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Study activity balance and academic performance of students in a state university

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ABSTRACT

This survey-correlational study determined the significant relationship between study-activity balance and academic performance of students in a State University. The researcher used a validated researcher-made questionnaire to collect data from 393 students out of a total student population of about 20,293. The questionnaire was used to measure study-activity balance. The independent variable was study-activity balance, and the dependent variable was academic performance. The researcher utilized descriptive statistics (mean and standard deviation) for data analysis and Pearson's r as inferential statistical tools to determine the significance of the relationship. The results showed that most students had a "high" level of study-activity balance and an "excellent" level of academic performance. The results indicated that there is no significant relationship between study-activity balance to the academic performance of students at Capiz State University.

Keywords: Study activity balance, academic performance, university students.

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INTRODUCTION

Education plays a fundamental role in shaping the future of individuals by expanding their opportunities, knowledge, and skills, making academic performance one of the primary indicators of student success. Traditionally, academic performance has been used by educational institutions to assess how well students achieve expected learning outcomes. However, contemporary students are expected to fulfill responsibilities that extend beyond the classroom, including participation in extracurricular organizations, family obligations, community engagements, and recreational activities. As a result, balancing academic requirements with these diverse commitments has become an increasingly important concern in higher education. Excessive involvement in nonacademic activities may influence students' overall well-being and academic achievement, while an appropriate balance among study, rest, and extracurricular participation has been recognized as an essential component of healthy student development. Study activity balance refers to the manner in which students allocate their time among academic work, rest, and other meaningful pursuits such as sports, student organizations, and recreational activities. This concept reflects the broader educational perspective that effective time management and balanced participation in daily activities contribute not only to personal well-being but also to academic success.

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Existing literature consistently emphasizes the value of maintaining balance among various life activities. Håkansson and Ahlborg (2014) reported that regular engagement in diverse and meaningful activities is associated with enhanced psychological well-being, suggesting that individuals who effectively manage different aspects of their daily lives experience better mental health outcomes. Likewise, the World Health Organization underscores the importance of maintaining harmony among physical activity, rest, and daily routines as an essential foundation for overall health and well-being. These perspectives collectively suggest that the manner in which students organize their academic responsibilities alongside other life activities may influence their capacity to learn, cope with stress, and perform effectively in educational settings. Consequently, study activity balance has emerged as an important factor in understanding student development because it encompasses not only academic engagement but also the maintenance of physical, psychological, and social well-being.

Academic performance, meanwhile, extends beyond the simple measurement of examination scores and grades. According to the Organization for Economic Co-operation and Development (OECD), academic performance reflects not only the amount of knowledge students acquire but also their ability to apply that knowledge effectively in various contexts. This broader understanding recognizes that student achievement is influenced by multiple interacting factors, including motivation, study habits, learning environments, and personal circumstances. Within the Philippine higher education context, college students frequently encounter numerous academic and nonacademic demands that require effective time management and personal discipline. At Capiz State University, students are encouraged to participate actively in academics, athletics, student organizations, and community service initiatives to foster leadership, confidence, interpersonal competence, and holistic development. While these opportunities contribute significantly to personal growth, they simultaneously create challenges in balancing academic responsibilities with extracurricular commitments. Some students prioritize their academic work and consistently achieve excellent classroom performance, whereas others devote substantial time to extracurricular involvement and experience difficulties sustaining satisfactory academic outcomes. These varied experiences illustrate that students differ considerably in their ability to balance competing responsibilities and highlight the importance of examining how study activity balance relates to academic performance.

These observations are further reinforced through the researcher's professional experiences as a Physical Education teacher and coach. Student athletes, in particular, face unique challenges because participation in sports develops discipline, teamwork, perseverance, and leadership while simultaneously demanding considerable time, physical energy, and commitment. These competing demands may limit the time available for academic preparation and increase the likelihood of academic difficulties. Nevertheless, some student athletes successfully maintain high academic achievement despite rigorous training schedules, indicating that effective management of study activity balance may contribute positively to educational outcomes. Such contrasting experiences demonstrate that students employ different strategies in managing their academic and extracurricular responsibilities and raise important questions regarding the extent to which study activity balance influences academic performance.

