



STUDENTS' STUDY HABITS: ITS IMPLICATIONS ON ACADEMIC PERFORMANCE

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Abstract

The goal of this study is to determine how students' study habits affect their academic achievement. The descriptive design is used in this investigation. The findings reveal that during the two grading periods, students at X National High School has different study habits depending on or in relation to their academic accomplishment in the three core disciplines of English, Science, and Mathematics. Students who have a good study habit perform better academically than students who have poor study habits. Their scholastic performance decreased as a result of their weak and uninspiring study habits. Students perform poorly in the fundamental subjects of English, mathematics, and science because the majority of them have poor study habits.

Keywords: Academic performance, Reading, Study habits, Philippines

INTRODUCTION

Learning how to study and cultivating a reading culture are important movements in many academic institutions today. The ability to study is a collection of skills that must be learnt rather than a natural aptitude. Few students, however, have ever considered learning to study, and even fewer have been taught. Students have not been given reading tasks for home reading in the same way that they have not been taught to read properly. Planning and time management are required for the establishment of study habits. During free periods and after school hours, students should develop a reading and study program. Students have set aside time in school to read at the library or even online materials. Budgeting for time

People who can read well have a vital skill. Reading helps you be more efficient in your regular duties. A person's capacity to read and associate printed symbols to enhance life determines his or her achievement. The difficulties in our schools, the rise in poverty, and the loss of family values are all linked to low reading skills (Richek, et. al, 1996). Reading makes one a valuable member of society because he or she has a significant role to play in the nation's

advancement. Reading, according to Halford (2000), is a survival skill in our information-driven culture since it is the entryway to academic learning.

For students, developing a passion for reading is a fantastic endeavor. It's a sophisticated process that relies on the mutual agreement of printed symbols, the content imparted, and the reader's interest, which is a weird paradox. It is not individualistic for the teacher to consider each student's maturity and preferences. An excellent reading program's crowning glory is the development of a deep love for reading and interest in it.

Study success is dependent not just on ability and hard work, but also on good study methods. Every student has his or her own unique study methods, therefore a good study habit will imply the ability to understand and apply what one is reading or studying. When study techniques are correctly established, pupils will be able to recognize their own intellectual growth and self-direction potential. As a result, the need of promoting good study habits among students should be emphasized.

Many factors influence students' capacity to build productive and efficient study habits in the Philippines. The researchers noticed issues with study habits, particularly among grade ten students. Unless they are all told to work their tables in the classroom, most kids do not study. It is not that their examination results are poor due to a lack of study habits. This is a typical observation among pupils, particularly at X National High School.

Students' enthusiasm in reading has also waned, according to educators and professionals. Unlike pupils of their age and academic level in the past, today's students do not get points by reading books from the library in a single year. Their attention has migrated to other forms of media such as television, comic books, and video games.

Because students' achievement in various content subjects is largely determined by their study habits and reading ability, the researchers wanted to learn about the various types of study habits and how they affect student performance, as well as how to assist teachers in improving students' performance through the enhancement and development of proper study habits. As a result, various measures to increase academic performance, study habits, and reading interest of pupils may be offered.

Objectives of the study

The purpose of this study is to determine the students' study habits and its Implication to the academic performance. Specifically, it seeks to answer the following questions:

1. What is the study habits of the respondents in terms of:
 - 1.1 Schedule of Study Period;
 - 1.2 Permanent Place of Study;
 - 1.3 Preparation of Assignments; and
 - 1.4 Study and Learning Techniques?
2. What is the academic performance of students in Mathematics, English and Science in the first grading period?
3. What is the implication of the study habits and academic performance of the respondents?

Research Methods

The study focuses on document analysis and descriptive survey methods. According to Best (2003), descriptive research is concerned with existing conditions or relationships; prevalent practices, beliefs, points of view, or attitudes; ongoing practices; consequences that are being

felt, or emerging trends. It entails the collection, classification, and evaluation of data. The guided data gathering from surveys on the nature of students' study habits and their implications on their performance, which serves as the foundation for building a future proposed improvement plan. Documentary analysis, on the other hand, is an in-depth examination of the available data from the papers required for the study.

Research Instrument

The major data gathering instrument is the Mirimon's questionnaire, and the secondary data collection technique is the use of school papers, specifically the academic performance of students. An informal discussion with certain parents and instructors is conducted to clarify certain information obtained from the questionnaires that needs to be validated or clarified.

