

Study habits and its impact on the academic outcomes in Introduction to World Religion and Belief Systems among Grade 11 learners of San Luis National High School, Agusan del Sur Division: A descriptive-correlational approach

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ABSTRACT

This study examined the relationship between study habits and the academic outcomes of Grade 11 learners enrolled in Introduction to World Religion and Belief Systems at San Luis National High School, Agusan del Sur Division. Specifically, it assessed the students' study habits in terms of note-taking, use of the library, and time allocation for studying; determined their academic outcomes for the first and second quarters; and analyzed whether a significant relationship existed between these study habits and academic results. The study utilized a quantitative, descriptive-correlational research design and employed complete enumeration involving 60 Grade 11 learners. Study habits were measured through an adapted and validated questionnaire, while academic outcomes were based on students' actual recorded grades. Findings revealed that learners generally demonstrated strong study habits, with note-taking ($WM = 3.77$) and time allocation to study ($WM = 3.61$) rated as oftentimes evident, while library use ($WM = 3.34$) was sometimes evident. Academic outcomes for both quarters were consistently high, with the majority of students achieving Very Satisfactory ratings. Pearson correlation analysis showed a moderate positive and significant relationship between study habits and academic outcomes ($r = 0.561$, $p = 0.000$), indicating that students with stronger study habits tended to perform better academically. The study concludes that note-taking skills and effective time management substantially support academic achievement, while limited library use presents an area for improvement. Based on the results, a Study Habit Enhancement Program was proposed to strengthen students' learning strategies and further improve their academic performance in Social Science.

Keywords: study habits, academic outcomes, Grade 11 learners

Date Submitted: November 10, 2025

Date Accepted: November 28, 2025

Date Published: December 9, 2025

DOI: <http://doi.org/10.69651/PIJHSS0404642>

Recommended citation:

Prochina, M. D. (2025). Study habits and its impact on the academic outcomes in Introduction to World Religion and Belief Systems among Grade 11 learners of San Luis National High School, Agusan del Sur Division: A descriptive-correlational approach. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (4), 7014-7024. <http://doi.org/10.69651/PIJHSS0404642>

INTRODUCTION

Academic outcomes, taken from academic performance, refer to the measurable data of a student's learning, typically assessed through grades, examinations, and standardized tests, which reflect the extent to which learning objectives are achieved (York et al., 2015). It is considered a vital indicator of educational success and personal development. As emphasized by Banahene et al. (2018), academic outcomes plays a crucial role in determining future academic and career opportunities, thereby influencing an individual's ability to make meaningful contributions to society.

However, the decline in academic outcomes and performance has become a pressing issue in both international and local educational landscapes. Globally, the 2022 Program for International Student Assessment (PISA) reported a significant drop in student scores across mathematics, reading, and science, marking the most substantial decline since the assessment began. The Organization for Economic Co-operation and Development (OECD) highlighted that average global scores in mathematics alone decreased by over 10 points compared to previous years, indicating a widespread deterioration in student academic outcomes (OECD, 2023). Similarly, UNESCO's 2023 Global Education Monitoring Report revealed that millions of students worldwide are now performing below minimum proficiency levels, with a growing number of learners unable to meet essential academic benchmarks in reading and numeracy (UNESCO, 2023).

In the Philippines, the Department of Education (DepEd) previously reported that Grade 6 students obtained an average score of 37.44% in the 2018 National Achievement Test (NAT), marking the lowest mean percentage score recorded in the history of the assessment and falling significantly below the 75% proficiency benchmark (Franco, 2020). Furthermore, A study by the Philippine Institute for Development Studies (PIDS) confirms that learners across various grade levels in the Philippines have experienced notable drops in their academic outcomes, underscoring a systemic decline in educational outcomes (Orbeta & Paqueo, 2022).

A local study by Ong et al. (2021) in Northern Mindanao found that a substantial number of students were performing at the "frustration" level in reading, indicating severe literacy challenges and below acceptable academic standards in core competencies. Likewise, Regional research in Visayas shows similar trends. Ignacio and Bajet (2025), in their study within Samar's Calbayog City Division, reported that senior high school students faced moderately serious implementation challenges in mathematics, highlighting foundational knowledge gaps and difficulties in adjusting to the increased academic rigor, which indicated declining performance in core subjects at the local level.

Considering this, International and local evidence consistently links strong study habits with better academic outcomes. Magulod Jr. (2019) reported significant relationships among study habits, learning styles, and achievement in applied science students. Similarly, Panganiban (2019), studying Grade 11 students in Cavite, found that effective habits are related to higher academic outcomes. Even in younger grades, Dagoc and Oco (2024) observed high study habit levels coinciding with satisfactory academic outcomes.