Although previous studies have established the positive effects of balanced engagement on psychological well-being and healthy functioning, important gaps remain within the existing body of literature. Much of the available research focuses primarily on general well-being or academic performance as separate constructs without directly investigating how students' management of study and extracurricular activities influences their academic achievement. Furthermore, there remains limited empirical evidence examining this relationship among

college students at Capiz State University. This lack of localized research restricts a comprehensive understanding of how students within the institution manage competing responsibilities and whether maintaining study activity balance contributes to improved academic performance. Addressing this gap is essential because contextual evidence may provide valuable insights for developing institutional programs and interventions that support students in achieving both personal well-being and academic success.

The present study is theoretically grounded in Occupational Balance Theory developed by Ann A. Wilcock, which proposes that individuals function most effectively when they maintain an appropriate balance among work, rest, and leisure activities. Within the context of this investigation, study activity balance represents the distribution of students' time and effort among academic responsibilities, rest, and extracurricular engagements, whereas academic performance reflects the outcomes of their educational endeavors. Complementing this perspective is Social Cognitive Theory, which explains that learning and performance result from the continuous interaction among personal factors, behaviors, and environmental influences. This theoretical perspective suggests that students who possess confidence in their capabilities and effectively regulate their behaviors and time are more likely to attain positive academic outcomes. Together, these theoretical foundations emphasize that maintaining a balanced lifestyle enables students to remain motivated, manage multiple responsibilities effectively, and optimize academic achievement, whereas imbalance may contribute to increased stress, burnout, and diminished academic performance.

The convergence of existing theoretical perspectives, empirical evidence, institutional observations, and identified research gaps establishes a compelling rationale for examining study activity balance within the context of higher education. While previous investigations acknowledge the benefits of balanced engagement for psychological well-being and personal development, limited evidence has directly explored its relationship with academic performance among students at Capiz State University. Guided by Occupational Balance Theory and Social Cognitive Theory, the present study seeks to determine the significant relationship between study activity balance and academic performance of students at Capiz State University. Through this investigation, the study aims to contribute empirical evidence that may enhance understanding of how students manage their academic and extracurricular responsibilities and provide valuable information for educators, administrators, and policymakers in developing initiatives that promote both holistic student development and academic excellence.

Statement of the problem

Generally, this study aimed to determine the study-activity balance, and academic performance of the students in Capiz State University for Academic Year: 2025-2026.

Specifically, this study aimed to answer the following questions:

1. What is the level of Study-Activity balance of student in Capiz State University?
2. What is the level of Academic Performance of student in Capiz State University?
3. Is there a significant relationship between Study-Activity Balance and the Academic Performance of students in Capiz State University?

METHODOLOGY

This study employed a quantitative research design, specifically utilizing a survey-correlational approach, to determine the study-activity balance and academic performance of students in Capiz State University for the Academic Year 2025 to 2026. Quantitative research is a systematic approach that focuses on collecting and analyzing numerical data in order to understand relationships among variables, and it allows researchers to test objective theories by examining the relationships between variables using statistical analysis. In relation to this study, quantitative research is appropriate because it allows the researchers to gather measurable data regarding the study-activity balance and academic performance of students, and the use of structured questionnaires enables the collection of standardized responses, which can then be analyzed using statistical methods to determine the relationships between the variables being investigated. Specifically, the study utilized a survey-correlational research design, which aims to determine the degree of relationship between two or more variables without manipulating them. According to Creswell and Creswell (2018), correlational research design is used when researchers seek to identify whether a relationship exists between variables and to measure the strength and direction of that relationship, while survey research, as noted by Babbie (2020), involves gathering data from respondents through questionnaires or surveys to describe attitudes, behaviors, or characteristics of a population. In this study, the independent variable was the study-activity balance of the students, while the dependent variable was the academic performance, measured through the General Weighted Average (GWA) of students. The survey questionnaire was used to collect data regarding the study routines and activity management of students, while the academic performance data was obtained through the reported GWA of the participants. To analyze the collected data, descriptive statistical tools such as frequency counts, percentages, means, and standard deviations were employed to summarize the data, while Pearson r and ANOVA were used for inferential statistics to analyze the strength and direction of the relationships. The significance level for all analyses was set at 0.05, allowing for a robust examination of the hypotheses.

