

# Study Habits towards Academic Performance among College Students

Renelyn A. Montañano<sup>1</sup>, Charles John A. Casas<sup>2</sup>, Joyce B. Panes<sup>3</sup>, John Mark B. Lazaro<sup>4</sup>

<sup>1,2,3</sup>Student, Santo Tomas College of Agriculture Sciences and Technology

<sup>4</sup>Instructor, Santo Tomas College of Agriculture Sciences and Technology

DOI: <https://doi.org/10.47772/IJRISS.2026.10200064>

Received: 07 February 2026; Accepted: 16 February 2026; Published: 24 February 2026

## ABSTRACT

Academic performance is the measure of how well students achieve in their education, typically observed through grades, assessments, and the level of their participation in their academic studies. This study aims to determine the significant relationship between study habits and academic performance among college students. The data were gathered from the 255 college students in the local college of Santo Tomas. This study used stratified random sampling technique. This study utilized quantitative non-experimental research through a descriptive correlational design. The study utilized instruments that were adapted, and these had been stringently examined to ensure they were accurate and relevant. The statistical tools used in this study were mean and Pearson r. Results revealed that study habits got a descriptive level of high, which means oftentimes manifested. While academic performance got a descriptive level of very high, which means outstanding. These results confirm that effective study habits, particularly note-taking and time management, play a meaningful role in academic achievement. However, the modest correlation strength implies that other factors—such as motivation, prior knowledge, or teaching quality—also significantly influence performance. Institutions should prioritize teaching structured study strategies while recognizing that a holistic approach, addressing both academic skills and external influences, is essential for optimizing student outcomes.

**Keywords** -Study habits, Academic performance, Correlational Research Design, Philippines.

## INTRODUCTION

Academic performance pertains to how well a student meets educational objectives, indicating their success and accomplishments within an academic setting. It plays a vital role in shaping students' professional and personal futures, affecting how their overall academic experience is perceived (Oprea, 2024). The shift from traditional in-person classes to online learning disrupted education, worsening challenges like limited access to technology, poor internet connectivity, and reduced face-to-face interaction. Moreover, heightened stress and mental health struggles further impacted academic performance (Agaba, 2024).

In the Kilosa district of Tanzania, a significant issue that affects the engagement and performance of students is teachers' and students' lack of motivation (Malingumu, 2023). In addition, a study in Pakistan found that the reasons for students' poor academic performance in developing countries are essentially the same. Students' academic success is influenced by a number of things; individual, societal, institutional, and economic variables are among them (Ali et al., 2023). Furthermore, a study in Malaysia found that there is a high correlation between financial stress and subpar academic performance, making financial troubles a major obstacle to academic success (Norazlan et al., 2020).

In the Philippines, problems like academic difficulties have been connected to a number of social and psychological concerns, such as family issues and emotional distress (Dagdag et al., 2019). Another study from the Philippines states that students from lower socioeconomic backgrounds often encounter obstacles like limited access to educational resources and support, which negatively impacts their academic performance

(Cabural, 2024). Another study in Central Visayas found that Inefficient faculty performance assessment systems obstruct the recognition of teaching shortcomings, which affects student learning results (Patimo, 2020).

Much research has been carried out in the international setting investigating factors related to academic performance. However, the researcher has not found a study that links study habits to academic performance. Hence, the researchers find the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context. This study about study habits and academic performance is crucial in understanding how students can optimize their learning strategies to achieve better results. It sheds light on the relationship between consistent, effective study habits and improved academic outcomes, providing valuable insights for students, educators, and policymakers. This study on academic performance and study habits is essential to comprehending how students might maximize their learning tactics to attain better outcomes. This study can help teachers and students develop productive habits by emphasizing the link between both academic success and successful routines.

### **Statement Of The Problem**

This study aimed to determine the significant relationship between study habits and academic performance among college students in the local college of Santo Tomas. Specifically, this was used to find answers to the following questions:

1. What is the level of reading literacy skills in terms of:
  - 1.1 note taking;
  - 1.2 use of library; and
  - 1.3 time allocation to study?
2. What is the level of academic performance in terms of General Weighted Average?
3. Is there a significant relationship between study habits and academic performance?

### **Hypothesis**

The hypothesis was tested using a 0.05 level of significance and there is no significant relationship between study habits and academic performance.

