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Students' Study Habits and Their Relationship with Academic Performance

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Abstract. This study examined the relationship between students' study habits and academic performance among senior high school students at Buenavista Integrated School in Zamboanga City during the School Year 2025–2026. Specifically, it investigated study habits in terms of note-taking and time management and their association with students' academic performance. A descriptive–correlational research design was employed, involving 223 Grade 11 and Grade 12 students selected through total enumeration sampling. Data on study habits were collected using a researcher-developed questionnaire, while academic performance was measured using the students' General Weighted Average (GWA) based on the Department of Education assessment guidelines. The findings revealed that students demonstrated moderately adequate study habits, with mean scores of 3.00 for note-taking and 2.91 for time management, resulting in a combined mean of 2.96. These results indicate that students generally practice acceptable study strategies but still require improvement in developing more consistent and effective study routines. In terms of academic achievement, the students attained a Very Satisfactory level of performance, with an average grade of 86.93. However, the correlation analysis revealed no significant relationship between students' study habits and their academic performance ($r = -0.037$, $p = 0.700$). The findings suggest that although students demonstrate acceptable study habits and satisfactory academic outcomes, academic performance may be influenced by other factors such as learning motivation, instructional strategies, learning environment, and academic support systems. The study recommends strengthening study skills development programs and conducting further research to examine additional variables that may influence students' academic performance.

Keywords: Academic Performance, Note Taking, Students' Study Habits and Time management.

Introduction

Students' study habits, particularly note-taking and time management, are widely recognized as important factors influencing academic performance. Study habits refer to the regular practices and strategies students use to understand, organize, and retain information. When students develop consistent and structured study routines, they are more likely to perform well in school. Effective notetaking helps learners capture key ideas, organize information clearly, and review lessons more efficiently. Similarly, good time management enables students to allocate enough time for studying, completing assignments, and preparing for examinations without unnecessary stress.

Several studies have highlighted the positive relationship between study habits and academic success. Research published in the International Philippine Journal (2023) found that students who consistently follow structured study routines tend to achieve significantly better academic results. The study

emphasized that organized learning practices improve students' focus, comprehension, and retention of information. In the same year, a study from JIP Publication (2023) reported that implementing systematic study habits led to measurable improvements in examination scores and sustained engagement in learning tasks. These findings suggest that when students commit to disciplined study behaviors, their academic outcomes improve.

Further supporting this idea, research from the International Journal of Multidisciplinary Research Academy (2024) revealed a strong correlation between high levels of study discipline and enhanced academic performance among secondary school students. Students who managed their time effectively and maintained organized notes demonstrated higher achievement compared to those with inconsistent study routines. These results confirm that well-developed study habits play a critical role in promoting academic success.

More recent studies also support these findings. Garcia (2025) found that students who maintained structured study schedules showed noticeable improvement in their academic performance. The research explained that organized study routines allow students to better understand lessons and retain information for longer periods. Similarly, a study conducted in Nigeria by Oluwatobi et al. (2025) revealed that students who actively practiced effective study behaviors, including note-taking and time management, achieved higher examination scores. Safi (2025) also reported a clear connection between disciplined study habits and improved academic results across different educational settings. Collectively, these studies reinforce the importance of strong and organized study practices in helping students excel academically. Earlier research provides similar conclusions. Wong et al. (2021) demonstrated that students who engaged in active learning techniques and followed disciplined study routines achieved higher exam scores. Alshammari et al. (2022) highlighted that well-structured study plans positively influenced students' grades and academic involvement. Furthermore, Chen and Lin (2020) found that students who could control their study environment and apply purposeful learning strategies experienced better academic outcomes. Together, these studies emphasize that effective study habits significantly contribute to academic achievement.

However, while many studies confirm the positive impact of study habits on academic success, research focusing on rural students suggests that other factors may also influence performance. Studies by Saani et al. (2022) and the International Journal of Current Science Research and Review (2025) indicate that students in rural areas may face additional challenges such as limited resources, environmental distractions, or lack of academic support. These conditions may affect how study habits relate to academic performance. Therefore, localized research is necessary to better understand students' specific needs and to develop appropriate strategies for improving learning outcomes in rural schools.

In line with this need, the present study was conducted at Buenavista Integrated School in Zamboanga City during the School Year 2025–2026. The research focused specifically on senior high school students, examining their study habits in terms of notetaking and time management and how these relate to their academic performance. The school was selected as the research site due to its diverse student population and the accessibility of academic records. By conducting this study, the researchers aimed to contribute to a deeper understanding of how study habits influence academic performance within the local context and to provide recommendations that may help improve students' academic success.