However, despite extensive evidence linking study habits with academic outcomes, both a geographical gap and a subject-specific gap persist in the existing literature, particularly within the Caraga region of the Philippines. While various national and provincial studies have examined the relationship between study habits and academic achievement, most are concentrated in areas such

as Luzon and the Visayas, leaving Mindanao and Caraga in particular underrepresented in scholarly research.

Additionally, most existing studies focus on general academic outcomes or core subjects such as Mathematics, Science, or English, while limited attention has been given to performance in Social Science. To date, no comprehensive investigation has been conducted specifically on senior high school students in Caraga to identify which study habits are most strongly associated with academic outcomes in the Social Science subject. This lack of localized and subject-specific data underscores the need for targeted research that can inform effective strategies to address declining academic outcomes in this important area of the curriculum.

Statement of the problem

This study investigated the influence of study habits on the academic outcomes of Grade 11 students. Specifically, it sought to determine the level of learners' study habits, assess their academic outcomes in Introduction to World Religion and Belief Systems, examine the relationship between study habits and academic performance, and propose an appropriate intervention based on the findings. Specifically, this study sought to answer the following questions:

1. What is the level of the learners' study habits in terms of note-taking habits, use of the library, and time allocation to study?
2. What is the status of the learners' academic outcomes in Introduction to World Religion and Belief Systems during the first and second quarters?
3. Is there a significant relationship between the learners' study habits and their academic outcomes?
4. What intervention program can be proposed based on the findings of the study?

METHODOLOGY

This chapter presents a comprehensive discussion of the methodology employed in the study, encompassing the research design, locale, population and sampling technique, research instrument, data gathering procedures, ethical considerations, and statistical treatment of data. These components are integrated to ensure a systematic and rigorous investigation of the relationship between study habits and academic outcomes among Grade 11 students.

The study adopted a quantitative research approach using a descriptive-correlational design to examine the relationship between students' study habits and their academic outcomes. Quantitative research involves the systematic collection and analysis of numerical data to test hypotheses and examine relationships between variables, making it suitable for determining the strength and direction of associations between study habits and academic performance. The descriptive aspect of the design allowed the researcher to describe the existing levels of students' study habits, particularly in terms of note-taking, use of the library, and time allocation for studying, as these behaviors naturally occurred without manipulation. At the same time, the correlational component enabled the investigation of the degree to which these study habits were related to students' academic outcomes, as reflected in their recorded grades. This design was appropriate because it facilitated a clear understanding of prevailing study behaviors among Grade 11 learners and how these behaviors were associated with academic achievement, without implying a cause-

and-effect relationship. Such an approach is particularly valuable in educational settings where variables cannot be controlled experimentally and where identifying patterns of association can inform instructional strategies and intervention programs.

The research was conducted in the Caraga Region, officially designated as Region XIII, located in the northeastern part of Mindanao. Within this region lies the province of Agusan del Sur, a landlocked province characterized by an agricultural-based economy and ongoing efforts to strengthen public education across its municipalities. The study specifically focused on the municipality of San Luis, a second-class municipality situated in the southwestern part of the province. According to the Philippine Statistics Authority, San Luis has a predominantly rural population and communities that rely largely on agriculture and forestry for livelihood. The primary research site was San Luis National High School, located in Barangay Doña Maxima. This public secondary school offers both junior and senior high school programs under the K–12 curriculum and serves learners from Doña Maxima and nearby barangays. The selection of this school as the research locale was particularly relevant, as public secondary schools in rural areas often encounter challenges related to limited access to learning resources, time constraints due to household responsibilities, and varying levels of study skills. These contextual factors made San Luis National High School an appropriate setting for examining how specific study habits relate to academic outcomes in a Social Science subject.

The respondents of the study were the Grade 11 students enrolled at San Luis National High School during the academic year. They served as the primary sources of data for examining the relationship between study habits and academic outcomes in the subject Introduction to World Religion and Belief Systems. Given the manageable number of Grade 11 students, the study employed complete enumeration as the sampling technique, which involved including all qualified students in the population. This approach ensured comprehensive coverage and enhanced the representativeness of the data. Only students with complete academic records for both the first and second grading periods were included, as their grades were used to measure academic outcomes. Students with incomplete records or irregular enrollment status were excluded to maintain the accuracy and consistency of the data. By using complete enumeration, the findings reflected the actual study habits and academic performance of the entire Grade 11 cohort, thereby strengthening the reliability of the results.

