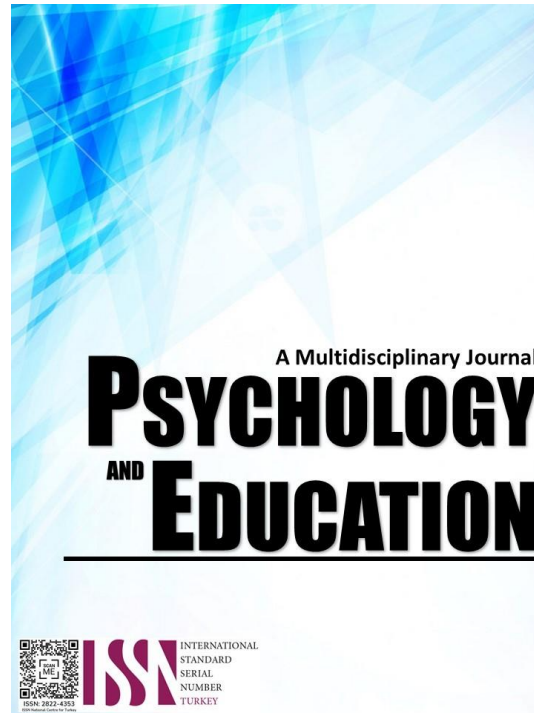


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Factors Affecting the Study Habits of Third-Year Students During Pandemic

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Abstract

Study habits is a set of certain academic practices that the students apply to cope with the educational demand given on them by the school. Good study habits are the gateways to successfully attain the learning competencies required in every school year. This study aimed to determine the factors that affect the study habits of third year students of Notre Dame of Midsayap College in relation to the pandemic. To attain this aim, the researcher used a sample of thirty third year students from different courses in NDMC during the Academic Year 2021-2022. The researchers used the quantitative research approach specifically, the descriptive-comparative method, which utilized a modified standardized questionnaire as the primary data gathering technique. This study found out that time management, teachers' factor, learning environment, attitude towards learning and social networking sites additions consider as the factors that affect the study habits. As a result, analysis reveal that most of the students strongly agree that learning environment and teachers' factor can affect their study habit, on other hand, Majority of students "agree" for the social networking cites and time management as also factor that can affect their study habit. This study also reveals that out there is no significant difference in the study habits of the respondents when grouped according to their demographic profile such as: age and sex. From the results, this study recommends that students must always be encouraged by the teachers and parents to make their college days productive. Moreover, the researchers also recommend parents improve the level of control and care of their children, and show more interest and concern in their academic activity, and for this study also recommends to the future researchers that it would be better if more respondents will be included in the study and mixed methods can be applied to achieve research triangulation.

Keywords: *study habits, time management, teachers' factor, learning environment, and attitudes towards learning*

Introduction

"You will never change your life until you change something you do daily. The secret of your success is found in your daily routine" (John C. Maxwell 2015)

Study habits were categorized by Kumar (2015) as the capacity to study at various locales, taking notes and keeping the mind busy while studying, responding to questions on the topic, keeping track of sleep schedules, and refraining from categorizing oneself. Study habit is an action such as reading, taking notes, and holding study groups which the students perform regularly and habitually to accomplish the task of learning. Study habits can be described as effective or ineffective depending upon whether or not they serve the students well. Teachers will also help understand better their students' learning diversity and develop more effective teaching strategies and teacher-student relationships in the educational institution. Students' study habits might range from the amount of time they spend studying to the tactics they employ while studying to the atmosphere in which they learn. The desirable difficulties framework (Bjork, 2011) identifies two types of effective study habits that apply to our research: 1) using effortful study strategies or techniques that encourage students to generate

something or test themselves while studying, and 2) dividing study time into multiple sessions to avoid "cramming" near the exam.

Moreover, a student's level of intelligence is said to be reflected by the grades that one attains. When a student gets a high grade, it is concluded that one has learned a lot, and if not, the student would most likely have attained lesser learning. Nevertheless, numerous factors greatly affect the grades of every student such as the intelligence quotient, study habits, age, year, social status, etc. But it has long been recognized that in the process of learning the study habits of the students play an important role in their performance academically. Seems, college students take a quarterly examination as part of the school curriculum. The students have ample time in hand to study and master the lessons he or they acquired over time. The learning environment in the edifice generates various effects on the participants. Therefore, resulting in how the participants cope up with their studies.