### **Theoretical Framework**

This study was anchored on Self-regulated learning theory by Zimmerman (1986) which states that learners take an active role in managing their learning through a three-phase cycle: forethought (planning), performance (engagement in tasks), and self-reflection (evaluation). In this process, they set goals, track their progress, and evaluate their performance, making adjustments to their strategies and motivation as needed. Moreover, this was supported by Hamzah et al., (2023) which stated that incorporating self-regulated learning theory (SRL) into teaching higher-order thinking skills has demonstrated that metacognitive strategies can greatly enhance cognitive abilities and improve teaching effectiveness.

Zimmerman's Self-Regulated Learning (SRL) Theory provides a framework for understanding how students can develop effective study habits that enhance academic success. By emphasizing self-regulation through goal setting, strategic planning, active engagement, and self-reflection, the theory aligns with the fundamental study habits required in classes. This research aims to investigate how students plan, monitor, and adapt their study strategies while also identifying challenges such as procrastination, lack of motivation, and poor time management. By addressing these issues, we can gain insights into interventions and strategies that promote healthier study habits, ultimately improving students' academic performance.

## Conceptual Framework

The conceptual framework as shown in figure 1, outlines the study’s variables. The independent variable, study habits, includes the following indicators: note taking, use of library, and time allocation to study (Sakirudeen & Sanni, 2017b). The dependent variable was academic performance of students in terms of General weighted average (GWA).

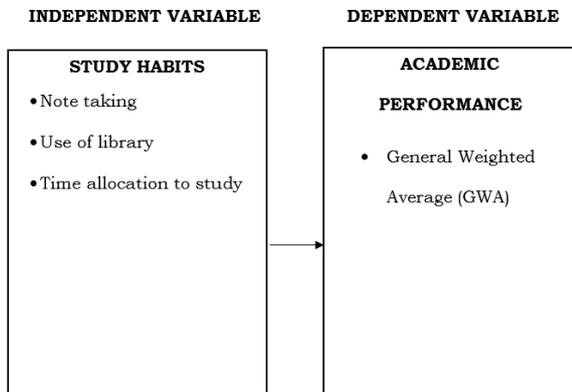


Figure 1. The Conceptual Paradigm of the Study

## METHODOLOGY

### Research Design

This study utilized a quantitative, non-experimental, descriptive-correlational research design. Quantitative research collects and analyzes numerical data from a specific sample through surveys, structured observations, and experiments. The data is then statistically examined to identify patterns, make comparisons, and explore relationships between variables (Skreekumar & George, 2023). Descriptive correlational research aims to understand how different factors relate to each other without trying to prove that one causes the other. Essentially, it focuses on describing and exploring the connections between variables, rather than determining which variable influences another (Devi et al., 2022).

The researchers utilized a quantitative approach, as this method is suitable for investigating study habits because it allows researchers to objectively measure and analyze the relationship between students' study behaviors and their academic performance.

### Research Subject

The respondents for this study were 255 out of 539 total population of students studying in the local college of Sto. Tomas, Davao del Norte. The respondents were selected through a stratified random sampling technique. Stratified random sampling involves dividing a population into distinct groups (strata) based on shared traits. Researchers then randomly choose individuals from each group to create a representative sample of the entire population (Simkus, 2023). In addition, Stratified random sampling ensures that the sample accurately reflects the key features of the entire population.

Table 1. Distribution of population

GROUP	POPULATION	SAMPLE SIZE	PERCENTAGE
Year level A	138	65	25.60%
Year level B	118	56	21.90%
Year level C	138	65	25.60%
Year level D	145	69	26.90%
<b>Total</b>	<b>539</b>	<b>255</b>	<b>100%</b>

## Research Instrument

The researcher used one (1) adapted questionnaire for independent variable, and a grade for dependent variable. The questionnaires would be validated by the panelists and an external validator to test its validity.

Range Means	of Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	Study Habit is always Manifested
3.40 – 4.19	High	Study habit is oftentimes Manifested
2.60 – 3.39	Average	Study habit is sometimes Manifested
1.80 – 2.59	Low	Study habit is less Manifested
1.00 – 1.79	Very Low	Study Habit is least Manifested

*Study Habit Questionnaire.* The survey questionnaire was used to get the level of study habit of college students. It was from the research study titled “Study Habits and Academic Performance of Secondary School Students in Mathematic: A case study of Selected Secondary Schools in Uyo Local Education Council” (Sakirudeen & Sanni, 2017b). The questionnaire consists of 15 items covering the following aspects: Note taking (5 questions), Use of library (5 questions), and Time allocation to study (5 questions). The survey utilized a 5-point Likert Scale, ranging from 5 for “Strongly Agree,” 4 Agree,” 3 for “Neither Agree nor Disagree,” 2 for “Disagree,” and 1 for “Strongly Disagree.”

