

Factors Affecting Grade 11 Students' Study Habits During the Pandemic

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Abstract— *This study aimed to determine the Factors Affecting Grade 11 Students' Study Habits During The Pandemic. It employed the quantitative approach, and descriptive research design using survey technique. The researcher-made questionnaire was administered to the randomly selected Grade 11 students of St. Paul University Surigao. The statistical tools used were Frequency and Percentage Distribution, Mean and Standard Deviation, and Pearson Product-Moment Correlation Coefficient (Pearson r). It was determined that the following factors, namely: 1) homework overload, 2) internet connection, 3) social media addiction, 4) home environment, and 5) family stress, have highly affected the grade eleven students' study habits during the pandemic. However, it was found that peer pressure is the only factor with the lowest impact, for it only mildly affects the students' study habits during the pandemic. It is therefore recommended that the factors mentioned affecting the students' study habits during the pandemic should be given utmost importance by curriculum stakeholders such as 1) school administrators, 2) teachers, 3) parents, 4) students themselves, and 5) government and non-government agencies, specifically the Department of Education (DepEd) / Association of Private Sectarian Schools.*

Keywords— *study habits, homework overload, internet connection, social media addiction, home environment*

I. INTRODUCTION

According to Ayodele (2013), study habits are students' ways of studying, whether systematic, efficient, or inefficient, implying that efficient study habits produce positive academic performance while ineffective study habits lead to academic failure.

Ayodele (2013) specified that study habits are the consistent tendencies and behaviors that one exhibits when studying. Study habits, to put it simply, are the habits that one develops when studying. A student who has terrible study habits would struggle to learn effectively. There are significant reasons why teachers should concentrate their efforts on assisting students in cultivating successful learning habits. The first is that instructors often discover that students have not studied well despite having good learning resources and the best teachers. Thus, there is a need to educate good study habits to students, either by the instructor by motivating them or by the students themselves by self-regulating them.

The researchers need to study this kind of topic because it is relatable and, at the same time, impactful at this moment when COVID-19 is continuously spreading around the globe. With these problems and needs, the researchers were prompted to study the factors affecting students' study habits during the pandemic. The study selected the Grade 11 students as the participants since they are still starting their journey in the Senior High School. Identifying the factors affecting their study habits would help improve them in the upcoming grade level. The study results would contribute a big part to students' and teachers' learning. This study aims to deeply know, identify, and understand the factors affecting students' study habits during this pandemic.

II. FRAMEWORK

According to Mendezabal (2013), a study habit is a behavior pattern established by students in their learning. It comprises adequate study routines and behaviors conducted by the learner in a good atmosphere. Khan (2016) described a study habit as a student's preferred technique. As these definitions show, study habits are specific actions that assure learning and make learning easier, and they should be applied by the individual continuously.

The objective of the Study. Specifically, it catered towards the following specific objectives:

1. to know the profile of the participants in terms of: age, sex and strand;
2. to determine the factors affecting the Grade 11 students' study habits during the pandemic in terms of: homework overload, internet connection, social media addiction, peer pressure, home environment and family stress; and
3. to know the significant relationship between the participants' profiles and factors.

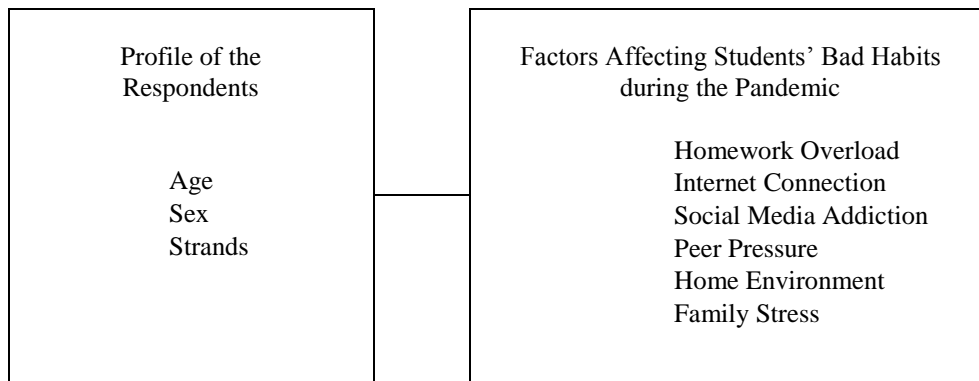


Figure 1: Schematic Diagram of the Study

III. RESULTS AND DISCUSSION

The study determines the profile of the participants in terms of age, sex, and strand. It also determines the factors affecting the Grade 11 students' study habits during the pandemic in terms of homework overload, internet connection, social media addiction, peer pressure, home environment, and family stress. And to know the significant relationship between the participants' profiles and the factors.