Data were collected using a standardized and validated instrument, the Study Habits and Academic Outcomes Questionnaire developed by Sakirudeen and Sanni. The instrument was originally designed to assess study habits and their relationship to academic performance among secondary school students and was adapted and contextualized for use in the Social Science setting of San Luis National High School. The questionnaire consisted of 15 items grouped into three dimensions: note-taking, use of the library, and time allocation for studying. Each dimension contained five items rated on a four-point Likert scale ranging from strongly disagree to strongly agree. This scaling approach allowed respondents to indicate the extent to which each statement reflected their study behaviors. The original instrument demonstrated high reliability, with a reported coefficient of 0.91, indicating strong internal consistency. To ensure content validity and contextual relevance, the adapted questionnaire was reviewed by educational research experts. A pilot test was also conducted among Grade 11 students from another section who were not part of the final sample. Based on expert feedback and pilot test results, minor revisions were made to enhance clarity and alignment with the local academic context. Academic outcomes were measured using students' first- and second-quarter grades in Social Science, which were obtained

from the school registrar with proper authorization and served as the dependent variable of the study.

Prior to data collection, the researcher undertook a series of procedural steps to ensure institutional approval and ethical compliance. Approval was first secured from the Dean of the Graduate School, followed by ethical clearance from the Research Ethics Committee to ensure adherence to standards for research involving human participants, particularly minors. After obtaining ethical approval, written permission was requested from the school principal of San Luis National High School. Upon approval, the researcher personally administered the questionnaires to eligible Grade 11 students in a face-to-face setting within their classrooms. Informed consent and assent were obtained from students and their parents or guardians, with clear explanations provided regarding the purpose of the study, voluntary participation, confidentiality of responses, and the right to withdraw at any time. Respondents were given sufficient time to complete the questionnaire, and the researcher remained present to clarify any questions and ensure proper administration. Academic outcome data were subsequently obtained from the school registrar in compliance with data privacy protocols.

Throughout the research process, ethical considerations were strictly observed in accordance with the Data Privacy Act of 2012. All completed questionnaires were anonymized using a coding system to protect participants' identities, and access to raw data was limited to the researcher and authorized personnel. No individual responses were disclosed, and all data were securely stored and will be properly disposed of upon completion and approval of the study to ensure continued confidentiality.

The data gathered from the study habits questionnaire and academic records were analyzed using appropriate statistical techniques aligned with the research questions. Descriptive statistics, specifically the mean and standard deviation, were used to determine the level of students' study habits and to summarize their academic outcomes for the first and second quarters. Pearson's Product-Moment Correlation Coefficient was employed to examine the strength and direction of the relationship between study habits and academic outcomes. In addition, multiple linear regression analysis was conducted to determine the extent to which note-taking, library use, and time allocation for studying predicted students' academic performance. These statistical analyses provided a comprehensive understanding of the patterns, relationships, and predictive value of study habits in relation to academic outcomes among Grade 11 students.

RESULTS AND DISCUSSION

This section presents and interprets the findings of the study based on data gathered from 60 Grade 11 learners enrolled in Introduction to World Religion and Belief Systems at San Luis National High School. Guided by a quantitative descriptive-correlational research design, the study employed complete enumeration to ensure full representation of the target population. Data were collected using an adapted and validated Study Habits and Academic Outcomes Questionnaire, complemented by students' actual first- and second-quarter grades obtained from school records. Statistical analyses included descriptive statistics such as the mean and standard deviation to determine levels and distributions, as well as Pearson's Product-Moment Correlation Coefficient to examine the relationship between study habits and academic outcomes. The discussion that follows is grounded strictly on the data generated and interprets the results in relation to the study's objectives and relevant literature.

The participants of the study consisted of all Grade 11 students officially enrolled during the academic year, comprising 45 females and 19 males, for a total of 60 respondents, all belonging to the General Academic Strand. The use of complete enumeration ensured that the findings reflect the actual academic behaviors and outcomes of the entire Grade 11 cohort rather than a subset of students. This demographic composition provides important context for interpreting the results, as senior high school learners in public rural schools often balance academic demands with household responsibilities and limited access to learning resources. Such contextual factors are relevant in understanding patterns related to study habits, particularly in areas such as library use and time management, which are influenced by both school infrastructure and home environment.