Furthermore, researchers in Midsayap North Cotabato observed that in today's new learning modalities, students conduct a group study at school or in their houses for them to gain important information about the lessons that have been taught by the teacher in their synchronous, asynchronous, and limited face-to-face

classes. Moreover, some students do self-studying in silence to avoid hindrances that can cause trouble in understanding the lessons. But mostly, they are just referring to their stock knowledge as if they can survive in the activities and assessments given by the teacher. Thus, the researcher would like to find out the factors that affect the study habit of the students.

Research Questions

This study was conducted to determine the factors that affect the study habits of the third-year students who are enrolled for the second semester of the academic year 2021-2022 during the pandemic. Specifically, this study seeks to answer the following queries:

1. What is the profile of the respondents in terms of age, and sex?
2. What are the factors that affect the study habits of the respondents in terms of time management, teacher factor, learning environment, attitude towards learning, and social media use?
3. Is there a significant difference in the study habits of the respondents when grouped according to age and sex?

Literature Review

Identifying factors affecting students' study habits during the Covid-19 epidemic is thought to be crucial. This is because, in the words of Harris (2020), pupils are engaged in a “home-based, remote activity facilitated by technology” throughout the distance education process. It is hard for students; study habits to remain unchanged, especially in home-based and technology-supported aspects of their education. Unfortunately, not all students are interested in home-based and technology-supported practices, and while students with greater socioeconomic chances have access to both technical tools and internet infrastructure, some students must continue their education with fewer resources.

Time Management

Time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do; how to do them more efficiently; at what time they should be done and when is the correct time for the particular activity (Savino, 2016). It is also stated by Ören (2016) that especially technological devices and microelectronic

devices consume a lot of time due to both virtual games and social media. In a study conducted by Ökdem (2019), it was determined that the participants mostly fell into time traps related to the excessive use of TV series, the internet, phone, and social media.

Throughout history, there has been great emphasis on the effective and efficient management of time, which has also been considered the key to success (Pugh & Nathwani, 2017; Nasrullah & Khan, 2015). The concept is to use time management for analyzing time and motion studies of employees to decrease time-wasting and unproductive work (Savino, 2016). In this competitive era, for high performance, the organizations and directors emphasize searching for time management tools (Kumar & Aithal, 2019). It has also been advised to start practicing time management from early student life (Valle et al., 2016).

Moreover, Procrastination is the most obvious result of poor time management. Students who don't have control over their time end up letting tasks sit until the last minute – and then they feel a lot of stress when they try to catch up. If you have let too many tasks sit, you might miss deadlines entirely (Catherine, 2016), constantly staying up late to finish assignments that you should've done days ago will cut into your sleeping time. We know how important sleep is to college students, but poor time management can move sleep to the bottom of your list of priorities. This can result in fatigue and illness. Hence, Mendezabal (2013) listed them as being careful about time management, working according to a plan, having high concentration, knowing exam techniques, and asking for teachers' help about difficulties experienced in studies at school.

Time management is an immense distinction between web-based and formal education administratively and academically. There was the type of learning opportunities in formal education that integrates a clarification of everything (Nieuwoudt & Brickhill, 2017).

Another study also posits the time management variables to include independent variables such as prioritization, procrastination, socialization, and students' academic performance (Adebayo, 2015). There has been great emphasis on the effective and efficient management of time, which has also been considered the key to success (Pugh & Nathwani, 2017; Nasrullah & Khan, 2015).

Students have previously linked negative educational results with poor time management which could be partially self-serving bias; however, there have been

ample studies that establish this association (Nadinloyi et al., 2013; Kharadze, Gulua, & Davit, 2017).

Teacher factor

The teacher characteristics found to be dominant in cross-country studies are related to qualification, experience, attitude, and personality (Kosgei, Jairo, Odhiambo, and Ayugi, 2013). According to Wirth and Perkins (2013), teachers' attitudes impact significantly students' classroom attitudes and behaviors.