*Academic Performance.* In determining the level of academic performance of students at the local college, the researcher utilized the grades given by the subject instructor to the students. These grades were based on the different outcomes performed by the students in accordance with the syllabus set by the Commission on Higher Education. The scoring guide for the academic performance of students was categorized into five levels. The scale is as follows:

Score Interval	Descriptive Equivalent	Interpretation
90 - 100	Very high	This means that the academic performance is outstanding.
85 - 89	High	This means that the academic performance is very satisfactory.
80 - 84	Moderate	This means that the academic performance is satisfactory.
75 - 79	Low	This means that the academic performance is fairly satisfactory.
Below 75	Very low	This means that the academic performance does not meet the expectation.

## Statistical Treatment Of Data

*Mean.* Mean, also called the average, is found by dividing the sum of all the values in a sample by the number of values in that sample. (Hurley & Tenny, 2023). It was used to determine the level of study habits and academic performance among local college students.

*Pearson's r.* Pearson's r is a statistical technique used to investigate the association between two quantitative variables, including the strength and direction of that relationship (McClenaghan, 2024). It was used to determine the relationship between study habits and academic performance.

## RESULTS AND DISCUSSIONS

### Level of study habits in terms of note taking

The results for the college students' study habits levels in relation to note taking were displayed in Table 2. The mean ranged from 3.40 to 4.19 with an equivalent overall mean of 4.01 and a standard deviation of 0.77. Our data shows that item 2, "always paying attention in class to take important notes" had the highest mean of 4.21 and was described as "high." While Item 5, "using symbols to express what my teacher says in class," had the lowest mean of 3.85, also described as "high."

Table 2 Level of study habits in terms of note taking

Items	Mean	SD	Descriptive Equivalent
1. Use to listen attentively while taking down notes in the class.	4.05	0.76	High
2. Always pay attention in the class in order to take any important notes.	4.21	0.73	Very High
3. Have developed skills for effective note taking during every lesson.	3.96	0.69	High
4. Always take down note to preserve new knowledge.	3.95	0.80	High
5. Use symbols to express what my teacher say in class.	3.85	0.84	High
<b>Average</b>	<b>4.01</b>	<b>0.77</b>	<b>High</b>

The overall findings of study habits in terms of note taking implies that consistent and thorough note-taking was a valuable practice that significantly improves learning and productivity. By actively engaging with information through detailed and organized notes, individuals enhance their comprehension and retention of material, as well as their critical thinking abilities. Moreover, effective note-taking cultivates self-discipline, enhances focus during presentations or discussions, and provides a useful resource for review, reflection, and future reference.

### Level of study habits in terms of use of library

Table 3 presents the extent of students' study habits in connection with their use of library. As displayed, the equivalent overall mean is 3.61 with a standard deviation of 1.04. This was described as high which means oftentimes manifested. Our data shows that item 4, "am aware that school library gives me access to variety of resources" had the highest mean of 4.02 and was described as "high." While item 2, "study in the library every day," had the lowest mean of 3.27 which was described as "average." The overall findings of reading literacy skills in terms of knowledge and skills implied that individuals can effectively comprehend, analyze, and apply information across various texts, enhancing their critical thinking and problem-solving abilities.

Table 3 Level of study habits in terms of use of library

Items	Mean	SD	Descriptive Equivalent
1. Have devoted interest in library resources utilization.	3.62	0.96	High
2. Study in the library everyday.	3.27	1.10	Average
3. Use to do my assignment in the school library.	3.30	1.13	Average
4. Am aware that school library gives me access to variety of resources.	4.02	0.97	High
5. Make use of the library to expand the scope of my study.	3.81	1.01	High
<b>Average</b>	<b>3.61</b>	<b>1.04</b>	<b>High</b>

The overall findings of study habits in terms of use of library implies that developing a consistent habit of utilizing the library for clearly defined academic purposes provides students with access to a wide array of valuable resources that can significantly enhance their learning experience. When students approach the library with specific goals in mind, such as conducting research for assignments, locating particular books or articles, or seeking a quiet and focused study environment, they are more likely to discover and effectively utilize the diverse materials and services available. This proactive engagement can lead to a deeper understanding of course content and improved research skills. The library, therefore, serves as a gateway to a wealth of information and support that can substantially contribute to a student's overall educational success.