In terms of note-taking habits, the findings revealed that learners demonstrated a consistently high level of engagement. Individual items yielded mean scores ranging from 3.60 to 3.88, all interpreted as High. The highest means were recorded for the statements “I always pay attention in class to take any important notes” and “I always take notes to preserve new knowledge,” both with a mean of 3.88, indicating strong attentiveness and recognition of note-taking as a tool for learning retention. Other items, such as developing effective note-taking skills ($M = 3.78$) and listening attentively while taking notes ($M = 3.72$), further reinforced this pattern. Even the lowest-rated behavior, the use of symbols to express what the teacher says, still attained a high mean of 3.60. The overall weighted mean of 3.77 with a standard deviation of 0.31, interpreted as Oftentimes Evident, suggests that note-taking is a well-established study habit among the learners. This finding aligns with existing literature emphasizing that structured and attentive note-taking enhances comprehension and academic performance by promoting active engagement during instruction.

The learners’ use of the library emerged as the least consistently practiced study habit. Mean scores for this domain ranged from 3.10 to 3.65, reflecting mixed levels of engagement. While learners acknowledged that the school library provides access to a wide range of resources ($M = 3.65$) and expressed interest in utilizing library materials ($M = 3.45$), actual behaviors such as studying in the library daily ($M = 3.13$) and doing assignments in the library ($M = 3.10$) were rated only as Moderate. The overall weighted mean of 3.34 with a standard deviation of 0.36, interpreted as Sometimes Evident, indicates that library use occurs occasionally rather than as a regular academic practice. This pattern may be attributed to contextual limitations commonly experienced in rural public schools, including restricted library schedules, limited space, or students’ preference for studying at home. Similar studies have noted that while students recognize the value of library resources, logistical and environmental constraints often hinder consistent utilization.

With regard to time allocation to study, the learners demonstrated generally strong time management practices. The highest mean was recorded for devoting extra time to thoroughly learn a specific subject ($M = 3.78$, $SD = 0.55$), followed closely by setting time for social activities to prevent interference with studies ($M = 3.70$, $SD = 0.52$) and scheduling time to cover all subjects ($M = 3.67$, $SD = 1.60$). The use of a private study timetable also received a high mean of 3.55, while the use of a clock alarm for night reading was rated moderate at $M = 3.33$. The overall weighted mean of 3.61 with a standard deviation of 0.52, interpreted as Oftentimes Evident, suggests that learners frequently engage in deliberate planning and prioritization of academic tasks. These findings support the view that effective time management is a critical component of successful learning, particularly at the senior high school level where academic demands increase.

When the three domains were considered collectively, the learners’ overall study habits yielded a combined mean of 3.57, interpreted as Oftentimes Evident. Among the domains, note-

taking and time allocation to study were more consistently practiced than library use, indicating strengths in classroom-based and self-regulated study behaviors but relative limitations in resource-based learning strategies. This overall pattern suggests that while learners demonstrate a strong foundation of personal study skills, institutional and environmental support systems—particularly library utilization—may need further enhancement to maximize learning opportunities.

The analysis of academic outcomes revealed consistently high levels of performance across the two grading periods. During the first quarter, 57 learners (95%) obtained grades within the 88–94 range, interpreted as Very Satisfactory, while 3 learners (5%) fell within the 82–87 range, interpreted as Satisfactory. No learners achieved grades categorized as Excellent, Fair, or Poor. A similar pattern was observed in the second quarter, where 58 learners (96.67%) attained Very Satisfactory ratings and 2 learners (3.33%) obtained Satisfactory ratings, with zero learners in the remaining categories. These results indicate minimal variation in academic outcomes and suggest that the cohort generally performs at a high academic level. The consistency across grading periods further implies stability in learning performance, which may be associated with the generally strong study habits observed among the learners.

The relationship between study habits and academic outcomes was examined using Pearson's Product–Moment Correlation Coefficient. The analysis yielded a Pearson r value of 0.561 with a p -value of 0.000, indicating a moderate positive and statistically significant relationship between the variables. This result signifies that learners who demonstrated stronger study habits tended to achieve higher academic outcomes in Introduction to World Religion and Belief Systems. Since the p -value is less than 0.05, the null hypothesis was rejected, confirming that the observed relationship is statistically significant. The moderate strength of the correlation suggests that while study habits play a meaningful role in academic performance, other factors not examined in this study may also contribute to learners' achievement. This finding is consistent with prior research, which emphasizes that effective study behaviors—such as structured note-taking, strategic time management, and purposeful resource use—are positively associated with academic success.

Based on the empirical findings, a Study Habit Enhancement Program was proposed to address both strengths and identified gaps. The program emphasizes strengthening note-taking skills through structured techniques, improving library utilization by increasing access and engagement, enhancing time management through guided scheduling practices, and sustaining high academic outcomes through remediation, enrichment, and peer-supported learning strategies. Additionally, the program highlights the importance of a supportive learning environment that fosters collaboration among teachers, students, and parents, as well as continuous monitoring and evaluation to ensure program effectiveness. The proposed interventions are directly grounded in the data and are intended to translate the study's findings into actionable school-based practices.

