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Are Demographic Profile and Study Habits Precursors of Academic Performance Among English Majors?

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Abstract

Developing effective study habits is crucial for academic success and establishing good study habits early on can lead to long-term benefits. This study, grounded in Walberg's Theory of Educational Productivity, explored the intricate interactions among student aptitude, instruction, and the environment in shaping academic outcomes. Employing a descriptive-correlational design, the study examined the impact of environmental factors, study habits, and demographic profiles on the academic performance of 31 BSED English majors. Data were collected using a researcher-developed questionnaire, validated by experts, to assess students' demographic profiles—specifically, the gadgets available at home for study, parents' educational attainment, reading materials at home, and hours spent reading per subject. The study also investigated students' study habits and their academic performance across individual subjects, as well as the relationships between demographic profiles, study habits, and academic outcomes. The findings revealed a negative correlation between the number of gadgets at home and study habits, but a positive yet weak correlation between gadgets and academic performance. Overall, the study found no significant relationship between students' demographic profiles to study habits and academic performance as well as the relationship between study habits and academic performance across individual courses. Specifically, parents' educational attainment, the availability of reading materials, and the time spent studying did not significantly influence academic performance. While these results are not conclusive, they suggest that other factors, such as student aptitude and instructional quality, may play a more critical role in academic success.

Keywords: study habits, demographic profile, academic performance, gadgets at home, parents' educational attainment, reading materials

INTRODUCTION

Developing effective study habits is crucial for academic success and establishing good study habits early on can lead to long-term benefits. Smith (2020) revealed that to survive in a competitive dynamic world, learned individuals must adapt to its demands. One of the ways is to cultivate good study habits among students. Study habits encompass a broad spectrum of activities, ranging from the time allocated to studying, the specific techniques employed for learning, to the environment in which studying occurs (Johnson, 2018). These habits play a critical role in one's ability to acquire and retain knowledge while staying current in an ever-evolving world. Study habits encompass several key components, such as organizational skills, note-taking proficiency, thorough textbook reading, and active class participation (Johnson, 2018). These elements collectively influence academic success. The initial step toward cultivating effective study habits is acknowledging the reality that studying may not come naturally (Smith, 2020); none has

an innate enthusiasm for studying because it must be developed. An individual must recognize that academic success lies in establishing a systematized and structured approach to studying. The process of learning is an ongoing – a lifelong journey. It requires new techniques and methods to internalize fresh and insights leading to a more engaging and successful learning experience. Therefore, the development of good study habits is a dynamic process, and one must be willing to adapt and modify their study methods to meet the evolving demands of the moment (Johnson, 2018).

Study habits have, and will always be, an integral part of a learner's daily study routine and academic journey. They are good practices in studying that allow a learner to gain motivation and interest without having to

feel pressured or bothered. Kumar (2015) found that study habits are the habitual tendencies and practices that students depict during the process of learning. Study habits are one of the most important determinants of a student's academic performance (Jafari, et al., 2019); thus, they need to be cultivated among learners.

Improving students' academic performance is always a top priority of every educational institution. In this fast-changing world, individuals' successes are rooted and measured through their good performance in academics, especially when they are coupled with good study habits. In fact, research conducted globally identifies study habits as strong requisites in academic performance. Brown (2019) revealed that academic performance is a complex multifaceted process but with study habits emerging as a pivotal factor that significantly shapes the positive outcomes. This finding is corroborated by Smith's (2020) study that study habits are the foremost predictors of academic achievement.

Hence, knowing the relevant factors that contribute to students' academic performance is a good subject matter to be explored and determining the influential factors to students' academic performance have been the subject of many studies over the past couple of decades (Jay & Zain, 2019).

The literature on the correlation between study habits and academic performance are among high school students and has primarily focused on understanding the connection between these two variables. However, the findings from studies have been mixed. While some suggest a link between study habits and improved academic outcomes, others have found inconclusive or weak associations. Nevertheless, there is still a gap in our knowledge when it comes to exploring the nuanced factors, such as demographic profiles and study habits per subject that might influence the academic performance of the BSED English majors. This lack of research hampers our ability to fully comprehend how specific study habits impact academic performance and levels of student achievement. Therefore, this research bridges this gap and provide an understanding of how study habits and demographic profiles contribute to academic success among college students.

This study used descriptive-correlational method of research to determine the impact of study habit on the academic performance of the BSED English majors at SLSU- TO. Specifically, it sought to answer questions about (a) students' demographic profile in terms of (i) gadgets used at home for study; (ii) parents' educational attainment; (iii) reading materials at home; and (iv) hours spent for reading notes per subject; (b) students' various study habits employed per subject; (c) students' academic performance per subject; and (d) significant relationship between (i) students' demographic profile and study habits; (ii) students' demographic profile and academic performance; (iii) students' study habits and academic performance per subject.