Research Questions

This study aims to determine the relationship between study habits and the academic performance of Grade 11 and Grade 12 students at Buenavista Integrated School in Zamboanga City during the School Year 2025–2026. It examines how study habits, particularly note-taking and time management, influence students' academic performance, as measured by their General Weighted Average (GWA) in the third quarter.

Specifically, it sought to answer the following questions:

1. What is the level of study habits among senior high school students in terms of;
   1.1 Note Taking,and
   1.2 Time Management
2. What is the level of student's academic performance?
3. Is there a significant relationship between the level of study habits and the level of academic performance?

Scope and Delimitation of the Study

This study examines the relationship between study habits and academic performance among Grade 11 and Grade 12 students of Buenavista Integrated School. Study habits focus on notetaking and time management, while academic performance is measured using students' General Weighted Average (GWA). The research is limited to senior high school students enrolled during the School Year 2025–2026. It does not consider other factors such as motivation, socio-economic status, or learning environment. Other grade levels and schools are also excluded to keep the study focused on the selected students of Buenavista Integrated School.

Literature Review

Students' study habits

Students' study habits are very important for academic success. Many international studies show that certain habits can improve educational results. For example, Rabia et al. (2017) found that college students in Pakistan who studied regularly achieved better grades. Hasan and Akhter (2024) showed that time management, self-discipline, and having clear goals helped university students in different countries learn more effectively. Kaur and Singh (2021) also found that a supportive learning environment and strong personal motivation play an important role in developing good study habits and improving performance. Overall, these studies show that study habits are complex and influenced by many factors across different cultures and education systems.

Note Taking

Note-taking is an important academic skill that helps students understand and remember information better. The Cornell method organizes notes into clear sections, which makes reviewing and remembering key ideas easier (Goodnotes Blog, 2024). Visual methods like concept mapping help learners see connections between ideas by using diagrams, while the sentence method allows students to quickly write down detailed information during fast lectures (Reddit: r/NoteTaking, 2024). New technology has also improved notetaking. Tools like voice-to-text and AI-powered note editing help students record information quickly and organize it later (University of Tennessee at Chattanooga, 2024). Overall, different note-taking methods and modern tools work together to support learning. Structured systems like Cornell improve review and memory, visual mapping shows relationships between ideas, and the sentence method helps capture information in fast-paced classes.

Time Management

Time management is an important skill that helps people stay productive, reduce stress, and reach their goals. It involves planning, setting clear priorities, and focusing on the most important tasks. According to Asana (2025), good time management includes breaking big tasks into smaller steps, scheduling specific time blocks, and limiting distractions to stay focused. The International Journal of Innovative Research and Social Sciences (2025) explains that modern time management also uses AI tools to create personalized schedules. It also highlights the importance of working according to your natural energy levels to avoid burning out. Similarly, reworked (2025) suggests clear communication, regularly reviewing priorities, and scheduling tasks during peak energy times to stay efficient and balanced. Overall, effective time management combines planning, smart use of technology, and understanding personal energy patterns to improve productivity and well-being.

Academic Performance

Academic performance is affected by many different factors. Kocsis (2025) found that intrinsic motivation, self-regulated learning, and family background strongly influence academic success, with psychological factors being more important than demographic ones. Mensah (2024) reported that poor time management, difficult courses, and lack of learning materials are major causes of low academic performance, showing the importance of good study habits and proper resources. Carroza-Pacheco et al. (2025) discovered that emotional skills, motivation, self-confidence, and positive relationships with teachers and peers are strongly linked to better academic results. Overall, these studies show that motivation, effective study habits, and supportive environments are key factors in improving students' academic achievement worldwide.

Methodology

Research Design

This study utilized a descriptive-correlational research design to determine the relationship between the level of students' study habits and the academic performance of Senior High School students, including Grade 11 and Grade 12 students, at Buenavista Integrated School in Zamboanga City. According to Pritha Bhandari (2021), a descriptive-correlational research design examines and describes the relationship between variables without establishing a cause-and-effect relationship. This design is appropriate for measuring the degree of association between two variables and for making informed predictions based on the identified relationships. Data was scollected through survey questionnaires. Earl Babbie (2020) emphasized that surveys are effective tools for gathering quantitative data from specific groups of respondents. A questionnaire is a research instrument composed of a set of questions designed to collect information about respondents' knowledge, opinions, attitudes, beliefs, and behaviors, as explained by Ranganathan (2023).