The questionnaire is the primary tool for gathering data, and it is created by the researchers based on their reading of journals, books, literature, and the internet, all of which are relevant to the study. In light of the fact that the instrument was created by the author. A try-out of the questionnaire was undertaken with students who were not included in the study, and the questionnaire was enhanced and altered as a result of the try-out. The questionnaire was completed by checking the items that applied. Basic information on the respondents was gathered as well.

Statistical Treatment of the Data

The data gathered through the set of questionnaire are tallied, tabulated and statistically treated using the following formula:

1. Simple Percentage was used to determine the students study habits.

$$P = \frac{f}{N} \times 100$$

Where:

P	=	percentage
f	=	frequency
N	=	total number of cases
100	=	constant factor

2. Weighted Mean was used to determine the students' academic performance

$$WM = \frac{\sum xf}{N}$$

Where:

WM	=	Weighted Mean
\sum	=	the sum of
F	=	frequency
N	=	no. of cases

Legend:

Above 86	-	HP (High Performing)
76 – 85	-	AP (Average Performing)
70 – 75	-	LP (Low Performing)

Ethical Consideration

The respondents are explicitly informed about the research's aim, processes, respondents' selection, potential risk, potential rewards, confidentiality promise, and conflict of interest. To guarantee the respondents' rights and privacy, the respondents are provided informed permission and a certificate of secrecy, as specified in the Data Privacy Act of 2012. Respondents are given the freedom to complete the questionnaire and withdraw at any moment. The researchers

guarantee the secrecy of the respondents' validation. After the study is finished, all essential documents relating to data collection are shredded, and information from the computer is removed.

Results and Discussions

Students' study habits have an impact on their academic achievement. This part discussed the students' study habits, including how they schedule study periods, where they study permanently, how they prepare assignments, and how they study and learn. The study habits of the pupils were those that were based on frequencies that were at least 50%. Those who scored less than 50% were not regarded to have good study habits.

Schedule of Study Periods

The study periods chosen by students are determined by their availability of time and their areas of interest.

TABLE 1.1
SCHEDULE OF STUDY PERIODS
N = 117

STUDY HABITS	Section One		Section Two		Section Three		Section Four		Section Five		Relative Frequency	Rank
	F (N = 19)	P	F (N = 24)	P	F (N = 24)	P	F (N = 25)	P	F (N = 25)	P	$\frac{\sum rrx}{100\%}$	
Studying between Periods while waiting for the teacher.	17	89.47%	20	83.33%	16	64%	18	72%	12	48%	70.94%	1
Studying at least one hour everyday whether or not there are classes the following day	15	78.95%	18	75%	15	60%	13	52%	14	56%	64.10%	2
Studying at one hour at night before sleeping	13	68.42%	17	70.83%	12	50%	14	56%	12	48%	58.12%	3
Studying all lessons Daily for mastery	7	6.84%	10	41.67%	9	37.5%	5	20%	32	32%	33.33%	4
Studying after waking up In the morning	2	10.52%	5	20.83%	4	16%	2	8%	12	12%	13.68%	5
General Average											48.03%	

Legend: F -Frequency R - Rank
N -no. of Respondents P - Percentage

Table 1.1 shows that the three most common or common practices of students (those with a percentage higher than the average of 48.03 percent) were: studying between periods while waiting for the teacher ranked as first, studying at least one hour every day whether or not there are classes the next day ranked as second, and studying at least one hour at night before sleeping ranked as third. This demonstrates that the students had a set study routine that they adhered to on a regular basis. Studying all classes daily for mastery ranked as fourth and studying after waking up in the morning were two habits that were not often observed (those with a percentage below 48.03 percent) ranked as fifth. They should grasp and recognize that studying all lessons every day for mastery and studying right after waking up in the morning are both acceptable study regimens that should be followed. According to the data, students nowadays devote very little time to their academics. They do not make the most of their leisure time at school as they do at home. They prefer to discuss or chat with their classmates or peers at school, and they prefer to watch television shows, particularly the entertainment side, at home. They appear to like viewing these kind of shows more than memorizing their courses. Assisting students in developing a proper study schedule might assist them in proper scheduling by allowing them to study between sessions while waiting for the teacher.

Permanent Place of Study

A permanent place is a favorite place of students for studying. This is presented in Table 1.2.