**Level of study habits in terms of time allocation to study**

The result for the college students’ study habits levels in relation to time allocation to study was displayed in Table 4. The mean ranges from 3.40 to 4.19 with an equivalent overall mean of 3.85 and a standard deviation of 0.93. This was described as high which means oftentimes manifested. Our data shows that item 2, "Schedule my time to cover all subjects" had the highest mean of 3.96 and was described as "high." While item 4, "Use alarm clock to alert me for night reading " item 4, had the lowest mean of 3.66, also described as "high."

Table 4 Level of study habits in terms of time allocation to study

Items	Mean	SD	Descriptive Equivalent
1. Have a private study time table.	3.88	0.94	High
2. Schedule my time to cover all subjects.	3.96	0.88	High
3. Devote extra-time to thoroughly learn a certain subject.	3.86	0.85	High
4. Use an alarm clock to alert me for night reading.	3.66	1.03	High
5. Set up time for other social activities so that they won't interfere with my studies.	3.87	0.93	High
<b>Average</b>	<b>3.85</b>	<b>0.93</b>	<b>High</b>

The result conforms to the study of Kanwal et al (2024), which states that effective time management is vital for establishing self-regulating study habits, and students acknowledge its importance for their learning. Moreover, in the study of Quiroga et al (2025), students often report feeling sure of their study habits yet see opportunities to refine them, especially in terms of time management for improved performance.

**Level of Study Habits**

The Table 5 was a summary of the level of study habits. As shown, the equivalent overall mean was 3.82 with a standard deviation of 0.91 and described as high, which means oftentimes manifested. The highest mean of 4.01 was for indicator 1, “note taking” described as “high.” While the lowest mean of 3.61 was for indicator 2, “use of library,” also described as “high.”

Table 5 Summary on the Level of study habits

Indicators	Mean	SD	Descriptive Equivalent
1. Note taking	4.01	0.77	High
2. Use of library	3.61	1.04	High
3. Time allocation to study	3.85	0.93	High
<b>Overall</b>	<b>3.82</b>	<b>0.91</b>	<b>High</b>

According to the data collated, this aligns with the study by Bin Abdulrahman et al (2021) that using effective study methods, such as prioritizing tasks and employing knowledge retention techniques, leads to much better learning outcomes. This also aligns with the study by Tran & Vo (2023) that students have adapted their study methods, embracing more flexible and self-guided approaches to learning.

### Level of Academic Performance

The analysis reveals that college students exhibit outstanding academic achievement, with the General Weighted Average (GWA) showing exceptional overall performance with a mean of 91.58 and a standard deviation of 2.33. This places the majority of students in the "Very High" classification range (90-100), which means outstanding.

Table 6 Level of academic performance

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Equivalent</i>
<i>General Weighted Average</i>	<b>91.58</b>	<b>2.33</b>	<b>Very high</b>

Notably, these results align with Delfino’s (2019) research on student engagement at Partido State University, which found that active participation in learning significantly enhances performance. They also corroborate Zimmerman’s (1986) Self-Regulated Learning Theory, wherein structured study habits (e.g., note-taking, time management) directly predict academic success. However, Mendoza’s (2021) work on sleep deprivation reminds us that cognitive performance depends on holistic well-being, a factor warranting further study in this high-achieving cohort. Together, these studies validate the current findings while highlighting the interplay of habits, engagement, and institutional support in sustaining excellence.

### Correlation between study habits and academic performance

As reflected in Table 7, the study found a statistically significant, positive weak correlation between study habits and academic performance with an overall r-value of 0.259 and a p-value of <0.001, which was below the 0.05 significance threshold. This implies that good study habits and better grades go hand in hand. When students study effectively, they remember things better, manage their time well, and tackle their work with focus. Thus, the null hypothesis is rejected. This indicates that regularly using smart study methods, like actively trying to remember information and reviewing it over time, can improve how well a student does in school, leading to higher grades and a deeper grasp of what they're learning..