Profile of the Participants

Table 1: Distribution of the Profile of 215 Participants

Profile Variables	f (n=215)	%
Age		
16 years old	46	21.40
17 years old	140	65.12
18 years old	29	13.49
Sex		
Male	87	40.47
Female	128	59.53
Strand		
STEM	105	48.84
ABM	44	20.47
HUMSS	52	24.19
ADT/TVL	14	6.51

Table 1 shows the profile of the participants in terms of *age*, *sex*, and *strand*. As to the *age* of the participants, 140 (65.12%) participants belong to 17 years old, then 16 years old with 46 (21.40%), and 18 years old with 29 (13.49%). In terms of *sex*, most of the participants are females, with 128 (59.53%) while 87 (40.47%) are males. Considering Grade 11 *strands*, 105 (48.84%) are STEM students; 52 (24.19%) are

HUMSS students; 44 (20.47%) are ABM students; and 14 (6.51%) are ADT/TVL students.

Factors Affecting Grade 11 Students' Study Habits During the Pandemi

Table 2: *Factors Affecting Grade 11 Students' Study Habits During the Pandemic in terms of Homework Overload.*

Indicators	<u>M</u>	SD	VI	QD
I am having difficulty completing all of my homework on time for a short-term deadline.	3.33	0.74	SA	VH
I am having trouble identifying the key points.	2.96	0.76	A	H
I get sleepy whenever I'm doing my school works.	3.10	0.81	A	H
I get discouraged when there are a lot of homework that needs to get done.	3.16	0.84	A	H
Average:	3.14	0.79	A	H

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 2 presents the factor affecting Grade 11 students' study habits during the pandemic in terms of *Homework Overload*. As gleaned from the Table, the indicator, *I am having difficulty completing all of my homework on time for a short-term deadline* got the highest mean ($\bar{M}=3.33$, $SD=0.74$) which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Very High*. This means that students must allow sufficient time to complete their homework. They are having a hard time finishing up their loads of homework since the deadline for submission is shorter than the face-to-face class. They become overwhelmed by doing a lot of homework for a short-term deadline, which causes them to procrastinate and have difficulty completing all of their assignments. According to Britton and Tesser (1991), student success frequently depends on managing the completion of a variety of tasks with varying priorities, deadlines, lengths, and so on. Therefore, Garcia-Ros et al. (2004) stated that it is understandable that time management is one of the most traditional topics in learning. They continue to say that students' biggest complaint is that they do not have enough time to complete their tasks, agreeing with the author's personal experience and feedback during the exploratory study.

Furthermore, in De Jager's (2014) study, students reported being unable to manage time, being unable to cope with work overload, procrastinating, and leaving their work until the last minute before exams as having a negative impact on their studies. In addition, as reported by Sanchez (2020), virtual learning has been a fun experience for all. Some adults may believe that they now have unlimited free time because most students are home for the school year. This is not the case, and students are now drowning in homework. Children still live outside of school during a pandemic. They need to get outside or do something relaxing, but that doesn't seem possible when they have so many assignments and tests. Most high school students spend two hours on homework, but now it can take up to four hours. Teachers can also assign fewer assignments. Giving out fewer assignments will reduce students' stress and allow them to focus more on the tasks at hand. Students may become distracted while working on an assignment because all they can think about is the other work that needs to be completed. Finally, everything is rushed, and their work falls short of their full potential.

However, the indicator, *I am having trouble identifying the key points* got the lowest mean ($\bar{M}=2.96$, $SD=0.76$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that students cannot finish assigned readings, which leads them to have trouble identifying the key points due to a lot of homework. Talib and Zai-ur- Rehman (2012) reveals that 53% of the students asserted that their GPA is affected because course load gives them stress. Reviewing all the learning materials has given stress to students

before sitting down during exams. The possibility of passing or failing the exam induces stress, not the examination itself.

On the general average, this factor, *Homework Overload* ($M=3.14$, $SD=0.79$), is verbally interpreted as *Agree* and qualitatively described as *High*. This finding indicates that the respondents have encountered problems on how to comply with all the required teaching-learning activities on time, considering the number of subject loads. To not run short of time, the students should practice self-discipline in managing their own time. To add, maybe it is necessary for school administrators and teaching personnel concerned to revisit, if not reduce, the load required of students as long as both cognitive learning and performance-based outcomes are equally considered and/or addressed. At any rate, it is not the quantity of loads that counts but quality.