Theoretical and Conceptual Framework

This study is anchored on Walberg's (1981) Theory of Educational Productivity, which provides a comprehensive framework for understanding the factors that influence students' academic performance. The theory posits that student learning and achievement are the products of a complex interaction among three major sets of factors:

(1) student aptitude, (2) instruction, and (3) the environment.

The student aptitude is a factor that includes the student's ability, development, motivation, and prior achievement. It recognizes that individual differences in these characteristics can significantly impact a student's academic performance. The instruction encompasses the quality of teaching, the curriculum, and the learning activities provided to students. It acknowledges that the instructional methods and materials used by educators can greatly influence student outcomes. Then, environment covers the social, psychological, and physical conditions that surround the student, both within and outside the school setting. This includes factors such as the home environment, peer group influences, and the overall school climate.

In the context of this study, the focus is on the student's study habits, which can be considered a part of the "environment" factor in Walberg's theory. Study habits, such as the amount of time spent studying, the quality of study techniques used, and the organization of study activities, can significantly impact a student's academic performance.

Additionally, the study examined the influence of demographic factors on both study habits and academic performance. These demographic variables can be viewed as part of the "student aptitude" factor, as they may shape the individual characteristics and resources available to the student.

By integrating Walberg's Theory of Educational Productivity with the specific variables of study habits (environment) and demographic factors (student aptitude), this study aims to provide a comprehensive understanding of the complex relationships that influence the academic performance of BSED English majors in SLSU-TO.

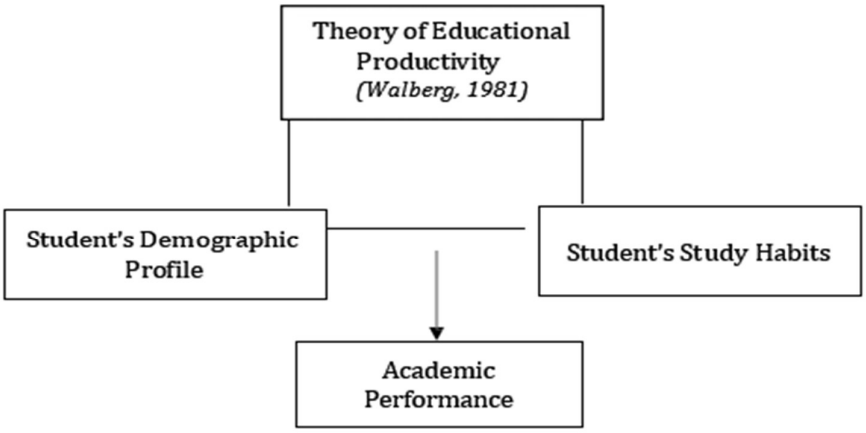

Figure 1. *Schematic diagram of the study.*

METHODOLOGY

Research Design

A descriptive-correlational research design was employed in this study, utilizing surveys on students' study habits and academic records of BSED English majors. This design describes the relationship between demographic profiles and study habits and how these two variables affect the academic performance of the students. This design allowed for a comprehensive exploration of the study's objectives, offering insights into the impact of specific study habits on the academic performance of BSED English majors at SLSU-TO.

Research Respondents and Sampling Procedure

The English majors, 31 of them, were included in the data collection. They were oriented and requested to voluntarily participate as respondents. They were asked to provide answers to the survey about study habits, grades, and length of time for studying per subject.

Research Locale

The research was conducted at SLSU-TO, one of the campuses of SLSU, one sole reputable university in Southern Leyte. This campus is in San Isidro, Tomas Oppus, Southern Leyte, where one of the teacher education programs offered is English Education. This institution provided the perfect setting for the study as one of the researchers is working here and was handling the subjects where the respondents were officially enrolled. It allowed researchers to directly interact with the students and collect data pertinent to the study.

Research Instrument

A researcher-made survey questionnaire was used as an instrument to gather data pertinent to this study. Before this survey questionnaire was utilized for data collection, this underwent a content validation by experts. The minor suggestions were complied with to ensure that the instrument is reliable to gather data. The data from demographic profile and study habits were correlated with their academic performance. This instrument helped researchers understand the relationship between study habits and academic performance among the students of the said institution.

There were three parts, each is explained differently below.

Part I is the demographic profile. This part gathered information regarding the available gadgets used at home for study, educational attainment of the parents, available reading materials at home, and the hours spent reading notes per subject.