Research Design

The sampling method used in this study is nonprobability sampling, specifically purposive sampling and total enumeration. Purposive sampling was applied to carefully select respondents who are students of

Buenavista Integrated School in the Zamboanga City Division, ensuring that only those who meet the study's criteria were included. According to Shona McCombes (2023, June 22), purposive sampling involves selecting participants based on specific characteristics relevant to the research. In addition, total enumeration was used to include all Senior High School students at Buenavista Integrated School. This allowed the researchers to gather data from the entire target population, ensuring a more complete and accurate representation of the group. By combining purposive sampling and total enumeration, the study aimed to provide a comprehensive and reliable understanding of the Senior High School students at Buenavista Integrated School.

Research Locale

This study was conducted among Senior High School students, including Grade 11 and Grade 12 students, at Buenavista Integrated School in Zamboanga City during the 2025–2026 academic year. Buenavista Integrated School was chosen as the research locale because of its large student population, which provides a suitable and representative group for examining the relationship between students' study habits and academic performance. The school's diverse student population and accessibility also supported efficient and comprehensive data collection. These factors helped ensure that the findings of the study are relevant and applicable to the students in the institution.

Research Participants

This study presents the total population of 223 Grade 11 and Grade 12 students from selected strands at Buenavista Integrated School. Among the groups, the largest number of students (63) is from Grade Level 11 TVL, while the smallest number of students (20) is from Grade Level 12 HUMSS. The sample size of 223 respondents is equal to the total population, as the study utilized total enumeration. This means that all qualified students from Grade 11 and Grade 12 were included as respondents. By including the entire population, the researchers ensured that the data gathered fully represents all Senior High School students in the selected strands at Buenavista Integrated School.

Research Instrument

This research instrument used in this study was a researcher-made questionnaire designed to measure the sub-variables of study habits, specifically note-taking and time management. The questionnaire consisted of two parts. Part I measured the level of study habits in terms of notetaking and time management, while Part II focused on the students' academic performance. A four-point Likert scale was used to gather responses: 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (DA), and 1 = Strongly Disagree (SDA). The administration of the questionnaire was conducted with the permission of the research adviser and in compliance with the Data Privacy Act of 2012 of the Republic of the Philippines. Ethical considerations in survey research, as discussed by Sakirudeen and Sanni (2017), were also observed to ensure confidentiality and protection of the respondents' information.

Data Gathering Procedure

The researcher began the study by securing an approval letter from the Research Adviser, which served as formal authorization to conduct the research. After obtaining the endorsement letter, permission was requested from the School Principal to carry out the study within the campus. Upon approval, the researcher submitted all required documents, including the endorsement letter, approval letter, consent forms, and the survey questionnaire. Once all permissions were secured, the researcher coordinated with the designated teachers to schedule the survey at a convenient time for the Senior High School students. Before distributing the questionnaires, the purpose of the study was clearly explained to the respondents. They were informed that participation was voluntary and that all information gathered would be kept strictly confidential. The questionnaires were personally distributed to the selected students. The researcher remained present during the administration to provide assistance, answer questions, and ensure that all items were properly completed. After completion, the questionnaires were immediately collected for data tabulation and analysis. The procedures followed ethical research standards, as outlined by the Lehigh University Research Integrity Office (1999).

Results and Discussions

Problem 1: What is the level of study habits among senior high school students in terms of note taking and time management?

Table 1: The Level of study habits among senior high school students in terms of Notetaking.

	Statements	Mean	Standard Deviation	Verbal Description	Interpretation
1.	My notes help me study better.	3.52	.52	Strongly Agree	Highly Adequate
2.	I will write down the most important ideas from the lesson.	3.38	.59	Strongly Agree	Highly Adequate
3.	I review my notes to help me remember lessons.	3.35	.60	Strongly Agree	Highly Adequate
4.	I pay attention so I can write useful notes.	3.27	.50	Strongly Agree	Highly Adequate
5.	I can use my notes to explain a topic to someone else.	3.17	.57	Agree	Moderately Adequate
6.	I can use my notes to explain a topic to someone else.	2.92	.60	Agree	Moderately Adequate
7.	My notes are sometimes messy or unclear.	2.87	.70	Agree	Moderately Adequate
8.	I struggle to keep up with notetaking.	2.70	.67	Agree	Moderately Adequate
9.	I do not write notes regularly.	2.39	.71	Disagree	Fairly Adequate
10.	I don't like spending too much time on unimportant things.	2.44	.74	Disagree	Fairly Adequate
	Over-all Mean	**3.00**	**6.2**	**Strongly Agree**	**Moderately Adequate**

