimes** - at certain times, **Seldom** - not often; almost never, **Never** - not ever; not any times)

QUESTION	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. How often do you read?					
2. Do you take down notes while reading?					
3. How often do you review your lessons?					
4. Do you keep up to date with your assignment?					
5. Are you easily distracted from the different factors such as noise or weather conditions while studying?					
6. Do you feel confident and relaxed when taking tests?					

7. Do you use schedules to organize your time and to set aside each day for studying?					
8. Is your study desk large enough, free of distracting objects, equipped with needed materials, and located in a quiet place?					
9. Do you look for the main ideas when reading a selection?					
10. Do you take notes during class discussions, refine, study, and review them frequently?					

SECTION 3: STRATEGIES

Directions: Kindly read the following statements and analyze them carefully. Check (✓) the space that correspond to your answer:

(**Always** - at all the times, **Often** - many times, **Sometimes** - at certain times, **Seldom** - not often; almost never, **Never** - not ever; not any times)

STRATEGIES	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. When studying, I connect new information to existing knowledge by asking myself "how" and "why."					
2. I try to explain concepts in my own words, either out loud or in my head, to make sure I understand them.					
3. I create summaries of what I've read or learned.					
4. I use keyword mnemonics to help me remember information.					

5. I reread my notes or textbook multiple times to prepare for a test.					
6. I use a highlighter or underline key information while reading.					
7. I create mental pictures or diagrams to represent concepts.					
8. I quiz myself or use practice problems to test my knowledge.					
9. I spread out my study sessions for a single subject over a period of time, rather than cramming.					
10. I alternate between different subjects when I study, instead of focusing on just one.					

SECTION 4: OPEN-ENDED QUESTION

1. How do your personal study habits and strategies, as described in these questions, contribute to your overall academic success?

B. Communication Letter

Republic of the Philippines
Department of Education
REGION X-NORTHERN MINDANAO
SCHOOLS DIVISION OF ILIGAN CITY
ILIGAN CITY NATIONAL HIGH SCHOOL
Gen. Wood St., Mahayahay, Iligan City



September 25, 2025

Annabelle E. De Guzman
Assistant Principal
Iligan City National High School

Madam:

We, the Grade 12–Hiddenite HUMSS students of Iligan City National High School, are currently conducting a study entitled **"Effective Study Habits And Strategies Of Grade 10 Academic Achievement Awardees At Iligan City National High School, S.Y. 2024–2025"**

In line with this, we respectfully request your permission to administer our research questionnaire to the identified respondents of our study, namely the Grade 10 Academic Achievement Awardees for S.Y. 2024–2025.

Your kind approval will greatly contribute to the successful completion of our research. Please be assured that all data to be collected will be kept strictly confidential and will be used solely for academic purposes.

Respectfully yours,

MICHAEL ANGELO R. DELA CERNA

Research Leader
Grade 12- Hiddenite HUMSS

Noted By:

JOAN A. ENAD, PhD
Practical Research 2 Teacher

Approved By:

ANNABELLE E. DE GUZMAN, PhD
SHS- Assistant Principal

C. Consent Form



Republic of the Philippines
Department of Education
REGION X-NORTHERN MINDANAO
SCHOOLS DIVISION OF ILIGAN CITY
ILIGAN CITY NATIONAL HIGH SCHOOL
Gen. Wood St., Mahayahay, Iligan City



CONSENT FORM

Dear Participants,

Greetings!

We are conducting a research study entitled *"Effective Study Habits and Strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School, S.Y. 2024–2025"* as part of our academic requirement in Practical Research 2. This study aims to determine the study habits and strategies that contribute to the academic success of Grade 10 students who have received academic achievement awards.

As part of this study, we would like to request your consent for participation. Participation in this research involves answering a questionnaire about your study habits and strategies. Your honest responses will help us analyze and understand which habits and strategies are effective for achieving academic excellence.

Please be assured that all information you provide will be treated with utmost confidentiality and used solely for research purposes.

Your participation in this study is entirely voluntary. You are free to refuse or withdraw at any time without any penalty or consequence. There are no known risks involved in your participation, and the results will be presented in a way that ensures anonymity and privacy.

We hope you will take part in this meaningful research. Kindly sign the acknowledgment and consent section below if you agree to participate.

Thank you for your time and cooperation.

Acknowledgment and Consent

I have read and understood the information provided above. By signing below, I willingly consent to participate in the research study entitled *"Effective Study Habits and Strategies of Grade 10 Academic Achievement Awardees at Iligan City National High School, S.Y. 2024–2025."*

Name of Participant: _____

Signature: _____

Date: _____