Part II is the list of study habits. This part of the survey specified all the possible study habits that English majors might employ in studying their subjects. They specifically checked the study habits that were prevalent in studying the subjects. They also specified any study habit they used that was not found in the list.

Part III is for students' academic performance. Here, students provided the grades they received in each subject they were enrolled in. This data was helpful in determining whether their grades were influenced by their demographic profile and the study habits they employed while studying.

Data Gathering Procedure

Before data collection began, respondents were informed about the study's purpose and procedures. Informed consent was obtained from the students to ensure their willingness to participate. Three experts have validated the content and the grammar of the survey questionnaire. The questionnaires were administered to English majors. Who were asked to fill-out the information needed for the 3 parts: demographic information [in terms of the available gadgets used at home for study, educational attainment of the parents, available reading materials at home, and the hours spent reading notes per subject], grades to represent the academic performance, and study habits.

All the data collected from the respondents were treated with strict confidentiality. Ethical guidelines were religiously followed throughout the data- gathering process to ensure the rights and well-being of the respondents.

Data Analysis Procedure

Descriptive statistics, such as percentage and frequency were used to analyze the data demographic profile [in terms of the available gadgets used at home for study, educational attainment of the parents, available reading materials at home, and the hours spent reading notes per subject], grades to represent the academic performance, and study habits.

The correlation statistics tool used in the computation was the Pearson's correlation coefficient (r). The Pearson's correlation coefficient measures the strength and direction of the linear relationship between two variables, in this case, demographic profiles (such as gadgets at home, parental educational attainment), study habits, and academic performance.

RESULTS AND DISCUSSIONS

Respondents' Demographic Profile

The succeeding tables present the data on the demographic profile of the respondents (a) the prevalence of various gadgets used for study among respondents; (b) educational attainment of the parents; (c) available reading materials at home; and (d) number of hours spent for reading notes per subject.

Table 1a

Respondents' Demographic Profile in terms of Gadgets Used at Home for Study

GADGETS	RESPONSE	%
audio-video accessories	29	93.54
cellphone	31	100.00
computer (laptop and desktop)	29	93.54
digital cameras	13	41.94
external hard drive	19	61.29
headphones	24	77.42
power banks	22	70.97
printer	21	67.74
scanner	13	41.94
smartwatch	10	32.26
software	19	61.29
voice recorder	15	48.39
wireless router	27	87.10
webcam and microphone	15	48.39

Among English majors, as presented in Table 1a, the gadget with 100% usage is observed in cellphones, underlining the ubiquitous nature of smartphones as essential study tools. Computer (laptops and desktops) and wireless routers also exhibit high usage, with rates of 93.54% and 87.10%, respectively, emphasizing their significance in facilitating remote learning and research activities. Printers (67.74%) maintain a substantial presence indicating a balanced integration of modern and conventional technologies in the respondents' study environments.

Furthermore, power banks (70.97%), headphones (77.42%), and audio-video accessories (93.54%) are widely embraced, highlighting the importance of portability, audio support, and ergonomic accessories in the study routines of the respondents. Specialized tools such as external hard drives (61.29%), software (61.29%), and voice recorders (48.39%) show moderate usage, suggesting a diverse range of academic activities requiring multimedia and documentation. Using scanner and digital cameras both garnered 41.94% engages students to

visualize concepts, archive information, and present their work effectively, contributing to a more immersive and enriched learning experience. Smartwatches for study purposes have a relatively low usage rate (32.26%) indicating that these devices may not be fully integrated into academic workflows yet. However, the usage of smartwatches by almost one-third of respondents suggests potential applications for time management and notifications in academic settings.

The integration of both traditional and modern study tools highlights English majors' adaptability to diverse academic requirements when flexible learning modalities became essential. This adaptability, supported by technology, has brought numerous advantages to students and teachers (Metruk, 2022). This technological adaptability is mirrored in the findings of Andrew, Taylorson, Langille, Grange, and Williams (2018), which suggest that students not only enjoy learning new technology but are more engaged and comfortable manipulating it [technology] (Carstens, Mallon, Bataineh, & Al- Bataineh, 2021) and believe it enhances their learning experiences and prepares them for future employment in a globally and technologically competitive world. These insights are crucial for educational institutions and technology developers aiming to meet the evolving technological needs of students (Andrew et al., 2018). However, the study of Dontre (2023) highlights the negative impact of students' smartphones, laptops, and computers. Their widespread use of personal digital devices can lead to excessive access to social media leading to their inability to focus academically. However, Muftah (2022) argued the need to design and provide professional development and training sessions to students and educators on the proper use of technology and access to social media to avoid any distraction to academic focus that might negatively impact academic performance.