The participants in this study consisted of three hundred ninety-three (393) college students selected from the total population of approximately twenty thousand two hundred ninety-three (20,293) students from Capiz State University. The required number of respondents was determined using the Taro Yamane formula, which is designed to calculate an appropriate sample size from a given population. To achieve a representative sample from different grade levels, the study utilized a stratified random sampling method, which involved dividing the population into smaller groups, known as strata, based on shared attributes or characteristics among the students, with a statistical random sample taken from each stratum in proportion to its size relative to the overall population, and these subsets of the strata combined to form the complete random sample. Of the total population, the CapSU Main Campus accounted for 6,275 students, from which 122 respondents were drawn, followed by the CapSU Pontevedra Campus with 3,263 students and 57 respondents, the CapSU Burias Campus with 1,555 students and 63 respondents, the CapSU Dayao Satellite with 2,930 students and 30 respondents, the CapSU Pilar Satellite with 1,536 students and 30 respondents, the CapSU Dumarao Satellite with 1,161 students and 23 respondents, the CapSU Mambusao Satellite with 1,001 students and 19 respondents, the CapSU Sigma Satellite with 1,738 students and 34 respondents, and the CapSU Tapaz Satellite with 780 students and 15 respondents, yielding a total population of 20,239 and a total sample of 393. Participants were selected at random using stratified proportional sampling through the application of a random number table, a statistical technique that is more efficient than traditional manual sampling methods such as selecting samples using dice or cards, and by employing a random number table, all members of the population had an equal and independent chance of being included in the sample group

(Roberts, 2021). Furthermore, the proportional allocation formula was applied to determine the appropriate sample size from the various grade levels involved in the study.

The data gathering instruments comprised a 40-item researcher-made questionnaire designed to collect the necessary quantitative data. The first instrument was a Personal Data Sheet, which captured the demographic information of the respondents, while the second instrument was the Study-Activity Balance Questionnaire, a 40-item researcher-made instrument employed to evaluate the study habits of CapSU students. Each item in the questionnaire was rated using a five-point scale, wherein a score of 5 corresponded to Always, 4 to Often, 3 to Sometimes, 2 to Seldom, and 1 to Never. For the descriptive interpretation of the mean score, a mean range of 4.21 to 5.00 was interpreted as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. Before the instrument was administered, it underwent content validation by a panel of experts, and all suggestions and recommendations were incorporated into the final version of the questionnaire. After validation, the instrument was pretested with thirty (30) respondents who were not included in the main study to assess its reliability, and the reliability was evaluated using the Cronbach's alpha coefficient via the Statistical Package for Social Sciences (SPSS) software, wherein a reliability coefficient of 0.80 or higher, but not exceeding 1.00, was required to confirm the reliability of the instrument (Calmorin, 2012). To measure the academic performance of students, their General Weighted Average (GWA) was utilized as the primary indicator, reflecting the students' overall academic achievement across their enrolled subjects and serving as the basis for evaluating their academic performance.

Before conducting the study, the researchers sought permission from the Office of the University President of Capiz State University through a formal request letter, and upon approval, the researchers coordinated with the appropriate university offices to proceed with the data collection. After securing permission, the researchers prepared and finalized the research instruments to ensure that they align with the objectives of the study. The questionnaire was carefully constructed to gather relevant information regarding the variables being studied, and clear instructions and definitions of key terms were provided to ensure that the participants fully understood the questions and their roles as participants in the study. Once approval was granted, the researchers distributed the questionnaires to the target participants through both face-to-face and online methods. For the face-to-face distribution, the researchers personally administered the printed questionnaires to the selected participants within the university premises, and the participants were given sufficient time to read and answer the questions carefully. For the online distribution, the questionnaire was converted into a digital form using an online survey platform such as Google Forms, and the link to the questionnaire was sent to the participants through appropriate communication channels such as email, messaging platforms, and official group chats. The online form contained clear instructions on how to answer each section of the questionnaire, and participants simply selected or typed their answers in the designated fields and submitted the form once they had completed all required questions, with the form designed so that responses were properly recorded and securely stored in the system. Before answering the questionnaire, the participants were first presented with an informed consent statement explaining the purpose of the study, and the consent form clearly stated that participation in the study was voluntary, and that the participants had the right to decline or withdraw at any time without any penalty, such that by proceeding to answer and submit the questionnaire, the participants indicated that they voluntarily agreed to participate in the research. The researchers also assured the participants that all information collected would be treated with strict confidentiality, that the identities of the participants would not be disclosed, and that the data gathered would be used solely for academic and research purposes,

with no personal identifying information included in the final report of the study, and all responses securely stored and accessible only to the researchers. After all questionnaires had been completed, the researchers organized the responses for data processing, and the collected data were then tallied, tabulated, and analyzed using appropriate statistical tools in order to interpret the results and draw conclusions relevant to the objectives of the study.