In synthesis, the results demonstrate that Grade 11 learners generally exhibit strong study habits and consistently achieve very satisfactory academic outcomes. The significant positive relationship between study habits and academic performance underscores the critical role of effective learning behaviors in supporting student achievement. While strengths were evident in note-taking and time allocation, the relatively lower level of library use points to an area requiring targeted intervention. Overall, the findings contribute to the growing body of evidence on the importance of study habits in senior high school education and provide a data-driven basis for developing interventions aimed at sustaining and further improving academic performance. These

results logically set the stage for the subsequent chapter, which presents conclusions, implications, and recommendations for practice, policy, and future research.

CONCLUSION

This study examined the relationship between study habits and academic outcomes among Grade 11 learners enrolled in Introduction to World Religion and Belief Systems at San Luis National High School in the Division of Agusan del Sur. Using a quantitative descriptive-correlational research design, the study involved 60 Grade 11 students through complete enumeration to ensure full representation of the population. Learners' study habits were measured using an adapted and validated questionnaire focusing on note-taking, use of the library, and time allocation to study, while academic outcomes were based on students' officially recorded grades for the first and second grading periods. The integration of these methods provided a reliable basis for examining both the prevailing study behaviors of learners and their relationship with academic performance.

The findings revealed that learners generally demonstrated strong study habits, particularly in note-taking and time allocation to study. Note-taking habits obtained a weighted mean of 3.77, interpreted as oftentimes evident, indicating that students consistently engaged in structured practices such as summarizing key ideas, writing essential information, and using symbols or abbreviations to support comprehension and retention. Time allocation to study likewise yielded a high weighted mean of 3.61, also interpreted as oftentimes evident, suggesting that learners were generally able to manage their time effectively, set aside specific periods for academic tasks, and balance school requirements with non-academic activities. In contrast, the use of the library recorded a moderate weighted mean of 3.34, interpreted as sometimes evident, indicating that while learners occasionally utilized library resources for assignments or additional readings, regular and sustained engagement with the library was less evident. This pattern suggests that library utilization has not yet been fully maximized as a support mechanism for independent learning.

Academic outcomes of the learners were found to be consistently high across both grading periods. During the first quarter, 95% of the students achieved a Very Satisfactory rating, while the remaining 5% attained a Satisfactory rating. A similar trend was observed in the second quarter, where 96.67% of the learners obtained Very Satisfactory performance and only 3.33% were rated Satisfactory. No learners fell under the Excellent, Fair, or Poor categories in either quarter. These results indicate that the learners generally performed well in the subject and maintained commendable consistency in their academic achievement throughout the two grading periods.

Further analysis revealed a moderate positive and statistically significant relationship between study habits and academic outcomes, as indicated by a Pearson correlation coefficient of $r = 0.561$ with a p-value of 0.000. This finding confirms that learners who demonstrated stronger study habits tended to achieve higher academic outcomes. In particular, consistent note-taking practices and effective time allocation appeared to contribute substantially to improved academic performance, while less frequent use of the library may have moderately limited additional academic gains. The significant relationship between study habits and academic outcomes supports the assumptions of the Information Processing Theory and Behaviorist Theory, which emphasize the role of structured, consistent learning behaviors in facilitating effective learning and academic success.

In light of these findings, the study concludes that Grade 11 learners at San Luis National High School generally possess strong study habits and consistently achieve high academic outcomes in Introduction to World Religion and Belief Systems. However, library utilization remains an area that requires further enhancement to fully support independent and resource-based learning. The significant influence of study habits on academic outcomes underscores the importance of reinforcing effective learning behaviors as a means of sustaining and improving student performance.

Based on the results and conclusions, the study recommends the implementation of a comprehensive Study Habit Enhancement Program that focuses on strengthening note-taking skills through explicit instruction and workshops, promoting meaningful and regular library engagement through structured orientations and guided research activities, and improving time-management practices through coaching and structured study planning sessions. In addition, academic support mechanisms such as supplemental review sessions, peer-assisted learning, and continuous formative assessment feedback should be enhanced to sustain learners' high academic outcomes. To further enrich understanding of study habits and academic performance, future research may consider conducting comparative studies across different grade levels or academic tracks, exploring additional variables that influence academic outcomes, and employing mixed-methods approaches to capture learners' personal experiences and perspectives related to their study habits.

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