Table 7 Significance of the Relationship Between study habits and academic performance

<i>Variables Correlated</i>	<i>Mean</i>	<i>r</i>	<i>p-value</i>	<i>Decision on H<sub>0</sub></i>	<i>Decision on Relationship</i>
<i>study habits and academic performance</i>	3.82				
	91.58				
		0.259**	<0.001	Rejected	Significant

The findings support Zimmerman's Self-Regulated Learning Theory (1986), which posits that metacognitive strategies (e.g., note-taking, time management) enhance academic performance through active self-regulation. The theory emphasizes the cyclical process of planning, monitoring, and reflection in learning, highlighting the link between structured study habits and improved academic outcomes. Moreover, according to Sakirudeen and Sanni (2017b), systematic study behaviors significantly contribute to student achievement across educational contexts. However, the modest correlation strength suggests that external factors like teaching quality (Patimo, 2020) or socioeconomic status (Delfino, 2019) may also play critical roles.

These results further align with Bandura's (1986) Social Cognitive Theory, which posits a triadic reciprocal relationship between behavioral, environmental, and personal factors in learning. The current findings particularly emphasize the behavioral component, as demonstrated by Lone's (2021) research showing that self-regulated learning skills significantly predict academic success in higher education. Conversely, Calonia et al.'s (2023) work on the detrimental effects of poor study habits reinforces the need for targeted interventions to strengthen students' self-regulation capabilities. Collectively, these theoretical perspectives underscore the importance of holistic support systems that address both individual study behaviors and broader contextual factors to optimize academic outcomes.

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Summary Of Findings

The major findings of the study were the following:

1. The level of study habits had an overall mean of 3.82 with a standard deviation of 0.91, with a descriptive equivalent of “high.” The highest indicator was “note taking” with a mean of 4.01, while the lowest indicator was “use of library” with a mean of 3.61.
2. The level of academic performance had an overall mean of 91.58 with a standard deviation of 2.33, with a descriptive equivalent of “very high.”
3. The relationship between study habits and academic performance showed a positive weak correlation with an  $r$ -value of 0.259 and a  $p$ -value of  $<0.001$ . These results lead to the rejection of the null hypothesis.

### Conclusions

1. The results of study habits revealed a high level, which was oftentimes manifested. The overall findings study habits implies that these findings suggest that while students excel in active learning strategies like note-taking, they may benefit from more consistent utilization of library resources and refined time management approaches. The high academic performance indicates that current study habits are generally effective, though there remains room for improvement in optimizing all aspects of the learning process. The strong note-taking skills demonstrate students' ability to engage with course material effectively, a fundamental skill for academic success.
2. The level of academic performance revealed a “very high” level, which means outstanding. The overall findings implies that these findings suggest that the institution's academic environment effectively supports student success, with most learners meeting rigorous performance standards. The consistently high GWA scores indicate that current educational approaches are yielding positive results. However, the small percentage of underperforming students highlights potential opportunities to strengthen academic support systems for at-risk learners.
3. The results show the significance of the association between study habits and academic performance, indicating a positive weak correlation. These results confirm that effective study habits, particularly note-taking and time management, play a meaningful role in academic achievement. However, the modest correlation strength implies that other factors—such as motivation, prior knowledge, or teaching quality—also significantly influence performance. Institutions should prioritize teaching structured study strategies while recognizing that

a holistic approach, addressing both academic skills and external influences, is essential for optimizing student outcomes.

## Recommendations

Based on the findings, analysis, and conclusion drawn in this study, the following recommendations were summarized:

1. To maintain strong academic performance, students should continue to practice effective note-taking strategies and smart time allocation practices. One highly recommended note-taking method, that organizes notes into three sections: cues, detailed notes, and a summary. During class, students should write key information in the main notes section. After class, they should add keywords or questions in the cue column and summarize the lecture at the bottom of the page. This structured format encourages active engagement, better comprehension, and easier review. In terms of time management, students should aim for a 2:1 study-to-class ratio—meaning that for every hour spent in class, two hours should be dedicated to studying. Creating a weekly schedule that includes dedicated study blocks, class times, regular review sessions, and breaks for rest and recreation can help maintain balance and prevent burnout. Incorporating techniques like spaced repetition and active recall further strengthens long-term retention. By combining organized note-taking with consistent, well-planned study routines, students can sustain and even enhance their academic performance throughout the whole school year.

2. Teachers may focus on creating a structured, engaging, and supportive learning environment that promotes active participation and consistent study habits. Through clearly communicating the goals of each class and providing frequent, low-stakes assessments (such as quizzes, discussions, or reflective prompts), teachers can help students stay focused and track their progress. Additionally, providing timely and constructive feedback allows students to identify areas for improvement and build confidence in their learning process. Teachers should also encourage effective study habits by teaching students how to take organized notes and modeling how to review and apply material over time using strategies like spaced repetition. Integrating active learning techniques, such as group discussions, problem-solving tasks, and peer teaching, can increase engagement and deepen understanding. Finally, creating a classroom atmosphere where students feel safe to ask questions, make mistakes, and seek help is essential to fostering academic growth. When students feel supported and are given the tools to succeed, their motivation and performance naturally improve.