In terms of attitude towards teachers, the high achievers generally have a positive attitude towards teachers. For instance, as compared to low achievers, the high achievers more often say that their teachers are competent, impartial, and interested in their duties (Mendezabal, 2013).

If a student has a negative emotion such as fear or disliking towards their teacher, that can negatively affect their attitude toward the subject as a whole. If a teacher shows a preference toward certain students or uses derogatory and humiliating language, that can lower their motivation in education.

On the other hand, kindness, optimism, positive feedback, and encouragement can positively affect students' motivation to learn (Silva, 2020).

In another study, it was found that the availability of qualified teachers determined the performance of students in schools. Further, another study indicates that teachers' attitude contributes significantly to student attention in classrooms (Akinsolu, 2010).

Teachers who help students improve non-cognitive skills such as self-regulation raise their grades and likelihood of graduating from high school more than teachers who help them improve their standardized test scores do. (Terada, 2019)

Similarly, Wang et al. (2021) carried out a study on Chinese University students and found that the teacher's innovation during class was perceived as a factor significantly influencing academic achievements or results and satisfaction in virtual classes during the pandemic. However, academic achievements and learning satisfaction were negatively correlated with the instructor's performance. It is worth mentoring that the students' academic self-efficacy was a significant mediator in terms of the effect of instructional support (including feedback actions) and teacher innovation on their perceived learning outcomes and learning satisfaction.

The traits like hard work, ability, motivation, grip on the subject, and dedication of the teacher, are said to be very important in education. In this modern era scientific and subjective development of a teacher is very significant and it is very essential to know the latest teaching trends in the world. Lakra (2016) states this training not only improves teacher traits but also molds them toward organizational commitment. As a result, teacher training has much big impact on students' academic performance.

In addition, modern society demands high-quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills concerning both teaching and assessment practices to meet those demands and standards of quality education. The core 21st-century skills consist of problem-solving and critical thinking, creativity and innovation, and collaboration and communication. Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but many other important aspects of teaching can only be nurtured through reflective strategies and experiences (Solheim, 2017), effective teacher learning and professional is important for student achievement. Teacher learning is a continuous process that promotes teachers' teaching skills, masters, and new knowledge, and develops new proficiency which in turn, helps improve students' learning.

Educational reforms emphasized the quality of teachers; however, teachers asserted that too much attention to testing by the reforms undermined teachers' work and debilitated students' learning possibilities (Bolman & Deal, 2013). Furthermore, if teacher quality is to increase, teacher factors that have positive effects on student achievement must be researched.

Learning environment

Several factors can affect learning ability, including seating, light, noise, and even color. Students who study in a positive learning environment are more motivated, and engaged, and have a higher overall learning ability (Hendrix, 2019). On the other hand, students learning in poor environments – those that are uncomfortable, loud, or full of distractions – will find it far more difficult to absorb information and stay engaged. With this in mind, let us look at how your

surroundings affect the way you study, and consider some of the best ways to create your ideal learning environment.

Hence, online learning for children improves student accessibility. Students must be organized, self-motivated, and have a high level of time management to participate in an online program. Online learning methods can be an effective alternative educational medium for mature and self-disciplined pupils but are unsuitable for learning environments that depend on the learner (Cruz, 2021).

In addition, digital skills are related to proficiency in a range of domains beyond simple technology use, including language and computation. Better home Internet access contributes to diverse technology use and higher digital skills,” Hampton (2020).

Mendezabal (2013) stated that a study habit is the behavior pattern adopted by students in their learning, and it includes the proper study routines and studying actions performed by the student in a suitable environment for studying. And students can follow the learning activities well needs to be created quiet and comfortable learning, so that students can concentrate fully to understand the lessons which are taught (Matrapendidikan, 2013). Learning is a process by which humans learn more broadly. Someone who goes through the learning process will manifest an independent spirit because learning can change their attitude to be able to stand alone. A “learning environment” is any place where you are trying to take in new information, connect concepts, apply information, complete an assignment, or practice a new skill. That is, a learning environment is an environment in which you are trying to learn! Independent learning can be implemented by someone if someone has self-confidence. Research conducted by Nur'aini (2018) states that self-confidence has a positive and significant relationship to student learning independence.