Table 1 shows that the highest mean score (3.38) was for the statement, "I write down the most important ideas from the lesson," followed closely by "I review my notes to help me remember lessons" (3.35). Both were rated as "Strongly Agree" and considered highly adequate. Research supports this: Salame, Tuba, and Nujhat (2024) found that students who use effective note-taking techniques have better understanding and retention, leading to higher academic performance. Similarly, Dagoc and Oco (2024) reported that strong study habits, such as reading, taking notes, and study sessions, are linked to higher academic achievement. The lowest mean score (2.39) was for "I do not write notes regularly," which was rated "Agree" and considered fairly adequate. This indicates that most students take notes regularly. Kitjaroonchai et al. (2025) also emphasize that consistent note-taking improves memory, comprehension, and overall academic performance. The overall mean score of 3.00 suggests that senior high school students generally have a moderate level of note-taking habits. While students recognize the benefits of note-taking ("Strongly Agree"), the overall practice is only "Moderately Adequate," meaning there is room for improvement. The standard deviation of 0.62 shows that students' responses were fairly consistent. In summary, note-taking is valued and practiced, but making it more consistent and effective could further enhance students' study habits.

Table 2: The Level of study habits among senior high school students in terms of Time Management.

	Statements	Mean	Standard Deviation	Verbal Description	Interpretation
1.	I use my free time wisely.	3.04	.58	Agree	Moderately Adequate
2.	I use my free time to do useful activities.	3.13	.63	Agree	Moderately Adequate
3.	I start my tasks without delay.	3.90	.65	Strongly Agree	Highly Adequate
4.	I used an alarm clock to alert me for nights reading.	3.75	.71	Strongly Agree	Highly Adequate
5.	I meet my deadlines on time.	3.83	.61	Strongly Agree	Highly Adequate
6.	I don't get distracted while doing homework.	2.72	.72	Agree	Moderately Adequate
7.	I don't spend too much time on social media and games.	2.65	.74	Agree	Moderately Adequate
8.	I find it challenging to balance study time with other responsibilities.	2.06	.55	Disagree	Fairly Adequate
9.	Sometimes it's hard for me to balance my time.	2.03	.58	Disagree	Fairly Adequate
10.	I usually don't understand my handwriting or shortcuts.	2.03	.70	Disagree	Fairly Adequate
	Over-all Mean	**2.91**	**6.47**	**Agree**	**Moderately Adequate**

Table 2 shows the level of study habits of Senior High School students in terms of time management. The highest mean score of 3.90 (SD = 0.65) was recorded for "I start my tasks without delay," verbally described as Strongly Agree and interpreted as Highly Adequate. This indicates that most students begin their academic tasks promptly and consistently. The relatively low standard deviation shows minimal variation in responses, suggesting that this positive habit is widely practiced. Supporting this finding, Valente, Dominguez-Lara, and Lourenço (2024) explain that effective planning and time management reduce procrastination and improve students' self-regulated learning. Similarly, Fu et al. (2025) found that organizing study schedules and prioritizing tasks enhance academic engagement and overall performance. These studies confirm that prompt task initiation reflects strong time-management skills. The lowest mean score of 2.03 was obtained for "Sometimes it's hard for me to balance my time" (SD = 0.58) and "I usually don't understand my handwriting or shortcuts" (SD = 0.70). Both were described as Disagree and interpreted as Fairly Adequate. Although many students do not frequently experience these difficulties, the standard deviations indicate that some still face challenges. As noted by Aufa et al. (2025), poor time allocation can negatively affect organization and study effectiveness. Overall, the mean of 2.91 suggests a Moderately Adequate level of time management, showing generally positive but improvable study habits.

Table 3: Summary of the Level of Study Habits among Senior high school students

Indicators	Mean	Standard Deviation	Interpretation
Note-Taking	3.00	6.2	Moderately Adequate
Time Management	2.91	.6.47	Moderately Adequate
Over-All Mean	**2.96**	**6.34**	**Moderately Adequate**

Table 3 shows the level of study habits among senior high school students in terms of note taking and time management. The table highlights two key variables: note taking and time management. Note taking obtained a mean score of 3.00, verbally interpreted as Moderately Adequate. Time management, on the other hand, recorded a mean score of 2.91, which is also described as Moderately Adequate. These results indicate that students generally demonstrate acceptable study practices in both areas, although improvement is still possible. The overall mean score of 2.96 with a standard deviation of 6.34 categorizes students' study habits as Fairly Adequate. The relatively high standard deviation suggests variability in students' responses, meaning that while many students practice effective study habits, others may still struggle with consistency in note taking and time management. Research supports these findings. Haghverdi, Biria, and Karimi (2025) explain that structured note-taking strategies enhance comprehension, retention, and academic performance, emphasizing the importance of organized notes in effective learning. Similarly, the Organisation for Economic Co-operation and Development (OECD, 2025) highlights that the effective use and allocation of learning time significantly contribute to academic engagement and achievement. Overall, the findings suggest that although students demonstrate moderately adequate study habits, continued support and skill development in note taking and time management could further strengthen their academic success.