3. The Commission on Higher Education (CHED) may implement policies that promote evidence-based teaching practices, academic support systems, and equitable access to learning resources across all higher education institutions. This recommendation may help student to improve their academic performance by mandating the integration of study skills development and academic support programs—such as structured note-taking instruction, time management workshops, and peer tutoring—into the general curriculum during students' first year of college. These foundational skills are critical for student success, particularly for those transitioning from high school to more demanding academic environments. CHED may also support faculty development programs that train educators in active learning strategies, inclusive pedagogy, and student-centered assessment methods. Encouraging the adoption of learning analytics and early intervention systems can help institutions identify at-risk students and provide timely academic or psychological support. Furthermore, CHED can play a vital role in promoting research on student learning outcomes, using the findings to refine policies and allocate resources more effectively. Lastly, to ensure broad impact, CHED should monitor the implementation of these strategies across institutions and provide incentives for colleges and universities that demonstrate measurable improvements in student performance and retention. In aligning national education policies with best practices in student learning and support, CHED can help raise the quality and effectiveness of higher education throughout the country.

4. By offering a structured, distraction-free environment ideal for focused learning, access to academic resources, and workshops support for collaborative study. Encouraging daily visits, even for short periods, can help build consistent study habits, improve academic performance, and foster a greater sense of discipline and routine. Incorporating regular library visits into their daily routine allows students to access valuable support services, like research help and tutoring, that can significantly boost their academic performance. Furthermore, academic advising, peer mentoring, and access to tutoring services tailored to individual subjects may help students to

cope up with struggles and maintain their academic performance. Additionally, integrating academic workshops and offering early intervention for at-risk students can help them stay on track and improve their overall academic outcomes. Creating a positive and well-equipped academic setting allows colleges to support students in strengthening their academic abilities and successfully attaining their educational goals.

5. Institutions may implement structured programs that integrate library use into the academic curriculum, require first-year students to attend library orientations, and provide faculty with resources to encourage students to utilize library materials in their coursework. Furthermore, academic support services such as tutoring, research consultations, and study skills workshops can be centralized within the library to position it as a hub for academic excellence. Through the formal implementation of these initiatives, colleges can cultivate an academic environment that consistently promotes student success and contributes to improved General Weighted Average (GWA) results.

6. For future researchers exploring the relationship between library usage and General Weighted Average (GWA) as it relates to the academic performance of college students, it is recommended to conduct more comprehensive and diverse studies across different institutions, academic programs, and student demographics. Incorporating both quantitative and qualitative data can provide a deeper understanding of how specific library services, frequency of use, and student engagement levels contribute to academic outcomes. Researchers are also encouraged to examine potential moderating factors such as study habits, access to digital resources, and the influence of faculty-led library initiatives. Expanding the scope of research will not only validate existing findings but also offer valuable insights that can guide institutional policies and enhance student support strategies.

