

INFLUENCE OF STUDY HABITS TOWARDS STUDENTS' ACADEMIC PERFORMANCES

by:

Dea Rita N. Calilan

Mariveles National High School - Sisiman

Student academic performance is one of the critical indicators of assessing the quality of education. Academic performance is a complex process affected by several factors, including how learning habits are exercised. Study habits are individual behaviors related to education that combine learning methods and skills. In other words, study habits include behaviors and skills that can motivate, transform learning into a profitable and effective process, and ultimately improve knowledge and understanding. This skill is also defined as an activity that facilitates learning about the subject and solving problems. Study habits are the gateway to success and vary from person to person. Jafari et al. (2019) stated that previous studies have shown that good study habits include learning in a quiet location, daily learning, and turning off devices that interfere with learning (for example, learning based on your learning style and prioritizing appropriate content). On the other hand, the worst study habits include procrastination and bypassing learning in unacceptable situations, and listening to loud music and TV while studying.

Study habits are the most important predictors of academic performance. It helps to organize learning more conveniently for an individual. Sanni et al. (2017) mentioned that the learners who do not have sufficient information about their learning strategies will not be able to achieve effective and stable learning and will therefore not function well academically. In other words, good grade students use these skills more than poor grade students. Given the vital role of learning skills in students' academic success, many schools teach new students various learning skills. Many studies have found a positive

and significant correlation between student learning habits and academic performance. Keeping in mind the importance of students' learning skills and habits, and their essential role in student performance, given that learning habits vary from person to person and that the results of related studies differ from each other.

Hence, one of the teaching-learning process goals is to help students grow into independent self-regulatory learners. It requires students to perform several metacognitive tasks independently, such as setting goals, selecting strategies, monitoring and reflecting on performance, and changing these steps over time. There are many challenges that learners face when developing self-regulation. One such challenge is that students often misjudgment what they learn during the review and reflection stages. Students often learn more from cognitively simple tasks than from cognitively demanding tasks.

References:

Jafari et al. (2019). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran.

<https://files.eric.ed.gov/fulltext/EJ1165903.pdf>

Sanni et al. (2017). To What Extent Do Study Habits Relate to Performance?.

<https://files.eric.ed.gov/fulltext/EJ1165903.pdf>