Table 1.2
PERMANENT PLACE OF STUDYING
N = 117

STUDY HABITS	Section One		Section Two		Section Three		Section Four		Section Five		Relative Frequency	Rank
	F (N = 19)	P	F (N = 24)	P	F (N = 24)	P	F (N = 25)	P	F (N = 25)	P		
At home	16	84.21%	21	87.5%	19	79.92%	20	80%	17	68%	79.49%	1
In the classroom	13	68.42%	18	75%	17	70.83%	15	60%	11	44%	63.25%	2
In the school library	6	3.58%	9	37.5%	7	28%	3	12%	4	16%	24.79%	3
Classmates house	2	10.52%	4	16.67%	2	8%	3	12%	2	8%	11.11%	4
In the canteen	2	10.52%	2	8%	3	12.5%	2	8%	1	4%	8.55%	5
General Average											37.44%	

Legend: F - Frequency R - Rank
N - no. of Respondents P - Percentage

The overall average percentage of students on permanent place of study practices was 33.44 percent, according to Table 1.2. The house ranked as first and the classroom ranked as second, or their permanent location of study, had the highest percentage of practices that were considered widespread. The school library ranked as third, a classmate's house ranked as fourth and the canteen were the least favored locations ranked as fifth. Students should recognize that their homes, school libraries, and classrooms are the greatest locations to study. The school canteen and a classmate's house were not ideal study locations. The canteen is a place where people can eat. Students studying at a classmate's residence may generate issues for the residents.

Class Recitation and Participation

Study habits include active participation in classroom activities, class debates, and recitation. Table 1.3 shows student engagement and recitation in class.

Table 1.3 below demonstrates that the students had two common practices: behaving and paying attention during talks ranked as first and participating in class activities and discussions ranked as second. Cooperating in group work or activity ranked as third, asking questions when something is not apparent ranked as fourth and taking notes during lectures were the three less effective activities ranked as fifth. Less than 5.37 percent of people engaged in these behaviors. Students should take an active role in class discussions. They are encouraged to ask clarifying questions, participate actively in group activities, and work together. During lectures and class discussions, they are also expected to take notes. Their teachers urge them to ask inquiries if they don't comprehend something. They are also alert and paying attention during the teacher's discussion.

TABLE 1.3
CLASS RECITATION AND PARTICIPATION
N = 117

STUDY HABITS	Section One		Section Two		Section Three		Section Four		Section Five		Relative Frequency	Rank
	F (N = 19)	P	F (N = 24)	P	F (N = 24)	P	F (N = 25)	P	F (N = 25)	P		
Behaving and paying attention during discussions	16	84.21%	210	87.5%	20	83.33%	15	60%	14	56%	73.5%	1
Participating in class activities and discussions	14	73.68%	18	75%	17	70.83%	13	52%	13	52%	64.41%	2
Cooperating in group work or activity	11	57.9%	13	54.17%	15	62.5%	9	36%	8	32%	47.56%	3
Asking questions when something is not clearly understood	11	57.9%	12	50%	12	50%	7	28%	6	21%	41.03%	4
Take down notes during lectures	9	47.32%	10	41.67%	7	29.17%	8	32%	7	28%	35.04%	5
General Average											52.37%	

Legend: F - Frequency R - Rank
N - no. of Respondents P - Percentage

Preparation of Assignments

The manner students prepare and accomplish their assignments is shown in Table 1.4.

TABLE 1.4
PREPARATION OF ASSIGNMENTS
N = 117

STUDY HABITS	Section One		Section Two		Section Three		Section Four		Section Five		Relative Frequency	Rank
	F (N = 19)	P	F (N = 24)	P	F (N = 24)	P	F (N = 25)	P	F (N = 25)	P		
Submitting assignment every time it was required	13	68.42%	11	45.83%	12	54.17%	8	32%	7	28%	44.44%	1
Having an assignment notebook	11	57.89%	9	37.5%	12	50%	7	28%	8	32%	40.7%	2
Accomplishing assignments before sleeping at night	9	47.37%	8	33.33%	8	33.33%	7	28%	6	24%	32.48%	3
Checking assignment notebook every night	8	42.11%	6	25%	7	29.17%	6	24%	5	20%	27.35%	4
Making assignment immediately after the class	6	31.58%	5	20.83%	6	25%	5	20%	3	12%	21.37%	5
General Average											33.16%	

Legend: F - Frequency R - Rank
N - no. of Respondents P - Percentage

Table 1.4 demonstrates that students do not have any study habits in the preparation of their assignments because the practices did not receive a majority vote of 50%. They do not have a choice in how they respond to their responsibilities, especially the more difficult ones. The five practices that are less commonly observed are: submitting assignments whenever they are due ranked as first, keeping an assignment notebook ranked as second, completing assignments before going to bed ranked as third, checking the assignment notebook every night ranked as fourth and making assignments right after class ranked as fifth. Secondary teachers should assist students in developing certain habits, such as submitting homework on time if required. Every

night, students will be reminded to check their assignment notebook. They will be motivated to do their assignments as soon as possible after class if there is still time, or to finish them before going to bed. All students will be required to have an assignment notebook by their teachers.