## REFERENCES

1. Agaba, A. (2024). From Classrooms to Confinement: Academic Challenges Faced by Secondary School Children in Kyamuhunga Sub-County During COVID-19. *International Journal of Innovative Science and Research Technology*, 3206–3211. <https://doi.org/10.38124/ijisrt/ijisrt24sep1074>
2. Al Husaini, Y. N. S., & Shukor, N. S. A. (2022). Factors affecting students' academic performance: A review. *Res Militaris*, 12(6), 284-294.
3. Ali, N., Ullah, A., Khan, A. M., Khan, Y., Ali, S., Khan, A., Bakhtawar, N., Khan, A., Din, M. U., Ullah, R., Khan, U. N., Aziz, T., & Ahmad, M. (2023). Academic performance of children in relation to gender, parenting styles, and socioeconomic status: What attributes are important. *PLoS ONE*, 18(11), e0286823. <https://doi.org/10.1371/journal.pone.0286823>
4. Alon, A. (2024, August 24). Passing grade in Philippines: College grading systems. GWA Calculators. <https://www.gwacalculators.com/passing-grade-in-philippines/>
5. Asyanova, S., Kudisova, E., Ulybina, O., Khakhalkina, U., & Demenev, A. (2024). STUDYING THE IMPACT OF SELF-EFFICACY ON ACADEMIC PERFORMANCE: IMPLICATIONS FOR EDUCATIONAL PRACTICE. *Moscow Economic Journal*, 197–207. [https://doi.org/10.55186/2413046x\\_2024\\_9\\_3\\_142](https://doi.org/10.55186/2413046x_2024_9_3_142)
6. Bandura, A., & National Inst of Mental Health. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc. <https://psycnet.apa.org/record/1985-98423-000>
7. Bin Abdulrahman, K. A., Khalaf, A. M., Bin Abbas, F. B., & Alanazi, O. T. (2021). Study Habits of Highly Effective Medical Students. *Advances in Medical Education and Practice*, 12, 627–633. <https://doi.org/10.2147/AMEP.S309535>
8. Cabural, A. (2024b). Beyond Benchmarking: A Diagnostic Inquiry into the Underlying Determinants of Low Performance in Philippine PISA Science. *Journal of Tertiary Education and Learning*, 2(3), 46–57. <https://doi.org/10.54536/jtel.v2i3.3063>
9. Calonia, J. T., Pagente, D. P., Desierto, D. J. C., Capio, R. T., Tembrevilla, J. A. P., Guzman, C. A., & Nicor, A. J. S. (2023). Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastination and Socialization. *Online Submission*, 8(6), 766-775.
10. Dagdag, J. D., Cuizon, H. G., & Bete, A. O. (2019). College students' problems and their link to academic performance: Basis for needs-driven student programs. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 9(2), 54–65. <https://doi.org/10.37134/jrpptte.vol9.no2.5.2019>

11. Delfino, A. P. (2019). Student engagement and academic performance of students of Partido State University. *Asian Journal of University Education*, 15(1), n1.
12. Devi, R. A. N. J. I. T. A., Pradhan, S. H. R. I. J. A. N. A., Giri, D. O. M. A., Lepcha, N. A. Z. U. N. G., & Basnet, S. H. A. K. E. E. L. A. (2022). Application of correlational research design in nursing and medical research. *Journal of Xi'an Shiyou University, Natural Sciences Edition*, 65(11), 60-69.
13. Estrada, C. Y. E. (2023). Utilization of Library Resources and Students' Academic Success. *Asia Pacific Journal of Social and Behavioral Sciences*. <https://doi.org/10.57200/apjsbs.v21i0.351>
14. Hayes, A., James, M., & Beer, K. (2023). How stratified random sampling works, with examples. Retrieved from Investopedia: [https://www.investopedia.com/terms/stratified\\_random\\_sampling.asp](https://www.investopedia.com/terms/stratified_random_sampling.asp).
15. Hurley, M., & Tenny, S. (2023, July 17). Mean. *StatPearls - NCBI Bookshelf*. <https://www.ncbi.nlm.nih.gov/books/NBK546702/>
16. Islam, F., Krishna, A. P., Kumar, D., & Kumari, S. S. (2024). Factors Influencing Academic Performance: An Empirical Study Using Predictive Analytics. 3, 51. <https://doi.org/10.62486/agmu202551>
17. Kanwal, M., Abbasi, S., Kiran, S., & Qurat-ul-Ain, Q.-A. (2024). Role of Time Management in Developing Self-Regulating Study Habits among Students at University Level. *Bulletin of Business and Economics*, 13(2), 730–740. <https://doi.org/10.61506/01.00387>
18. Kassianos, A. P. (2023). Comments on: Note-taking and note-making: The ever-cherished art! *Indian Journal of Ophthalmology*, 71(7), 2916–2917. [https://doi.org/10.4103/ijo.ijo\\_711\\_23](https://doi.org/10.4103/ijo.ijo_711_23)
19. Liu, A., Wei, Y., Xiu, Q., Yao, H., & Liu, J. (2023). How learning time allocation make sense on secondary school students' academic performance: A Chinese evidence based on PISA 2018. *Behavioral Sciences*, 13(3), 237.
20. Lone, R. A. (2021). Study habits and academic performance among students: A systematic review. *International Journal of Multidisciplinary*, 6(5), 132-135.
21. Malingumu, W. S. (2023b). Analysis of factors influencing academic performance in primary School national examination in Tanzania: a case of Kilosa District. *Deleted Journal*, 14(1). <https://doi.org/10.61538/jipe.v14i1.1195>
22. McClenaghan, E. (2024, April 29). Pearson Correlation. *Technology Networks*. <https://www.technologynetworks.com/tn/articles/pearson-correlation-385871>
23. Mendoza, H. (2021). The Effects of Sleep Deprivation on the Cognitive Performance through the General Weighted Average (GWA) Of Medical Technology Students for the Academic Year 2020 - 2021 of the University Of Santo Tomas. *International Journal of Progressive Research in Science and Engineering*.
24. Monu, J. O., Bamgbose, A. A., & Okunnu, H. O. (2020). Effective Use of Library and its Impact on Students' Study Habits in Selected Universities in Lagos State, Nigeria. 13, 74–84. <https://lisdigest.org/index.php/lisd/article/download/149/124>
25. Norazlan, N., Yusuf, S., & Al-Majdhoub, F. M. H. (2020). The financial problems and academic performance among public university students in Malaysia. *The Asian Journal of Professional & Business Studies*, 1(2).
26. Oprea, C. E. (2024). A qualitative analysis of students' perceptions of the concept of academic performance. 123–130. <https://doi.org/10.46727/c.v1.21-22-03-2024.p123-130>
27. Pananggilaan, S. J., & Agcito, M. R. (2024). Library Support: Implications on Student Well-being. *British Journal of Multidisciplinary and Advanced Studies*. <https://doi.org/10.37745/bjmas.2022.0448>
28. Patimo, D. (2020). Faculty performance evaluation system of state universities and colleges in the philippine eastern visayas region. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 6(2), 159-167.
29. Patimo, D. M. (2020b). PSYCHOMETRIC PROPERTIES OF FACULTY PERFORMANCE EVALUATION INSTRUMENT OF STATE UNIVERSITIES AND COLLEGES IN THE PHILIPPINE EASTERN VISAYAS REGION. *Jurnal Evaluasi Pendidikan*, 11(2), 73–77. <https://doi.org/10.21009/10.21009/jep.0125>
30. Quiroga, A., Batalla, L. A., Sosa Escalante, S. E., Pérez, D. J., Gómez, R. G., & Kopp, L. M. (2025). Eficacia de los hábitos de estudio en los cursantes de Fisiología de la Licenciatura en Enfermería de la UNNE. *Revista de Investigación Científica y Tecnológica*, 8(2), 65–81. [https://doi.org/10.36003/rev.investig.cient.tecnol.v8n2\(2024\)5](https://doi.org/10.36003/rev.investig.cient.tecnol.v8n2(2024)5)