Nguyen et al., 2017 indicate that enjoying some quality alone time can improve one's creativity, productivity, and wellbeing. This is because positive and healthy solitude helps individuals adjust emotionally and prepare them for better social engagement with others. For this reason, it has been suggested that people should spend more time alone.

Moreover, students have difficulty balancing their study life with their need for social support although they want to make their learning a priority. Students seem to be motivated on uploading their status on their social media rather than downloading their class

assignments.

Attitudes towards Learning

Improving students' attitudes toward learning is a major curricular goal for many countries (Mullis, Martin, Goh, & Cotter, 2016), and an abundance of research has documented the relationship between student achievement and student attitudes. IEA has collected extensive information about student attitudes toward mathematics and science since its initial studies in these curriculum areas.

In addition, according to the idea of (Hunter & Wu, 2016; Zacher, Brailsford, & Parker, 2014) have been found to reduce subject fatigue and increase both the aftermath of the break, and a relaxing break can help to facilitate recovery, by returning your mental and physical functional systems to their baseline (Sonnentag, 2019). Therefore, respondents' attitudes towards learning need goal setting, problem-solving abilities, and inner and external motivations in the process of learning

College can be intense. It's a major transition for most students and requires balance, time management, and the right study skills. The only disadvantage of studying skills in college is not having any or having ineffective ones. While study habits are something that students should have learned in high school, many students get to college with ineffective study habits, or worse, no study habits at all (Alleyne, 2017).

Furthermore, Cope (2021) stated that naps around 60 to 90 minutes can also be helpful for students trying to memorize information like facts, names, and dates.

Therefore, researchers encourage students to stay off their phones and social media while taking breaks because this reduces their ability to focus and effectively retain the information they are studying. The mere presence of a smartphone reduces a person's ability to focus.

Therefore, Hefter and Berthold (2020) stated that when students teach themselves something, it may enhance their levels of knowledge and information. Some students might find it difficult to study alone and find it more appealing to talk to people to learn, on the other hand, other students choose to study alone because they get distracted easily by people and they can focus better when alone. Everyone has their studying methods and each has its advantage and disadvantage.

Social Media Use

Lack of focus due to social media addiction is one of the problems students confronting at this moment. According to Int J Environ Res Public Health (2017), in the most recent decade, online social networking sites became known to individuals who engaged it to associate with others who have the same interests as them. The need to be online may result in unreasonable utilization of social media networks, which in extraordinary cases may come up to addiction. Social technology for watching new movies and playing video games is a method of releasing stress from school work.

The current state of remote learning may increase existing inequities and disparities and may cause difficulties with online learning. The students had trouble adapting to new learning approaches and do not have access to reliable internet respectively access (Baticulon et al., 2020). For some, purchasing a facilitative device may be a problematic learning gadget for easy access to online lectures and rapid submission of assignments. (Santos, 2020). Despite efforts to make education more accessible to all, numerous challenges remain for every student in the Philippines.

Additionally, according to Brubaker (2013), said that the present age of college students has been exposed to an innovation that drove them to depend on social media such as Facebook and Twitter and when students abuse or perform multiple tasks while doing their school work it would affect their academic performance. Students being addicted to social networking media sites found out that it is difficult for them to study which leads them to become very poor academically (Egedegbe, 2014).

It is therefore very important to check on the influence of social media and their academic study habit which is a very important activity for them, particularly in the life of a student. For instance, when writing a paper or talking to someone, social media cue-as the irrelevant distractors in that situation-are distracting by drawing the attention away from the primary task. According to (Bekalu et al., 2019, and Hettiarachchi, 2014) Since students tend to spend more time on social media other than for educational purposes; this tends to cause distraction from the learning environment, affecting their academic purposes.

Methodology

This chapter discusses the different methodologies utilized in the study. This chapter consists of the

research design, locale and respondents, sampling design, data gathering procedure, validity and reliability research instrument, and statistical tools and treatment of data.

Participants

This study was conducted at the Notre Dame of Midsayap College. The respondents of this are the bona fide third year students of the Notre Dame of Midsayap College for the academic year 2021-2022.