The data gathered from this study were analyzed using the Statistical Package for Social Science (SPSS) software, employing the following tools. The Mean was used to describe the overall levels of study habits, activity balance, including time management between academic work and extracurricular activities, and academic performance among students. The Standard Deviation was employed to assess the degree of variability in study habits, activity balance, and academic performance, indicating whether students' responses were homogeneous or heterogeneous. Pearson r, set at a 0.05 alpha level of significance, was applied to determine the relationships between study habits and academic performance, activity balance and academic performance, and study habits and activity balance among students.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered from the three hundred ninety-three (393) college students who served as respondents of the study, selected from the total population of Capiz State University through stratified random sampling. The discussion presented herein is grounded in the data gathered using the researcher-made questionnaire, which was analyzed through descriptive statistical tools, specifically the mean and standard deviation, and inferential statistical analysis using Pearson r, tested at the 5% level of significance. The results are interpreted in direct relation to the objectives of the study, specifically to determine the level of study-activity balance and academic performance of the students, and to examine the significant relationship between these two variables.

Level of study-activity balance

The data revealed that the level of study-activity balance of the students in Capiz State University was high (M=3.64, SD=0.81), based on the descriptive scale wherein a mean range of 4.21 to 5.00 was interpreted as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This result indicates that, on average, students are able to effectively manage the demands of their academic responsibilities alongside other activities, such as extracurricular involvement or personal commitments. The result also implies that respondents generally perceive themselves as maintaining a favorable equilibrium between studying and participation in non-academic pursuits, a balance that is often associated with positive academic outcomes, improved time management skills, and enhanced overall well-being. It further indicates that while most students report a high level of balance, there remains some variation in individual experiences, possibly due to differences in workload, personal priorities, or access to resources, as reflected in the obtained standard deviation of 0.81.

These results may reflect the presence of supportive institutional structures, such as flexible academic policies or opportunities for student engagement, which enable learners to distribute their time and energy efficiently. Moreover, the ability to sustain a high level of study-activity balance is critical, as it can contribute to reduced stress levels and foster holistic student development. Students in this context are not only academically engaged but also capable of integrating other meaningful activities into their daily routines without significantly compromising their academic performance. This finding conforms with the study of Solita (2025), which examined students' ability to manage academic and extracurricular

responsibilities and found that the level of time management practices among respondents was likewise classified as high. That study further revealed that students who are more capable of planning, organizing, and prioritizing their time are also more likely to actively engage in extracurricular activities while maintaining their academic responsibilities. Similarly, a study by Alogaili et al. (2026) found that effective time management practices are significantly associated with higher academic performance among students, specifically noting that students who manage their time daily and efficiently tend to achieve better academic outcomes.

Level of academic performance

The data further revealed that the level of academic performance of the students in Capiz State University was excellent (M=1.84, SD=0.32), based on the descriptive scale wherein a mean range of 1.0 to 1.75 was interpreted as Excellent, 1.76 to 2.25 as Very Good, 2.26 to 2.75 as Good, 2.76 to 3.0 as Satisfactory, and 3.01 and below as Needs Improvement. This result indicates that students demonstrate a high level of academic achievement and are able to meet or exceed the expected standards of their academic programs. It implies that respondents consistently perform well across their academic tasks, which may be attributed to effective study habits, strong motivation, and a clear understanding of course requirements. Such performance may also reflect the presence of supportive learning environments, including competent instruction, accessible academic resources, and institutional policies that promote student success, with the low standard deviation of 0.32 suggesting relatively consistent performance across respondents.

These findings also show that students are not only capable of managing academic demands effectively but are also achieving commendable outcomes. Maintaining such a level of performance may contribute to increased academic confidence, sustained motivation, and better preparedness for future academic or professional endeavors, and overall, the results reflect a strong academic profile among the students, underscoring their ability to excel within their educational context. This finding is supported by the study of Mughal et al. (2025), which revealed that high-achieving students possess more effective study habits and time management skills compared to their lower-performing counterparts, suggesting that strong academic performance is closely linked to the ability of students to organize their learning activities and apply efficient study strategies. Similarly, Fu et al. (2025) emphasized that effective time management enhances the study engagement of students, which in turn contributes to improved academic outcomes, implying that students who are actively engaged and disciplined in their academic tasks are more likely to achieve excellent performance.