31. Ramesh, N. P., & Murthy, N. K. V. L. N. (2020b). MOTIVATION AND RELATIONSHIP OF STUDY HABITS AMONG HIGH SCHOOL STUDENTS- A REVIEW. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 234–236. <https://doi.org/10.36713/epra3884>
32. Sakirudeen, A. O., & Sanni, K. B. (2017). Study habits and academic performance of secondary school students in mathematic: A case study of selected secondary schools in uyo local education council. *Research in pedagogy*, 7(2), 283-297.
33. Sakirudeen, A. O., & Sanni, K. B. (2017). Study habits and academic performance of secondary school students in mathematic: A case study of selected secondary schools in uyo local education council. *Research in pedagogy*, 7(2), 283-297.
34. Salame, I. I., Tuba, M., & Nujhat, M. (2024). Note-taking and Its Impact on Learning, Academic Performance, and Memory. *International Journal of Instruction*, 17(3), 599–616. <https://doi.org/10.29333/iji.2024.17333a>
35. Simkus, J. (2023). Stratified Random Sampling: Definition, Method & Examples. *Simply Psychology*.
36. Sreekumar, D., & George, E. (2023). What is Quantitative Research? Definition, Methods, Types, and Examples. *Researcher. Life*. Retrieved October, 1, 2023.
37. Thomas, C. G., & Thomas, C. G. (2021). Note Taking, Note Making, and Assignments.
38. Tran, T. T., & Vo, T. K. A. (2023). Study habits of English-majored students: a case study in Vietnam. *Tạp Chí Khoa Học và Công Nghệ - Đại Học Nguyễn Tất Thành*. <https://doi.org/10.31130/ud-jst.2023.374e>
39. Zimmerman, B. J. (1986). Becoming a self-regulated learner: Which are the key subprocesses?. *Contemporary educational psychology*, 11(4), 307-313. [https://doi.org/10.1016/0361-476X\(86\)90027-5](https://doi.org/10.1016/0361-476X(86)90027-5)
40. Thomas, C. G. (2021). Note Taking, Note Making, and Assignments (pp. 543–568). Springer, Cham.