Instruments of the Study

For a more effective and efficient way of data gathering and faced with the challenges of pandemic, the researchers utilized Google form for the survey. The problems and goals of the study that the respondents may be able to relate to were taken into consideration when choosing the right research instrument. In this study, respondents completed an electronic version of a structured and modified survey questionnaire. The survey questionnaire has two (2) parts. The first part focuses on the respondent's demographic profile including their name which is optional, age, and sex. The second part of the questionnaire was about the factors of study habits. They will answer the questionnaire based on a Likert scale with appropriate descriptive interpretation.

This question was based on the section on the factors that influence students' study habits. Study Skills and Habits Questionnaire by Phani Bhushan Devatha (Queen's University), the Journal of Social Sciences Research, 2019, and Fershie D. Yap.

Procedure

In this study, researchers collected the necessary data on a step-by-step basis. First, the researchers made a pilot testing of the modified standardized questionnaire about the factors as well as an interview guide questions. Second, researchers addressed a letter to the Vice President for Academic Affairs, and College Deans of the different departments asking permission to conduct the study entitled Factors that Affect the Study Habits of Third-Year Students during Pandemic in the Second Semester of the Academic Year 2021-2022.

Next, the researchers gave the respondents an informed consent for participating in the survey and also keeping their responses to the questions confidential. Upon approval, the researchers conducted the survey.

The respondents answered the questions on the questionnaire given by the researchers through an online platform (Google Forms). The researchers checked the survey questionnaire right after they were answered by the respondents. When the respondents reached five (5) as the maximum requirement per department, the researchers closed the Google form. The retrieved and gathered data were used as the basis for organization, analysis and interpretation.

Ethical Considerations

An approval to conduct the study was obtained from the ethical committee of the research unit at College of Education affiliated to the Dean. Voluntary participation was assured. Agreement to complete the questionnaire worked as an informed consent. Subjects were assured about the confidentiality and anonymity of the collected data and that it will be only used by the researchers for the purpose of the current study.

Results

This chapter presents the data relative to the profile of the respondents, the factors that affects the study habits of the respondents in terms of time management, teachers' factors, learning environment, attitudes towards learning and social networking sites addictions.

The information pertaining to the profile of the respondents in terms of age and sex are shown in table 1.

Profile of the Respondents

Table 1. *Profile of the Respondents*

<i>Demographic Profile of the Respondents</i>	<i>f</i>	<i>%</i>
Age		
20	1	3.33
21	18	60
22	7	23.33
23	4	13.33
Total	30	100
Sex		
Male	12	40
Female	18	60
Total	30	100

Table 1 shows that 1 or 3.33 percent (%) of the respondents is within the age of 20 years old, 18 or 60 percent (%) are within the age of 21 years old, 7 or 23.33 percent (%) are within the age of 22 years old, and 4 or 13.33 percent (%) are within the age of 23. Majority of the respondents belong to the age of 21. Out of 30 respondents, 12 or 40 per cent (%) were male and moreover, 18 or 60 percent (%) were female.

Factors that Affect the Study Habits of the Students

Time Management

The information relative to the effects of time management to the study habits are shown in the table 2a.

Table 2a. *Factors that Affect the Study Habits of the Students (Time Management)*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
1. I find it easy to stick to a study schedule.	4.00	0.74	Agree
2. When I decide to study, I can start and keep going.	3.83	0.83	Agree
3. I spend my time in studying to avoid cramming.	3.70	1.02	Agree
4. I have enough time in my week to study.	3.90	0.84	Agree
5. I spend more time on difficult courses/subjects.	4.30	0.60	Strongly agree
Overall Mean	3.95	0.81	Agree

The table shows that in time management, the statement that has the highest weighted mean equal to 4.30 with a verbal description as 'strongly agree' is the 5th statement which states that "I spend more time on difficult courses/subjects" followed by the first statement "I find it easy to stick to a study schedule" having a weighted mean of 4.00 with an equivalent verbal description of 'agree'. The statement that has the lowest mean equivalent to 3.70 is the 3rd statement which states that "I spend my time in studying to avoid cramming." Overall, the mean response of the students to time management as a factor that affects their study habits is 3.95 which is verbally interpreted as 'agree'.