Table 1b

Respondents' Demographic Profile in terms of Parents' Educational Attainment

Educational Attainment	**Mother (f)**	**Mother (%)**	**Father (f)**	**Father (%)**
Elementary Level	1	3.23	1	3.23
Elementary Graduate	0	0.00	0	0.00
High School Graduate	6	19.35	6	19.35
College Level	1	3.23	4	12.90
College Graduate	12	38.71	10	32.26
With units in Masteral	8	25.81	3	9.68
With master's degree	3	9.68	5	16.13
With units in Doctoral	0	0.00	0	0.00
With Doctoral Degree	1	3.23	0	0.00
With units in Postdoctoral Degree	0	0.00	0	0.00
With Postdoctoral Degree	0	0.00	0	0.00

The dataset in Table 1b (educational attainment of mothers and fathers) reveals several interesting trends and distinctions. Most of both mothers (38.71%) and fathers (32.26%) have completed college, indicating a strong emphasis on obtaining a college degree. However, there are notable differences in the pursuit of advanced education between the two groups. A significant proportion of mothers (25.81%) have taken coursework towards a master's degree, compared to only 9.68% of fathers. Although fewer mothers (9.68%) have completed their master's degrees than fathers (16.13%), the higher number of mothers with some master's coursework suggests a keen interest in advanced education.

High school graduation is a common educational attainment for both mothers (19.35%) and fathers (19.35%), providing a foundational level of education. However, fewer parents have only elementary education, with just 3.23% of both mothers and fathers stopping at this level. The data also highlights that only one mother has attained a doctoral degree, while no fathers have reached this level of education, indicating that pursuing doctoral studies is relatively rare among the parents in this dataset. There is no representation of parents with postdoctoral education, suggesting that further academic pursuits beyond the doctoral level are uncommon.

This finding underscores the significant value parents place on college education and highlights gender differences in pursuing advanced degrees, with some mothers more engaged in master's level coursework and some fathers slightly more likely to complete a master's degree. This parental engagement serves as an inspiration and provides tailored educational support, fostering a good environment that encourages higher educational attainment for their children. Bird (2018) reported that a study by the
U.S. Education Department's National Center for Education Statistics found children of college-educated parents are more likely to pursue and complete an undergraduate degree compared to those whose parents did not attend college. Idris, Sajjad & Ahmad (2022) concluded that higher educational status of parents has significant and

positive relationship with their children's academic achievement. Furthermore, Augustine (2017) found that an increase in mothers' educational attainment is linked to higher expectations in their children to earn a bachelor's degree. These findings collectively emphasize the influential role of parents' educational backgrounds in shaping their children's academic aspirations and success.

Table 1c

Available Reading Materials at Home

Reading Materials	RESPONSES	
	f	%
e-books	31	100
e-dictionary	31	100
encyclopedia	2	6.45
journals	3	9.68
literature books	14	45.16
magazine	11	35.48
newspaper	7	22.58
novels	18	58.06
wattpad	18	58.06

Table 1c presents the data on available reading materials at home. The table provides a detailed overview of the diversity of reading resources within the homes of the respondents, offering insights into their reading preferences and habits.

Notably, e-books and e-dictionaries are universally available among all respondents, reflecting a strong shift towards digital reading and reference materials. This trend is driven by the convenience and accessibility offered by digital devices, making it easier for individuals to access a wide array of content. The universal presence of these digital tools indicates a strong preference for modern, tech-savvy solutions in everyday life, especially in educational contexts. This is corroborated by the findings in Table 1a, which show a high reliance on smartphones. Students often save their books, dictionaries, and other reading materials on their phones, allowing for easy access during study sessions, regardless of time and location.

In contrast, traditional reference materials like encyclopedias and journals are far less common, with only 6.45% and 9.68% of respondents having them, respectively. This decline can be attributed to the widespread availability of online resources that offer up- to-date and comprehensive information, making physical encyclopedias and journals less necessary at home. However, nearly half of the respondents (45.16%) keep literature books at home, showing that traditional literary works maintain their value and appeal. The presence of these books at home among these respondents justifies their major, which necessitates literary books as essential instructional materials for teaching English and Literature subjects.

