

The Impact of Study Habits on Academic Performance: Regular Versus Irregular

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Abstract. This study examines the impact of students' study habits, whether they study regularly or irregularly, on their academic performance at Mindanao State University-Sulu. By surveying 155 Grade 11 students from STEM and GAS strands, the researchers found that students who maintain consistent study routines tend to have a greater impact on their learning outcomes. These students show improved understanding of lessons, higher confidence during exams, and better grades. Conversely, students with irregular study habits experience a negative impact, often feeling more stressed, forgetting lessons easily, and struggling to keep up with their coursework. The findings highlight the significant impact that disciplined and regular study habits can have on academic success. Based on this, schools are encouraged to implement policies that promote structured study routines, such as setting specific study times and teaching effective time management. Teachers can support this by integrating strategies that foster consistent study practices, while parents can play a role by encouraging discipline at home. Future research could explore other factors impacting study habits, like motivation or environment, to further improve support for students. Overall, developing good study habits has a powerful impact on students' academic achievement and confidence, helping them reach their full potential.

Keywords: Study habits; academic performance; regular study; irregular study; time management

Introduction

Study habits are the everyday routines and behaviors students adopt to foster effective learning and achieve academic success. These include activities like reviewing lessons, reading, taking notes, organizing their study time, and staying focused during study sessions (Bahaluddin et al., 2024). Building good study habits is essential because they help students remember information better and perform well in school. Things like managing time wisely, paying close attention, and getting enough rest all play a part in making studying more effective. As recent studies highlight, cultivating positive study habits is key to academic achievement for all students, regardless of their background, and these habits can be influenced by various personal and environmental factors (Bahaluddin et al., 2024).

Doing well in school often depends on how students study. The way they plan, organize, and manage their time can greatly affect how much they learn and how well their grades are. As schools and teachers try to help students perform better, it's important to understand what makes studying truly effective, not just how long students study, but how regularly they do it. Previous research has shown that students with good study habits usually get higher grades and understand lessons better (Zimmerman & Schunk, 2011). However, many of these studies focused on what students do when they study, like using notes, summarizing, or reviewing, rather than when and how often they study. For example, Walck-Shannon et al. (2021) studied different study techniques but didn't look at how the timing or regularity of study sessions affects learning. Likewise, Liao and Griswold (2023) found that top students often study more frequently, but they didn't check if being consistent with their study schedule improves performance.

While it's clear that study habits influence academic success, there's still not enough information about how the regularity or timing of study sessions affects students' learning. Researchers don't yet know if students who study regularly get better results than those who study at random times, even if both spend the same number of hours studying. Because of this, schools and students may not have the best guidance on how to plan effective study routines. This study aims to find out how regular and irregular study habits affect students' academic performance. It will also look at other factors like sleep, stress, and the study environment that might influence this relationship. By doing so, the study hopes to show how keeping a regular study routine can help students learn better. In the end, this research will add to what is already

known about study habits by focusing on the importance of consistency and timing. The results can help students, teachers, and advisers create better and more practical study strategies to improve school performance and learning success.

Research Questions

This study determined how students' study habits, whether regular or irregular, shape their academic performance. It also aims to understand how these study patterns influence students' motivation, focus, and learning outcomes. Specifically, it aimed to answer the following research questions.

1. What is the level of study habits of students?
2. How does a regular study routine influence students' academic performance?
3. How does an irregular study routine influence students' academic performance?

Scope and Delimitation of the Study

This study focused on determining the impact of regular and irregular study habits on the academic performance of Grade 11 students at Mindanao State University–Sulu Senior High School during the Academic Year 2025–2026. It examined the students' study habits and how these influenced their academic performance. The respondents were limited to 155 Grade 11 students from the STEM and GAS strands selected through simple random sampling. The study used a quantitative descriptive research design and a researcher-made survey questionnaire for data gathering. It was limited only to the selected respondents of MSU–Sulu Senior High School and did not include other factors such as family background, socioeconomic status, and teaching strategies that may also affect academic performance.

Literature Review

The Concept of Study Habits

Study habits are the regular routines and mindful approaches students adopt to prepare for classes, review lessons, and stay organized in their learning journey. These habits reflect a student's attitude, behavior, and strategies during their studies. Research by Crede and Kuncel (2008) highlights that effective study habits such as setting goals, managing time wisely, and actively engaging with learning materials play a significant role in deepening understanding and achieving higher grades. Similarly, Zimmerman and Schunk (2011) emphasize that good study habits are vital for self-regulated learning, where students take charge of planning, monitoring, and reflecting on their progress to keep improving. Students who develop disciplined and positive study routines tend to become more organized, attentive, and consistent in their academic efforts. These habits help them manage their time better and stay motivated, especially when faced with challenging tasks. In the Philippines, Gutierrez-Magboo (2022) found that students with well-established study routines tend to perform better on licensure exams compared to those who rely mainly on confidence or self-belief. This suggests that intentionally practicing good study habits like prioritizing tasks, managing time effectively, and staying disciplined are key to reaching academic success. Moreover, Research by Aisma et al. (2020) highlights that there is a significant positive relationship between students' study habits and their academic achievement. Their study, which involved sixty ninth-grade students at the SSC level in Rawalpindi, found that when students maintain effective or even average study habits, their academic performance tends to be better. This indicates that developing consistent and good study routines can play a crucial role in enhancing students' learning outcomes.