Study and Learning Techniques

Students should have some techniques in studying and learning. The study and learning techniques can enhance students' performance. The techniques are shown in Table 2.

TABLE 2
STUDY AND LEARNING TECHNIQUES
N = 117

STUDY HABITS	Section One		Section Two		Section Three		Section Four		Section Five		Relative Frequency	Rank
	F (N = 19)	P	F (N = 24)	P	F (N = 24)	P	F (N = 25)	P	F (N = 25)	P		
Gathering new information through listening or by reading	17	89.47%	21	87.5%	16	66.67%	17	68%	14	56%	72.65%	1
Summarizing important details and selection read	13	68.42%	15	62.5%	12	50%	11	44%	4	16%	47%	2
Recording information by note taking underlining or outlining	10	52.63%	12	50%	8	33.33%	7	28%	5	20%	35.89%	3
Reporting sharing And explaining new Information to the class	7	36.84%	8	33.33%	7	29.17%	5	30%	3	28%	25.64%	4
Organizing and synthesizing through writing, recording and reviewing	5	26.32%	6	25%	3	12.5%	3	3%	2	8%	16.24%	5
General Average											40.084%	

Legend: F - Frequency R - Rank
N - no. of Respondents P - Percentage

Table 2 reveals that only one study and learning approach, collecting new information by listening or reading, is considered a study habit ranked as first. The students must create the remaining four approaches with the assistance of their teachers. Summarizing important details and reading selections ranked as second, recording information by taking notes, underlining, and outlining ranked as third, reporting, sharing, and explaining new information to the class ranked as fourth and organizing and synthesizing through writing, recording, and reviewing are the techniques to be developed ranked as fifth. These four practices are not as common as the others. Students shall be motivated to gain confidence in reporting, sharing and explaining new information to the class.

STUDENTS ACADEMIC PERFORMANCE AND ITS IMPLICATIONS

Teachers used the average student ratings in several academic disciplines as data in both making assessments and evaluating mentoring teachers' efficacy. Most significantly, proper rating usage is required; ratings alone do not provide enough information for a full evaluation of teaching. Course preparation, classroom instruction, mentoring and counseling students, and assessing students' work are all aspects of teaching. The students' average rating reflected their academic performance over the course of a School Year.

Table 3 presents the students' academic performance who are in section one.

TABLE 3
SUMMARY OF THE ACADEMIC PERFORMANCE OF THE STUDENTS
N = 117

Sections	English	Science	Mathematics	Average
1	86.47	86.49	86.49	86.63
2	78.08	78.58	76.37	77.68
3	76.75	80.18	75.00	77.31
4	74.11	75.80	76.84	75.58
5	76.05	76.05	76.05	76.05
General Average	78.29	79.88	78.42	78.61

The fourth students' academic performance is summarized in Table 3. With an average of 86.63 percent, section one is functioning well. The majority of students in sections two through five clearly have average grades in the three core courses of English, Science, and Mathematics. Section four received a 74.11 percent average grade in English, indicating that it performs poorly in English. Their average scores were 77.68 percent, 77.31 percent, 75.58 percent, and 76.05 percent, with Mathematics receiving the highest score of 78.42 percent and English receiving the lowest score of 78.29 percent. The overall average of five sections in the three topics is considered fair at 78.61 percent.

Most of the students in table 4 still require good direction, inspiration, and encouragement to study more. The majority of four-year students' performance in the three core courses of English, Science, and Mathematics during the grading period was average or below average. This suggests that the majority of students lacked proper study habits and examination preparation. Although many elements contribute to a student's success, such as the teacher, social, and environmental factors, the study habit factor emerges as the most significant contributor. Parents and teachers should, without a doubt, use methods to improve their children's study habits. Teachers and parents are in charge of instilling good study habits in their students. The instructor is an important part of the learning process, and teaching is about assisting students in improving their cognitive, emotional, and psychomotor domains of learning. Individuals are assisted in comprehending and accepting responsibility for growing abilities, improving learning, establishing a desire to study, and making progress in learning through teaching. The teacher provides a learning environment for the students. The learner studies and builds his or her own habits in an environment created by the teacher. The school, teachers, and authorities are all working hard to improve the quality of secondary school education. However, his efforts will be in vain if parents do not cooperate and engage with the school to become partners in their student's education. While the instructor is responsible for this, parents also have a role to play. Many parents are educationally challenged, but even an illiterate parent can be quite constructive in their approach to their child's education. He or she ensures that the child completes his or her homework and has the time to prepare their tasks. Through the formation and enhancement of the student's study habits, the instructor and parents can assist the youngster in developing his or her love for studies.