Problem 2: What is the level of student's academic performance?

Table 4: The Level of student's Academic Performance

Indicator	Mean	Standard Deviation	Verbal Description
Academic Performance	3.00	3.81	Very Satisfactory

Table 4 shows that the senior high school students achieved an overall mean academic performance of 86.93, which is interpreted as "Very Satisfactory." This indicates that students, on average, are performing well above minimum expectations and consistently demonstrate high levels of academic achievement across their subjects. Research on secondary education students reinforces that academic performance is a key indicator of learning success and is influenced by various factors such as resilience and engagement, which correlate positively with higher performance levels in school contexts (Carroza Pacheco, León del Barco, & Bringas Molleda, 2025).

Problem 3: Is there a significant relationship between the level of study habits and the level of academic performance?

Table 5: The Significant relationship between the level of study habits and the level of academic performance.

Variable Mean		R-Value	P-Value	Interpretation
X	Y			
Students' Study Habits	Academic Performance	-.037	.700	Not Significant

Table 5 shows that the correlation between the level of students' study habits and their academic performance is -.037 with a p value of .700, indicating that there is no significant relationship between the two variables in this study. In practice, this means that the variations in students' study habits such as note taking and time management did not correspond in a meaningful way to correlate in academic performance; students with stronger reported study habits did not necessarily achieve higher academic outcomes. Although this specific finding is non-significant, recent research generally suggests mixed evidence on the strength of this relationship: some studies indicate that effective study habits are associated with better academic results (e.g., Omoniyi & Fawehinmi, 2025; Garcia, 2025), while others also report weak or context dependent correlations, highlighting that factors like learning environment, motivation, and instructional support can moderate the link between study practices and performance (Presbitero, 2025; Safi, 2025

Ethical Considerations

The researchers ensured that this study was conducted in accordance with accepted ethical guidelines in educational research. Approval to carry out the study was obtained from the appropriate school authorities before any data were gathered. All research activities followed institutional policies and respected the school's rules and procedures. Participants were fully informed about the purpose of the study and the nature of their involvement. They were assured that participation was voluntary and that they could refuse or discontinue their participation at any point without any consequences. For students who were minors, consent from parents or guardians was obtained prior to their inclusion in the study. The privacy of the participants was carefully protected. No names or identifying details were recorded in the questionnaires or included in the final report. Codes were used instead of personal information to maintain anonymity. All collected data were kept confidential, stored securely, and accessed only by the researchers. The handling of information complied with the Data Privacy Act of 2012 (Republic Act No. 10173). The study posed no risk to participants. The questions were appropriate for students and did not involve sensitive topics. The researchers-maintained honesty, fairness, and objectivity throughout the entire research process.

Conclusion

The study highlights the important role of students' study habits in influencing academic performance, particularly focusing on note-taking and time management. Results show that these habits affect how students understand lessons, organize tasks, and achieve better outcomes. Among the factors studied, effective time management and organized note-taking were key contributors to higher academic performance. Students who manage their time well and take clear, structured notes tend to perform better and experience less academic stress. Conversely, poor study habits can make it difficult to keep up with schoolwork and reach full potential. These findings emphasize the need to strengthen study habits. Teachers and schools can support students by providing guidance and strategies to improve time management and note-taking skills, helping learners achieve academic success and develop lifelong learning habits.

Reccomendations

Based on the findings, several steps can help improve senior high school students' study habits and academic performance. Although students showed moderately adequate note-taking and time management, there is room for growth. Schools can offer study skills programs, workshops, or seminars focusing on effective note-taking and time management techniques. Teachers should integrate structured note-taking methods and time management activities into lessons. Administrators may provide support services like mentoring, guidance counseling, and study habit sessions. Parents can assist by monitoring study schedules, encouraging routines, and reducing distractions. Since study habits showed no significant relationship with performance, future research should explore other factors such as motivation, learning environment, teaching strategies, or socio-economic influences, using larger samples or qualitative methods for deeper insights.

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