Regular versus Irregular Study Routines

Having a regular study routine means setting a specific time and place to study, which helps students stay focused and remember lessons better. Walck-Shannon et al. (2021), in "Study Behavior Patterns and Academic Performance," found that students who study regularly and consistently tend to do better in school because their learning is more organized and less stressful. When students follow a fixed schedule, they can review lessons little by little instead of cramming before exams, which makes learning more effective. On the other hand, irregular study routines, where students study only when exams are near or at random times, can make it harder to concentrate and remember lessons. Liao and Griswold (2023), in "Study Habits and Academic Achievement in First-Year Students," found that irregular study patterns often lead to lower focus and higher anxiety, especially during tests. Without a consistent routine, students may forget what they learned or fail to connect lessons properly. In the Philippines, Tagud and Valle (2023), in their study "Study Habits and Skills: Its Influence on Students' Academic Performance," discovered that students who practiced consistent study habits generally achieved higher grades. They found that skills such as time management, focus, and managing academic pressure strongly influence how well students perform. Their research showed that students who plan their study time and stay consistent tend to be calmer and more confident, leading to better results and a more positive attitude toward learning.

Study Habits and Academic Performance

Many researchers agree that good study habits are closely linked to doing well in school. Bahaluddin et al. (2024), in their study of Grade 11 students at Mindanao State University Sulu, found that students who stick to good study routines like reviewing lessons regularly, managing their time well, and keeping their notes organized usually get better grades. Their research shows that developing strong study habits not only helps students understand and remember what they learn but also makes them more confident and motivated. In the Philippines, Gutierrez-Magboo (2022) found that both study habits and belief in oneself called self-efficacy are important for success, although they work in different ways. Students who do well in exams often develop habits like focusing on key ideas, organizing their notes, and planning their time carefully. Likewise, Tagud and Valle (2023) discovered that parts of good study habits, such as staying focused and handling stress are directly linked to better grades. Being able to concentrate helps performance, while feeling too much pressure can make it harder. Overall, having regular study routines, managing time wisely, and staying consistent are important factors that help students reach their goals, remember lessons better, and feel more confident in school.

Methodology

Research Design

This study used a quantitative descriptive research design to determine the relationship between regular and irregular study habits and students' academic performance. This design was appropriate because it enabled the collection of measurable data from a substantial group of respondents through a structured questionnaire. The analysis described patterns, differences, and trends in study habits and their influence on academic outcomes among Grade 11 Senior High School students at Mindanao State University-Sulu.

Sampling Design

This study used a simple random sampling method to select students from MSU-Sulu Senior High School, Grade 11, to ensure that every student had an equal chance of being chosen. Simple random sampling was used because the students can be grouped based on their study habits either regular or irregular. By randomly selecting students from these groups, the researchers made sure that the sample accurately represented the different types of study habits among the students. This approach helped them better understand how different study habits may affect students' academic performance.

Research Locale

The research was conducted at Mindanao State University-Sulu Senior High School Department, located at Capitol Site, Bangkal, Patikul, Sulu, Philippines. The site was selected for its diverse student population, which included learners with varying study routines and academic standings. Conducting the study in this environment provided an accurate representation of how the consistency of study habits affected academic performance among Filipino students.

Research Participants

The respondents of this study were Grade 11 students enrolled in the STEM and GAS strands of Mindanao State University-Sulu Senior High School during the Academic Year 2025-2026. The study utilized a sampling technique focusing on students who had experienced both regular and irregular study schedules to ensure a balanced representation of different study patterns and academic performance levels. A total of 155 participants were selected from a population of 257 students through simple random sampling. The respondents consisted of 24 students from STEM 1, 24 from STEM 2, 27 from STEM 3, 18 from GAS 1, 18 from GAS 2, 19 from GAS 3, and 25 from GAS 4. This distribution ensured a diverse and reliable set of data for the study.