TABLE 4
AVERAGE PERFORMANCE AND STUDY HABITS AND IMPLICATIONS

Section	No. of Respondents	Average Performance	Average Study Habits	Implications
1	19	86.63%	82.06	Study habits of the students are little bit good and good study habit are almost performed by the students
2	24	77.37%	76.32	Study habits are good and good study habits are sometimes practiced
3	24	75.00%	72.15	Study habits are poor and good study habits are seldom practiced
4	25	76.84%	68.17	Study habits are poor and good study habits are seldom practiced
5	25	76.05%	69.03	Study habits are poor and good study habits are seldom practiced

FINDINGS

The following statements are the findings of the study.

1. The study habits of students at X National High School vary according to or in connection to their academic achievement in the three core disciplines of English, Science, and Mathematics during the two grading periods. Students that have an excellent study habit do better.
2. The majority of students at X National High School are not performing well academically. Only a few kids are very good, and they are in the top 20% of the total number of students, and they are in the first section. The students have no good study habit foundation. They do not study habitually for further their growth to enrich their learning basically because they did not have solid and concrete motivation directly from their home particularly from their parents. They lack also the encouragement and guidance from the teachers.
3. The study habits of the students were closely proportional to their performance. When it comes to the general average ratings of the students, the two grading period's ratings from the fifth section is consistent. On the other hand, there is a little discrepancy in the student's responses, or the student may not have given particularly accurate answers. Perhaps they are terrified of being confronted by their parents or teachers about the responses they provided on the questionnaire.

4. In terms of scheduling times, the majority of the students indicated that they were studying in between periods while waiting for the teacher. The students' preferred permanent study locations were their homes and classrooms. The majority of students behaved and paid attention during class discussions, and engaged in class activities and debates, demonstrating good study habits. And all five procedures in assignment preparation were the least observed because they were chosen by less than half of the respondents. During the preparation of their task, the students had not established solid study habits. The majority of students obtained new information by listening or learning in their study and learning approaches.
5. Section one students have good study habits, as seen by their academic performance. The second and third sections are the weakest, while the fourth and fifth sections have poor study habits, resulting in poor academic performance.
6. According to the findings, students' study habits must be improved in order for them to achieve good academic achievement.

CONCLUSION

The bulk of students' study habits are not noteworthy. Only a few events relating to their study habits have been observed, and they are minor. More importantly, the scope of their study habits was reasonable. In terms of study habits, students scheduled their study sessions, made their homes and classrooms regular study locations, and participated in class discussions. Students, on the other hand, have no manner of preparing assignments or studying procedures.

As a result of their poor and unimpressive study habits, their academic performance suffered. Because the majority of students have poor study habits, they score poorly in the fundamental areas of English, mathematics, and science.

RECOMMENDATIONS

The following suggestions are made in order to help students enhance their academic performance.

1. The acquisition of study skills of acquiring, recording, organizing, synthesizing, remembering, and utilizing information and ideas can help students build study habits in scheduling, class recitation, and participation in assignments, as well as study learning and practices. To optimize understanding and utilization of content, the teacher should teach study skills. Students who establish study methods have learned how to learn in the true sense. Academic performance can be improved when the teacher maintain control over instructional task by matching task with the students' abilities and background knowledge. The teacher must consider which task contribute most to students' learning, and when it is appropriate to introduce these task for students to gain new insight and skills.
2. Parents should understand their roles in helping their children improve their study habits. They should provide support and opportunities for students to study more, and they should closely monitor their children's school performance so that they can quickly identify and solve problems.
3. The administrator should provide conducive study areas for students in the school, such as a library and a study room. He or she should outsource the task of monitoring the students' study habits to the guidance counselor. She should also model programs to help pupils improve their study habits.
4. A seminar-workshop on how to enhance students' study habits will be designed by the school administrator and teachers. The seminar's goal is to give parents and teachers advice on how to encourage or assist their children in building good study habits.

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