Magazines and newspapers, while not as prevalent as digital formats, are present in 35.48% and 22.58% of households, respectively. This indicates that while digital media may be rising, there is still a significant segment of the population that values and consumes printed media. Novels, being available to 58.06% of respondents, highlight a strong interest in leisure reading, showing that many of these students still enjoy diving into fictional and non-fictional stories. This hobby may have contributed to their interest in majoring English. Interestingly, Wattpad, a digital platform for reading and writing stories, is as common as novels, present in 58.06% of households. This points to anengagement with interactive and community-driven digital storytelling, possibly indicating a younger demographic among the respondents.

The data clearly reveals a trend towards digital reading materials while also highlighting the continued relevance of traditional books and printed media. This diverse range of available reading materials suggests varied interests and reading habits, reflecting a balanced blend of modern and traditional preferences. Yusof's (2021) study found that most of the respondents preferred reading from their smartphones, although some still preferred reading from printed materials. Similarly, the study of Abuloum, et. al. 2019) affirms that students are in generally positive to the use of electronic format but still show a preference for print format as the best medium for academic study.

These findings indicate that the rise of information technology has significantly changed students' reading habits, with a gradual shift from printed books to online source materials because of the convenience technology can provide to individuals.

Additionally, Akbarov and Alimova (2024) revealed a strong preference for digital reading materials among students, emphasizing the importance of digital resources in enhancing educational engagement and academic outcomes in the current digital learning environment. These studies strongly suggest that while digital reading is increasingly gaining more popularity among young generations, traditional printed media still holds relevance, showcasing a balanced coexistence of both modern and traditional reading preferences.

Table 1d

Number of Hours Spent for Reading Notes per Subject

SUBJECTS	RESPONSES									
	30 mins.		**45 mins.**		**1 hr.**		**1 hr. & 30 mins.**		**2 hrs.**	
	f	%	f	%	f	%	f	%	f	%
TTL1 *(Technology in Teaching and Learning 1)*	5	*16.13*	3	*9.68*	18	*58.06*	3	*9.68*		
TTSC *(The Teacher, School and the Curriculum)*	3	*9.68*	11	*35.48*	13	*41.94*	2	*6.45*		
AL 1 *(Assessment of Learning 1)*	2	*6.45*	8	*25.81*	13	*41.94*	6	*19.35*		
WL *(World Literature)*	2	*6.45*	7	*22.58*	12	*38.71*	7	*22.58*	1	*3.23*
KonKomFil *(Kontekstwalisadong Kumunikasyon sa Filipino)*	7	*22.58*	6	*19.35*	12	*38.71*	4	*12.90*		
Ethics	2	*6.45*	6	*19.35*	19	*61.29*	2	*6.45*		
LER *(Language Education Research)*	0	*0.00*	0	*0.00*	7	*22.58*	20	*64.52*	2	*6.45*
MF *(Mythology and Folkore)*	0	*0.00*	6	*19.35*	12	*38.71*	12	*38.71*		
PATHFIT IV (Recreational and Individual Sports)	16	*51.61*	6	*19.35*	7	*22.58*	7	*22.58*		

Table 1d presents a detailed view of the time spent on reading notes for various subjects, revealing distinct patterns in study habits and the varying levels of study engagement for different subjects. For TTL1, a significant portion of respondents (58.06%) spend an hour studying, indicating its perceived importance or complexity. Smaller groups allocate 30 minutes (16.13%), 45 minutes (9.68%), and 1 hour and 30 minutes (9.68%), suggesting some variability in study needs among students. TTSC shows a more balanced distribution, with 41.94% dedicating an hour and 35.48% spending 45 minutes. Fewer respondents spend 30 minutes (9.68%) or 1 hour and 30 minutes (6.45%), reflecting a moderate level of engagement. For AL1, respondents show a spread in study time, with 41.94% spending an hour and 25.81% dedicating 45 minutes. Notably, 19.35% spend 1 hour and 30 minutes, indicating that a significant portion of students find this subject demanding, while only 6.45% allocate 30 minutes, suggesting minimal study time is less common. WL study time varies, with 38.71% spending an hour and 22.58% dedicating both 45 minutes and 1 hour and 30 minutes. A small percentage (3.23%) spend 2 hours, highlighting that while many students engage deeply with the material, some find it exceptionally time-consuming. KonKomFil generally sees respondents allocating 30 minutes (22.58%) or an hour (38.71%). The remainder split their time between 45 minutes (19.35%) and 1 hour and 30 minutes (12.90%), suggesting a mix of perceived difficulty or interest levels. Ethics has a majority (61.29%) of respondents spending an hour studying, indicating its significant role in their curriculum. Smaller groups dedicate 30 minutes (6.45%), 45 minutes (19.35%), and 1 hour and 30 minutes (6.45%), suggesting some variability in study intensity. For LER, a substantial commitment is evident, with 64.52% spending 1 hour and 30 minutes and 22.58% spending an hour. The lack of respondents spending less time reflects the subject's perceived complexity or importance. MF sees respondents evenly splitting their study time between 1 hour (38.71%) and 1 hour and 30 minutes (38.71%), with a

smaller group (19.35%) spending 45 minutes, indicating a moderate to high level of engagement. PATHFIT IV has the highest percentage of respondents (51.61%) spending just 30 minutes, likely due to its practical nature. The remaining respondents are split between 45 minutes (19.35%), an hour (22.58%), and 1 hour and 30 minutes (22.58%), reflecting varying levels of engagement.