Research Instrument

The primary instrument for data collection was a researcher-developed survey questionnaire utilizing a 5-point Likert Scale, which assessed three key areas: the level of study habits, the influence of a regular study routine on academic performance, and the influence of an irregular study routine on academic performance. Each of the 40 items was rated on a scale consisting of (5) Strongly Agree, (4) Agree, (3) Undecided, (2) Disagree, and (1) Strongly Disagree. To ensure structural integrity, the instrument was constructed and validated following established protocols for educational survey design (SurveyMonkey, 2023; Scribbr, 2024; Ombea, 2023; Fluent Forms 2024; Mentimeter, 2024; Ansari, 1983) and demonstrated high internal consistency with a Cronbach's alpha of 0.83.

Data Gathering Procedure

The respondents gathered in their respective rooms by section, and survey questionnaires were distributed accordingly. The researcher provided a brief overview of the study's purpose and detailed instructions prior to participants completing the questionnaires. Upon collection of all responses, the data were tallied, encoded, and analyzed. Strict measures were implemented to ensure that all information was securely stored, thereby safeguarding respondents' privacy.

Results and Discussions

Research Question 1: What is the level of study habits of students?

Table 1. The Level of Study Habits

Items	Mean	SD	Interpretation
1. I prioritize academic tasks and assignments.	4.39	0.640	Agree
2. I find time to review my lessons when I'm free.	4.13	0.770	Agree
3. I find time to do my homework in a day.	4.06	0.695	Agree
4. I set a specific time to study each day.	4.01	0.789	Agree
5. I start studying right away when it is time to study.	3.85	0.780	Agree
6. I give enough time to study each subject.	4.01	0.764	Agree
7. I first study the easiest lessons before proceeding to the difficult ones.	4.10	0.862	Agree
8. I do today what needs to be done.	3.92	0.879	Agree
9. I attend my classes regularly on time.	4.45	0.666	Agree
10. I have submitted all my schoolwork on time.	4.41	0.632	Agree
Grand Mean	4.13	0.748	Agree

Table 1 shows the potential findings for the level of study habits. The claims of the respondents yielded a grand mean of ($M=4.13$), which was interpreted as a high level of study habits. It was evident from the responses that out of the ten indicator items, eight items brought the highest rates among the claims ($M=4.01$ – $M=4.45$), respectively. The items that indicated high levels included attending classes regularly, submitting all requirements on time, prioritizing academic tasks and assignments, finding time to review during free time, studying the easiest lesson before difficult ones, finding time to do homework, giving time to study each subject, and setting specific times to study in a day. The other two items were the claims of the respondents which yielded means of ($M=3.85$ – $M=3.92$), respectively, and were interpreted as moderate levels of study habits. The respondents' positive responses to statements related to time management, task prioritization, and timely submission of schoolwork suggested that these habits were significantly associated with their academic performance. Similarly, Schunk et al. (2020) used a 5-point Likert scale (ranging from "Strongly Disagree" to "Strongly Agree") to assess students' self-reported study habits, where higher scores reflected more positive and effective study behaviors. A high level of agreement with positive statements about study behaviors typically indicates a high level of effective study habits. Similarly, a study conducted with a mean score of 4.13, indicating a high level of agreement among respondents regarding their study habits, supports the assertion that effective behavioral practices are essential for academic success. These results align with previous research, such as the study titled "Study Habits and Skills: Its Influence on Students' Academic Performance," which emphasizes the importance of disciplined study routines such as task prioritization, dedicated study time, and punctuality in improving academic achievement. Therefore, this evidence underscores the critical need to promote disciplined study behaviors and effective time management strategies to enhance students' learning outcomes and overall academic success (Tagud & Valle, 2023).

Research Question 2: How does a regular study routine influence students' academic performance?

Table 2. Influence of Regular Study Routine on Academic Performance

Items	Median	SD
1. Regular study helps me perform better academically.	4	Agree
2. I understand my coursework better when I study regularly.	4	Agree
3. I feel confident about exams after regular study sessions.	4	Agree
4. I experience less academic stress when I maintain a regular study routine.	4	Agree
5. My grades improve when I follow a consistent study schedule.	4	Agree
6. I am more motivated to study when I have a routine.	4	Agree
7. I retain information longer when I study regularly.	4	Agree
8. Regular study leads to better time management for me.	4	Agree
9. I participate more actively in class after regular study.	4	Agree
10. Regular study contributes positively to my overall academic success.	4	Agree
Grand Median	4	Agree

The data presented highlighted a strong consensus among respondents that maintaining a regular study routine positively influenced various aspects of academic performance. With a median score of 4 across all items, indicating agreement, these findings suggested that students perceived consistent studying as beneficial for understanding coursework, exam confidence, grade improvement, motivation, information retention, time management, class participation, and overall academic success. The grand median of 4 further emphasized the widespread acknowledgment of the importance of regular study habits in achieving academic goals. These findings were supported by the study of Karatas (2015), which explained that academic procrastination negatively affects students' learning and achievement because it influences their self-efficacy, self-control, and organizational behavior. This implied that students who avoided delaying their academic tasks and maintained consistent study routines were more likely to achieve better academic outcomes. Similarly, the study of Goroshit and Hen (2021) found that academic procrastination has a negative effect on students' academic performance and GPA. This suggested that students who regularly engaged in their academic tasks and maintained disciplined study habits were more likely to improve their academic performance and achieve their academic goals.