Teacher's Factor

The information related to the effects of teachers factor to the study habit of students are shown in table 2a.

Table 2b. Factors that Affect the Study Habits of the Students (Teacher's Factor)

Statements	Mean	SD	Verbal Description
6. The teacher explains the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up the confusion.	4.13	0.68	Agree
7. The teacher gives the right amount of graded assignments, tests, and quizzes to fairly evaluate my performance.	4.07	0.69	Agree
8. The teacher uses a variety of activities (discussion, group work, lecture, labs, technology, etc.) during class hours.	3.93	0.78	Agree
9. The teacher encourages the students to think for themselves.	4.07	0.69	Agree
10. The teacher uses appropriate strategies to improve the study habits of students.	4.10	0.71	Agree
Overall Mean	4.06	0.71	Agree

In this table, it is manifested that in teachers' factor, the first highest mean equal to 4.13 with a verbal description of 'agree' which stated that "The teacher explains the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up the confusion." The second highest mean was equal to 4.10 with a corresponding verbal description as 'agree' states that "The teachers uses appropriate strategies to improve the study habits of students" and the lowest mean 3.93 with is verbally described as 'agree' which stated that, "The teacher uses a variety of activities (discussion, group work, lecture, labs, technology, etc.) during class hours." Overall, the mean response of the students to teacher's factor as a factor that affects their study habits is 4.06 which is verbally interpreted as 'agree'.

Learning Environment

The information pertaining the effects of learning environment to the study habits of students are shown in table 2c.

Table 2c. Factors that Affect the Study Habits of the Students (Learning Environment)

Statements	Mean	SD	Verbal Description
11. I study comfortable using smartphone/computer.	3.47	1.20	Agree
12. I study facing wall or a corner to minimize distracting sights.	3.83	0.95	Agree
13. I preferred to be alone when studying.	4.33	0.84	Strongly agree
14. I study in an area with free from noise and distraction.	4.20	0.96	Agree
15. I can study for at least a half hour without phone breaks.	3.70	1.21	Agree
Overall Mean	3.91	1.03	Agree

In learning environment, the statement with the highest weighted mean equal to 4.33 verbally described as 'strongly agree' is the 13th which stated that, "I preferred to be alone when studying." The 14th statement has second highest mean equal to 4.20 verbally described as agree which stated that, "I study in an area which is free from noise and distraction," and the statement with the lowest mean equal to 3.47 verbally described as agree, is the 11th statement which stated that, "I study comfortably using smartphone/computer." Overall, the mean response of the students to learning environment as a factor that affects their study habits is 3.91 which is verbally interpreted as 'agree'.

Attitude towards Learning

The information related to the effects of students attitude towards their study habits are shown in table 2d.

Table 2d. Factors that Affect the Study Habits of the Students (Attitude towards Learning)

Statements	Mean	SD	Verbal Description
16. I study with my classmates or group.	3.50	0.94	Agree
17. I study for a length of time then take a short break before returning to studying.	4.27	0.52	Strongly agree
18. I have all my supplies handy when I study, such as pens, paper, calculator, etc.	4.07	0.91	Agree
19. I set study goals, such as the number of problems I will do or pages I will read.	4.17	0.75	Agree
...continuation of table 2d			
20. I study only when I feel like it.	3.67	1.09	Agree
Overall	3.94	0.84	Agree

In attitudes towards learning, the statement with the highest weighted mean equal to 4.27 verbally described as 'strongly agree' is the 17th statement

which stated that, “I study for a length of time then take a short break before returning to studying.” The statement with second highest mean equal to 4.17 verbally described as ‘agree’ is the 19th statement which stated “I set study goals, such as the number of problems I will do or pages I will read.” The statement that has the lowest weighted mean equal to 3.50 verbally described as ‘agree’ is the 16th statement which stated that, “I study with my classmates or group.” Overall, the mean response of the students to attitudes towards learning as a factor that affects their study habits is 3.94 which is verbally interpreted as ‘agree’

Social Media Used

The information related to the effects of social media use of students to their study habits are shown in the table 2e.