The data highlights the varying demands of different subjects on students' study time. Subjects like TTL1, Ethics, and LER require significant time commitments, reflecting their complexity or importance in the curriculum. Conversely, subjects like PATHFIT IV demand less study time, likely due to their practical focus. These diverse study habits underscore the unique challenges and priorities faced by students in managing their academic workloads. Olaoye (2024) emphasizes the challenges students face, including the potential negative consequences of increased workload, and stresses the importance of coping strategies and support systems.

Additionally, results from Siahi and Maiyo (2015) revealed a positive relationship between study habits and academic achievement, indicating that effective study habits are crucial for improving performance. This implies that understanding and addressing the diverse demands on time of different subjects, while providing appropriate support and coping strategies, can help students develop better study habits and enhance their academic outcomes.

Various Study Habits Employed by the Students

The students' various study habits employed in studying offers valuable insights into the approaches and strategies they use to enhance their learning experience. Table 2 below presents a comprehensive overview of the prevalence of specific study habits.

Table 2

Various Study Habits Employed by the Students

Various Study Habits	**RESPONSES**	
	f	%
Active Notetaking	25	80.65
Breaks Tasks into Smaller Steps	25	80.65
Create a Study Schedule	18	58.06
Group Study	20	64.52
Limit Distraction	19	61.29
Organize Your Workspace	21	67.74
Practice Self-Assessment	21	67.74
Prioritize Sleep	24	77.42
Review Regularly	13	41.94
Seek Help when Needed	20	64.52
Set Specific Goals	25	80.65
Use a Planner	28	90.32

The data in Table 2 shows that using a planner (90.32%) is a common study habit practice. This high percentage reflects the importance students place on organization and time management. Active notetaking, breaking tasks into smaller steps, and setting specific goals are each practiced by 80.65% of students, underscoring their importance in effective learning and task management. Prioritizing sleep is a habit for 77.42% of students, highlighting the recognition of rest as a crucial factor for academic performance. Organizing one's workspace and practicing self-assessment are both employed by 67.74% of students, indicating the value placed on a conducive study environment and self-evaluation. Group study and seeking help when needed are habits for 64.52% of students, showcasing the importance of collaborative learning and resource utilization. Limiting distractions is a strategy for 61.29% of students, reflecting their awareness of the need to minimize interruptions for effective study sessions. Creating a study schedule is practiced by 58.06% of students, further emphasizing the importance of time management. Reviewing regularly is the least common habit, with 41.94% of students practicing it, suggesting that while it is less prevalent, it remains a crucial aspect of some of the students' study routine.

The data suggests that students employ a variety of study habits, with a strong emphasis on organization,

active engagement with the material, and time management. The diverse range of habits reflects the different strategies students use to enhance their learning and academic performance. According to Mallillin, et. al. (2020), study and learning techniques of students at present must be in accordance to their desire to learn and motivation to their learning process. It tells that the students' engagement and commitment to study habits might answer the question how important is it for him/her to learn.

Academic Performance of the Students

Table 3 presents the average academic performance of English majors across 9 subjects, providing insights into the overall achievements in each course. The calculated averages reflect a snapshot of the collective academic standing in the specified subjects.