Research Question 3: How does an irregular study routine influence students' academic performance?

Table 3. Influence of Irregular Study Routine on Academic Performance

Items	Median	SD
1. Irregular study makes it harder for me to keep up with coursework.	4	Agree
2. I feel less prepared for exams due to irregular studying.	4	Agree
3. My academic performance suffers when I study irregularly.	4	Agree
4. I experience more stress during periods of irregular study.	4	Agree
5. I tend to procrastinate more when I have no fixed study schedule.	4	Agree
6. Irregular studying reduces my motivation to study.	4	Agree
7. I find it difficult to focus during irregular study sessions.	4	Agree
8. Irregular study negatively affects my class participation.	4	Agree
9. I forget more information when I study irregularly.	4	Agree
10. Irregular study impacts my confidence in academic tasks.	4	Agree
Grand Median	4	Agree

The findings indicated that students who engaged in irregular study patterns also perceived notable academic benefits similar to those who followed regular study routines. The median score of 4 across all indicators suggested that respondents agreed that irregular study habits could still contribute to better understanding of lessons, increased confidence during examinations, improved motivation, enhanced retention of information, and overall academic performance. This may imply that students could still achieve positive learning outcomes even if their study sessions were not always consistent, possibly because they exerted greater effort or focus when they did study. This result was consistent with the findings of Jhoselle Tus, Reymark Lubo, Francis Rayo, and Mark Anthony Cruz (2020), who reported that students' study habits were generally at an average level and did not show a significant relationship with academic performance, suggesting that other learning-related factors may also influence students' academic outcomes. Moreover, the study of Syahrastani (2022) emphasized that learning strategies and practice can enhance students' self-efficacy and learning outcomes, indicating that the effectiveness of studying may depend not only on the regularity of study sessions but also on the manner and effort students invest in their learning activities.

Ethical Considerations

The researchers strictly observed ethical standards throughout the conduct of the study to ensure the protection, privacy, and welfare of all participants. Prior to the data gathering process, formal permission was secured from the school administration of Mindanao State University-Sulu Senior High School. The respondents were properly informed about the purpose and objectives of the study, and their participation was entirely voluntary. They were assured that they had the right to decline participation or withdraw from the study at any time without any consequences. To maintain confidentiality and anonymity, no personal identifiers such as names or identification numbers were collected in the questionnaire. All responses and gathered information were treated with utmost confidentiality and were used solely for academic and research purposes. The researchers also ensured that the data collected were securely stored and handled responsibly throughout the duration of the study.

Conclusion

Based on the findings and analysis, it can be summarized that students generally demonstrate strong study habits, including effective time management, task prioritization, punctuality, and consistent study routines. The data indicates that engaging in regular study practices has a positive impact on various academic outcomes such as better comprehension, increased confidence, higher motivation, and improved

retention of information. Although some students also see benefits from irregular study habits, maintaining a steady and disciplined approach to studying is more strongly linked to academic success. These conclusions highlight the importance of encouraging students to develop and sustain consistent study routines to enhance their learning achievements. Promoting disciplined study behaviors can serve as a key factor in improving overall academic performance and supporting students' educational growth.

Recommenations

Based on the findings of the study, several recommendations are proposed to improve students' study habits and academic performance. School administrators may strengthen students' academic productivity by implementing policies that encourage regular library utilization and the development of effective study routines. Teachers are encouraged to promote consistent study schedules, guide students in managing their academic tasks, and reinforce the importance of completing assignments on time. Parents may also play an important role by monitoring and motivating their children at home to help them develop responsibility, discipline, and effective time management skills. Students are encouraged to establish consistent study routines that emphasize punctuality, focus, and task completion to enhance their learning outcomes and academic success. Furthermore, future researchers may explore other factors that influence students' study habits, such as psychological, environmental, social, and personal variables, to gain a more comprehensive understanding of the factors affecting academic performance. Future studies may also investigate teaching strategies that can enhance study habits, determine factors influencing the effectiveness of regular study habits, examine the effects of irregular study habits on academic performance, identify internal factors affecting study routines, and further assess the relationship between study habits and academic achievement.

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