Relationship between study-activity balance and academic performance

To determine whether a significant relationship exists between study-activity balance and academic performance, Pearson r was applied at the 5% level of significance. The results showed a not significant relationship between the levels of study-activity balance and academic performance of the students in Capiz State University ($r=0.074$ns, $p=0.145$), with the notation ns indicating not significant at $p>0.05$ alpha level, as opposed to the asterisk notation which would indicate significance at $p<0.05$. The very weak positive correlation of $r=0.074$ suggests that although there is a slight tendency for study-activity balance to increase alongside academic performance, this relationship is negligible and does not hold statistical significance. The positive direction of the result implies that as study-activity balance increases, academic

performance of the student also tends to increase, and vice versa, though the magnitude of this tendency is too small to be considered statistically meaningful.

This finding implies that maintaining a balance between academic and non-academic activities does not necessarily translate into improved academic outcomes among the respondents. In other words, even if students perceive themselves as effectively managing their time and engagements, such balance alone may not be a strong determinant of their academic success. Academic performance is a complex construct influenced by a range of other variables, including cognitive ability, motivation, quality of instruction, study strategies, and environmental support systems. The result also implies that the involvement of students in non-academic activities neither substantially enhances nor detracts from their academic achievement within this context. It is possible that students are able to compartmentalize their responsibilities, allowing them to participate in various activities without directly affecting their academic results. Alternatively, the quality and nature of both study habits and extracurricular involvement may vary, thereby diluting any measurable association between the two variables. Furthermore, the findings highlight that while study-activity balance is important for holistic development and well-being, it may not serve as a direct predictor of academic performance, underscoring the need to consider other influencing factors when examining the academic outcomes of students.

This result is consistent with the study of Aufa et al. (2024), which examined the relationship between time management, including the balancing of academic and non-academic activities, and academic achievement among university students. The findings of that study likewise revealed no statistically significant relationship between time management and academic performance ($p=0.817$), indicating that managing time effectively does not necessarily lead to better academic outcomes. On the basis of the obtained result of $r=0.074$ns and $p=0.145$, which is greater than the 0.05 alpha level of significance, the null hypothesis stating that there is no significant relationship between the study-activity balance and academic performance of the student in Capiz State University is hereby accepted.

Taken together, the findings of this study reveal that students at Capiz State University exhibit a high level of study-activity balance ($M=3.64$, $SD=0.81$) and an excellent level of academic performance ($M=1.84$, $SD=0.32$), yet these two variables demonstrate no statistically significant relationship ($r=0.074$ns, $p=0.145$), leading to the acceptance of the null hypothesis at the 5% level of significance. These results directly address the objectives of the study by establishing both the descriptive standing of students with respect to study-activity balance and academic performance, and the inferential relationship between the two constructs. The findings contribute to the broader field of student development and educational psychology by reinforcing the notion that academic success is shaped by a multiplicity of factors beyond time allocation alone, echoing similar conclusions drawn in the studies of Aufa et al. (2024), Mughal et al. (2025), and Fu et al. (2025). While the absence of a significant relationship may initially appear to diminish the importance of study-activity balance, it instead affirms the value of balance as a contributor to holistic student well-being rather than as a sole determinant of academic outcomes. These findings provide a foundation for the succeeding chapter, which presents the summary of findings, conclusions, and recommendations drawn from the results of this investigation.

CONCLUSION

The findings of the study indicate that students possess effective time management skills and adaptive strategies that enable them to successfully balance their academic responsibilities with their nonacademic activities while supporting their overall well-being. Maintaining this level of study activity balance may contribute to sustained productivity and

positive student outcomes by allowing students to manage their various responsibilities effectively. The results also demonstrate that the majority of students consistently achieve high academic standards and are able to meet or exceed the expected learning outcomes. This strong academic standing may be attributed to effective study habits, adequate institutional support, and a conducive learning environment that promotes academic success.

Furthermore, the findings reveal that the degree to which students balance their academic and nonacademic activities does not have a measurable impact on their academic performance. This suggests that academic achievement is influenced by factors other than study activity balance and that maintaining such balance alone does not necessarily predict higher academic outcomes. The results emphasize the importance of examining additional variables that may better explain variations in students' academic achievement, thereby providing a more comprehensive understanding of the determinants of academic success.

Based on these findings, it is recommended that students continue to maintain effective time management practices and balanced participation in both academic and extracurricular activities to support their overall well-being and personal development. Educational institutions should continue providing a supportive learning environment that fosters academic excellence while encouraging meaningful student engagement beyond the classroom. Moreover, future researchers are encouraged to investigate other factors that may significantly influence academic performance, thereby contributing to a broader and more comprehensive understanding of student achievement in higher education.

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