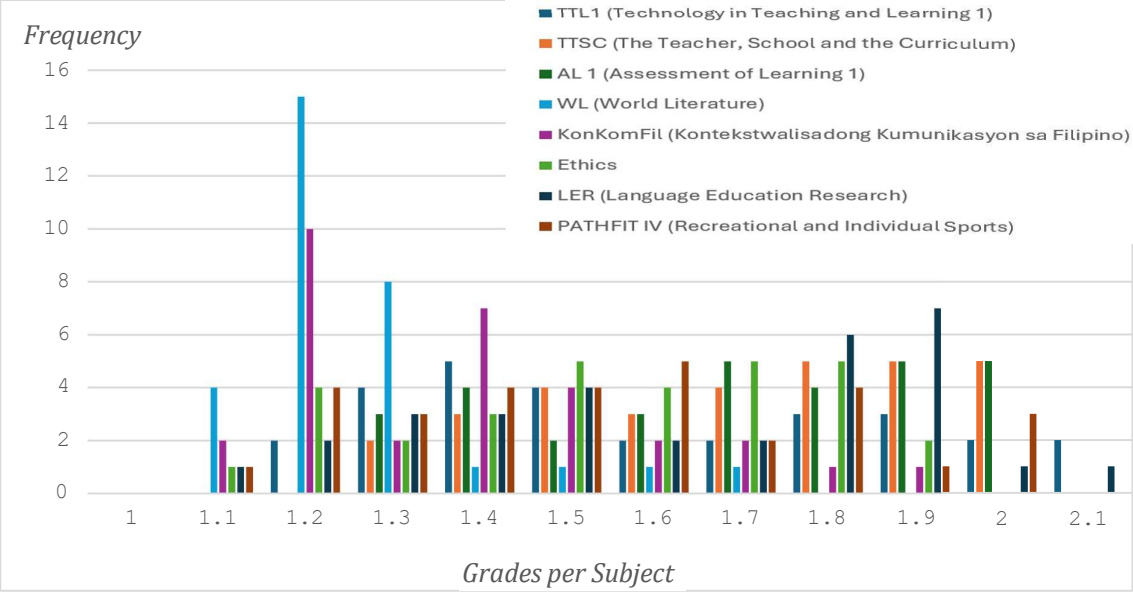

Figure 2. *Academic performance of the students.*

The distribution of grades (Table 3) across eight subjects for 31 students, highlighting the frequency of each grade from 1.0 to 2.1. The subjects represented include TTL1 (Technology in Teaching and Learning 1), TTSC (The Teacher, School and the Curriculum), AL 1 (Assessment of Learning 1), WL (World Literature), KonKomFil (Kontekstwaliasadong Komunikasyon sa Filipino), Ethics, LER (Language Education Research), and PATHFIT IV (Recreational and Individual Sports).

Among these subjects, TTL1 stands out with a significant peak at grade 1.2, where 15 students achieved this mark, suggesting that students excelled notably in this subject. This high concentration of top grades could indicate either the effectiveness of teaching methods or the subject's accessibility. Other grades in TTL1 show a more scattered distribution, with noticeable frequencies at 1.5 and 1.8, indicating some variation in student performance.

TTSC presents a more evenly distributed grade frequency, with the highest number of students (4) receiving a grade of 1.9. This pattern suggests a diverse range of student abilities and possibly a higher level of challenge within the curriculum. Similarly, AL1 displays its most common grades at 1.3 and 1.4, each with 4 students, pointing to a moderate performance level where students generally score in the middle range.

World Literature (WL) shows its highest frequency at grade 1.6 with 4 students, with other grades spread out evenly. This indicates a varied performance among students, reflecting different levels of engagement or difficulty with the subject matter. In KonKomFil, the most frequent grade is 1.5, achieved by 4 students, with another significant frequency at 1.8, suggesting a mix of strong and moderate performances.

Ethics reveals a consistent pattern, with the highest frequency at 1.8, where 4 students received this grade. This distribution suggests steady performance across the board, indicating that most students achieve similar outcomes. LER stands out with its peak at 1.2, where 5 students performed exceptionally well, complemented by another peak at 1.9, suggesting a wide range of student performance levels.

Lastly, PATHFIT IV shows its highest frequency at 1.9, with 3 students, and grades are spread out, indicating diverse performance in this subject. The overall distribution of grades reveals significant clustering around 1.2, 1.5, and 1.8, indicating these are common performance levels among students. Subjects like TTL1 and

LER, with higher frequencies at lower grades, might be perceived as less challenging or benefiting from effective teaching strategies. In contrast, subjects with evenly distributed grades, such as Ethics and TTSC, likely present varied challenges, reflecting a broader range of student capabilities.

It is illustrated that while some subjects see high performance concentrated in lower grades, others show a more even distribution, suggesting varied levels of difficulty and student engagement across the curriculum. This analysis provides valuable insights into the strengths and challenges within the educational program, highlighting areas where students perform well and where they might need additional support.

Significant Relationship between Demographic Profile to Study Habits and Academic Performance

The data in Table 3a explores the significant relationships between various demographic profiles, study habits, and academic performance. The correlations and p- values provide insights into the strength and significance of the associations.