Table 2e. *Factors that Affect the Study Habits of the Students (Social Media Used)*

Statements	Mean	Sd	Description
21. I am distracted with my studies because of social media.	4.13	0.68	Agree
22. I find difficulty and forgetting to study because of social networking.	3.90	1.03	Agree
23. I spend time on a social media use instead of doing homework.	3.57	1.22	Agree
24. I still do well on my exams even when doing social networking	4.03	0.76	Agree
25. I still find to study even when doing social networking.	3.90	0.92	Agree
Overall	3.95	0.86	Agree

In social media used, the statement with the highest weighted mean equal to 4.13 verbally described as ‘agree’ is the 21st statement highest mean which stated that, “I am distracted with my studies because of social media.” The statement with the second highest weighted mean equal to 4.03 verbally described as ‘agree’ is the 24th statement which stated “I still do well on my exams even when doing social networking.” The statement with the lowest weighted mean equal to 3.57 verbally described as ‘agree’ is the 23rd statement which stated that, “I spend time on a social media use instead of doing homework.” Overall, the mean response of the students to social media used as a factor that affects their study habits is 3.94 which is verbally interpreted as ‘agree’

A five (5) point Likert agreement scale was used to statistically process the gathered data with legend as follows: Strongly Agree (4.21 – 5.00), Agree (3.41 – 4.20), Undecided (2.61 – 3.40), Disagree (1.81 – 2.60), and Strongly Disagree (1.00 – 1.80)

Significant Difference in the Study Habits of the Students when Grouped According to Age and Sex

Table 3a represents the significance difference s when students grouped according to age.

Table 3a. *Significant Difference in the Study Habits of the Students when Grouped According to Age*

Age	N	Mean	SD	df	p – value	Decision
20	1	3.76	0	29	0.54 ^{ns}	Retain Ho ₁
21	18	4.02	0.42			
22	7	3.75	0.47			
23	4	4.05	0.53			

Results from table 3 presents that p-value is 0.54 which is higher than the .05 level of significance which leads to the failure of rejecting the first null hypothesis.

Table 3b represents the significant difference when students are grouped according to sex.

Table 3b. *Significant Difference in the Study Habits of the Students when Grouped According to Sex*

Sex	N	Mean	SD	df	p – value	Decision
Male	12	4.02	0.54	28	0.51 ^{ns}	Retain Ho ₂
Female	18	3.91	0.39			

As shown in the table, the p-value is 0.51 which is higher than .05 level of significance which leads to the failure of rejecting the second null hypothesis.

Discussion

This chapter discusses and explains the results of the study relative to the profile of the respondents; factors that affect the study habits; and the significant difference when grouped according to the profile of the respondents.

Time management

In terms of time management, results showed up the top item which has the highest mean stated, *I spend more time on difficult course/subjects*. This implies that the respondents show good prioritization of the subject to be studied to maximize /their time. This finding supports the study of Somuah (2014) who noted that those who are not confident about their learning abilities tend to concentrate on memorizing facts to complete assignments and write examinations, as a result, they end up with weak grades because of poor understanding of materials.

While the lowest mean rating stated, *When I decide to study, I can start and keep going*. This finding support the idea of Pugh and Nathwani, (2017); Nasrullah and Khan (2015) that the effective and efficient management of time has been considered the key to success.

Teachers' Factor

In terms of teachers' factors the item with the highest mean stated, *The teacher explains the material clearly and in ways that are easy to understand, offers an alternative explanation or additional examples, and clears up the confusion*. This finding gives an implication that the teacher's factor helps the respondents improve their study habits. This study supports the idea of Nagel (2019) who stated that experienced, well-credentialed teachers have a positive impact on achievement for all students while under-credentialed teachers have the opposite effect. Relationships teachers build with their students require breaking free from the constraints of an academic world and it require also a careful balance between dominance and advocacy to be emotionally objective and to demonstrate a true concern for students and a sense of community in the classroom. When the lowest mean rating stated, *The factor was a variety of activities (discussion, group work, lecture, labs, technology, etc.) during class hours*, this contradicts the idea of previous researchers Lundahl et al., (2016) who stated that the teacher assesses each student's knowledge and abilities.

Learning Environment

In terms of learning environment the item which has the highest mean stated, *I preferred to be alone when studying*. This finding gives an implication that the respondents are more comfortable in a distraction-free environment. This study supports the idea of Nguyen et al., (2017) who indicated that enjoying some quality alone time can improve one's creativity, productivity,

and wellbeing. This is because positive and healthy solitude helps individuals adjust emotionally and prepare them for better social engagement with others. For this reason, it has been suggested that people should spend more time alone. Moreover, the lowest mean rating stated, *I study comfortably using smartphone/computer*, which contradicts the idea of Lan and Sie (2010) who describe mobile learning as a learning model that enables learners to access educational materials anywhere and anytime using mobile and internet technologies seems to be very attractive and usable in the learning process (Mtega et al., 2012). According to Hanson et al., (2011), students prefer to use instant messaging, email, and web-surfing in the library rather than looking into library online resources.

Moreover, students have difficulty balancing their study life with their need for social support although they want to make their learning a priority. Students seem to be motivated on uploading their status on their social media rather than downloading their class assignments.

Attitudes towards Learning

In attitudes towards learning, the result revealed that the top item which has the highest mean stated as, *I study for a length of time then take a short break before returning to studying*. This finding gives an implication that respondents need goal-setting, problem-solving abilities, and inner and external motivations in the process of learning. This study supports the idea of Cope (2021) who stated that naps for around 60 to 90 minutes can also be helpful for students trying to memorize information like facts, names, and dates. Therefore, researchers encourage students to stay off their phones and social media while taking breaks because this reduces their ability to focus and effectively retain the information they are studying. The mere presence of a smartphone reduces a person's ability to focus.

On the other hand, the lowest mean rating stated, *I study with my classmates or group*, contradicts the idea of Hefter and Berthold (2020) who stated that when students teach themselves something, it may enhance their levels of knowledge and information. Tsay and Brady (2012) showed that students who are engaged in group work or study, learn more, and the more students interact with one another, the greater their learning. Thanh et al. (2008) found that groups sometimes did not work as expected if the learners have a strong culture of competition and dedicate much time engaged in individualistic learning. There

are cases wherein there is a student who might find it difficult to study alone and find it more appealing to talk to people to learn and on the other hand, there are other students who choose to study alone because they get distracted easily by people and they can focus better when alone. Everyone has their studying methods and each has its advantage and disadvantage.

Social Media Used

In social media used, results manifested that the top item which has the highest mean stated as, I am distracted with my studies because of social media. This finding implies that social media has the biggest impact on the study habits of students. This study supports the idea of Clap and Gazzaley, (2012). Such distractions should be ignored when people want to focus on a task that requires their undivided attention to fulfill a certain goal. For instance, when writing a paper or talking to someone, social media cue-as the irrelevant distractors in that situation-are distracting by drawing the attention away from the primary task. The lowest mean rating stated, I spend time on social networking sites instead of doing homework, this contradicts the idea of Greenhow and Lobelia, 2009. It was stated that social networking sites play a very important role in education, indeed students are afforded multiple opportunities to improve learning groups and other educational systems. According to Bekalu et al., (2019) and Hettiarachchi, (2014), since students tend to spend more time on social media other than for educational purposes; this tends to cause distraction from the learning environment, affecting their academic purposes.

Proven by various studies conducted, the study habits of students of Notre Dame of Midsayap College is likely to have a positive correlation with their academic success. All students who want to be excellent should have good study habits. Many factors have influenced the study habits of the third year of Notre Dame of Midsayap College as consequences of this study. Educators and known researchers have offered interventions such as gamification of learning, home help, applications, and another method to achieve based on the learners' requirements.

Conclusion

Based on the research findings, the researchers concluded that the factors that affect the study habits of third-year students during the pandemic are their time management, teachers' factors, learning environment, attitudes towards learning, and social

networking site addictions.

There are positive factors in terms of time management, teachers' factors, their attitude towards learning, and the learning environment; however, the result showed that social media use could have a negative effect on their study habits. Respondents agreed on the majority of the statements that affect their study habits. With this, the researchers concluded that these factors undeniably affect the respondent's study habits during the pandemic. Furthermore, the significant difference between the study habits of the students when grouped according to age and sex is non-existent. In other words, there is a homogeneity in terms the study habits being applied by young, older, male or female students during the pandemic.

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