Table 3a *Significant Relationship between Demographic Profile to Study Habits and Academic Performance*

DEMOGRAPHIC PROFILE	STUDY HABITS		DESCRIPTION	ACADEMIC PERFORMANCE		DESCRIPTION
	correlation	p-value		correlation	p-value	
Gadgets at Home	-0.434	0.006	Significant	0.123	0.415	Not Significant
Educational Attainment (Mother) (Father)	-0.127 -0.024	0.149 0.158	Not Significant	0.413 0.929	0.423 0.388	Not Significant
Reading Materials	-0.164	0.346	Not Significant	0.121	0.102	Not Significant
Hours Spend in Study	0.291	0.090	Not Significant	0.202	0.662	Not Significant

Note: Significant if the p-value < 0.05.

The data presented in Table 3a examines the significant relationships between various demographic factors and their influence on study habits and academic performance. Specifically, it investigates how gadgets at home, parents' educational attainment, availability of reading materials, and hours spent studying correlate with students' study habits and academic performance.

A notable finding is the negative correlation between the number of gadgets at home and study habits, with a correlation coefficient of -0.434 and a p-value of 0.006,indicating a significant relationship. This suggests that an increase in gadgets at home is associated with poorer study habits. However, the relationship between gadgets at home and academic performance shows a positive but weak correlation of 0.123 with a p-value of 0.415, which is not statistically significant. This implies that the presence of gadgets does not significantly impact academic performance directly.

The educational attainment of parents, both mother and father, shows no significant correlation with study habits or academic performance. The correlation coefficients for mothers' educational attainment are -0.127 (p-value 0.149) for study habits and 0.413 (p-value 0.423) for academic performance, while for fathers' educational attainment, they are -0.024 (p-value 0.158) and 0.929 (p-value 0.388), respectively. These findings suggest that parental educational levels do not significantly influence students' study habits or their academic performance.

Regarding reading materials, the correlation with study habits is -0.164 (p-value 0.346), and with academic performance, it is 0.121 (p-value 0.102). Both are not statistically significant, indicating that the availability of reading materials does not significantly affect study habits or academic performance. Similarly, the time spent studying shows a positive correlation with study habits (0.291) and academic performance (0.202), with p-values of 0.090 and 0.662, respectively. These correlations are not statistically significant, suggesting that the hours spent studying do not have a significant impact on either study habits or academic performance.

The data indicates that while the presence of gadgets at home has a significant negative impact on study habits. This negative impact of gadgets at home on students' study habits are mirrored in the quantitative-qualitative study of Mallillin et. al. (2020) which revealed that students need to concentrate on their studies to be free from untoward disturbances such as turning off the phone, TV and other distractions to create a quiet place and home to study. On one hand, no other demographic factors examined, including parental education, reading

materials, and hours spent studying, show a significant relationship with either study habits or academic performance. This highlights the complex nature of factors influencing academic success and the need for further investigation into other potential variables.

Table 3b

Study Habits and Academic Performance

VARIABLE	STUDY HABITS		DESCRIPTION
	correlation	p-value	
ACADEMIC PERFORMANCE	0.166	0.38	Not Significant

Note: Significant if the p-value < 0.05.

The analysis of the correlation between study habits and academic performance reveals a correlation coefficient of 0.166 with a p-value of 0.38. The p-value is substantially higher than the conventional significance threshold of 0.05, suggesting that this observed correlation is not statistically significant.

The result means that there is no strong evidence to conclude that better study habits are associated with higher academic performance. It is important to consider that various factors might contribute to this outcome. The small sample size (31 students) could limit to detect a significant relationship of these variables. Additionally, other variables, such as personal motivation, quality of instruction, and external support systems, (not accounted for in this study) might also play a crucial role in influencing students' academic performance. Thus, the relationship between study habits and academic performance in this group of students is not conclusive.

CONCLUSION

Students' academic performance is shaped by a confluence of factors, with study habits often recognized as a key determinant. According to Walberg's Theory of Educational Productivity, the environment is one of the complex variables that can significantly impact academic outcomes. However, the findings of this study indicate that neither students' demographic profile nor their study habits have a significant relationship with their academic performance across individual courses. This suggests that other factors, such as students' aptitude and the quality of instruction, may play a more decisive role in determining academic success. While demographic factors may influence study habits, they do not necessarily translate into higher academic performance.

Therefore, the researchers recommend further investigation into how students' aptitude, the quality of instruction, and the learning environment interact to influence academic performance. It is also important to explore how environmental factors and teaching quality affect students' aptitude levels. Collecting qualitative data could provide valuable insights into the complexities of students' experiences and contribute to a deeper understanding of the factors that drive academic success.

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