Table 3: *Factors Affecting Grade 11 Students' Study Habits During the Pandemic in terms of Internet Connection.*

Indicators	<u>M</u>	SD	VI	QD
1. I am unable to participate well in class due to unstable internet connection.	3.01	0.82	A	H
2. I commonly find it difficult to do my online tasks due to the poor internet connection.	3.00	0.88	A	H
3. A prepaid load for my mobile phone costs me too much money just so I can attend in our online class.	2.75	1.01	A	H
4. Buffering interferes participation and engagement during online classes.	2.97	0.83	A	H
5. I find it hard to efficiently organize my study time online and accomplish my assignments on time due to lack of Internet access.	2.95	0.85	A	H
Average:	2.93	0.88	A	H

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 3 shows the factors affecting the Grade 11 students' study habits during the pandemic in terms of *Internet Connection*. As shown from the table, the indicator, *I am unable to participate well in class due to unstable internet connection* got the highest mean ($M=3.01$, $SD=0.82$) which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that having an unstable internet connection affects the students' participation in-class activities. According to the new analysis from Michigan State University (2020), slow internet connection or limited access from rural houses can contribute to students falling behind academically. Furthermore, according to B and Company (2020), a BEAN study of undergraduate and postgraduate students in Vietnam who studied online during the pandemic, the internet's stability, and speed were the top factors impacting students' online learning experiences. Also, university students mentioned that their online learning was affected by an unreliable and slow internet connection. Regardless of their housing situation, many students struggled with internet connection.

However, the indicator, *A prepaid load for my mobile phone costs me too much money just so I can attend our online class* got the lowest mean ($M=2.75$, $SD=1.01$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. Some students spend too much money purchasing mobile load to attend an online class. As Marquez of GMA News (2021) reported, as the country prepares for the school year of blended learning, instructors and students still have difficulty purchasing or buying internet loads. Furthermore, the shortage of devices, insufficient mobile data limits, and an unstable internet connection are among the top issues highlighted by parents regarding distant learning, according to a report by Mateo of the Philippine Star (2020). In addition, 6.2 million people said their main problem was a lack of load or data allowance. As a result, mobile

data costs too much for students who continue their education through online classes during this time of the pandemic.

On average, the participants' study habits during the pandemic in terms of *internet connection* ($M=2.93$, $SD=0.88$) is verbally interpreted as *Agree* and qualitatively described as *High*. This observation implies that the respondents in this study got frustrated or irritated when the internet connection was interrupted or very slow. Hence their study habit is likewise severely affected. They could hardly catch up with some teaching-learning segments or activities, especially during online discussions. In a similar vein, it cannot be denied that the same feeling is felt by those instructors/mentors/employees who work from home, especially when the internet connection is already on and off frequently or interrupted for a long time. More time was being wasted waiting or doing nothing. In other words, this finding further strengthens the demand for our country through the new administration, of course, to adopt speedy and consistent connectivity that can service both rural and urban areas like that of Japan, Singapore or Korea, etc. The Philippines is currently ranking at the tail-end in adopting and/or implementing advanced technology.

Table 4: *Factors Affecting Grade 11 Students' Study Habits During the Pandemic in Terms of Social Media Addiction.*

Indicators	M	SD	VI	QD
I spend more time on social media for entertainment than educational purposes.	2.87	0.86	A	H
I focus more entirely on social media than my school works.	2.57	0.84	A	H
I allocate less time for my homework since I began browsing to social media.	2.67	0.86	A	H
I have a lower academic performance in class due to frequent use of social networks.	2.40	0.91	D	L
I have difficulty concentrating well when studying due to social media distraction.	2.84	0.83	A	H
Average:	2.67	0.86	A	H

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 4 shows the factors affecting the Grade 11 students' study habits during the pandemic in terms of *Social Media Addiction*. As shown in the table, the indicator *I spend more time on social media for entertainment than educational purposes* got the highest mean ($M=2.87$, $SD=0.86$) which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that the scheduled time that the students should have spent on learning, academic research, and innovating their work has been wasted on playing online games, meeting new friends online, and spending the majority of their time on social networking sites. As a result, most students' academic performance suffered from social media distraction. There has been widespread concern that social media detract from education and reduce young people's social skills. In Upadhayay and Guragain's (2017) research study, students who used social networks and the internet more than average had poor academic achievement and low concentration in their studies.

Moreover, Xie et al. (2020) determined that many universities have had to implement online teaching and learning due to the COVID-19 lockdown. Several research studies have found that using social media websites can positively or negatively affect students' academic performance. The informal and autonomous nature of social media fosters self-motivation. The disadvantages of social media websites have also been

thoroughly examined. Researchers have criticized the use of social media in educational settings because of its potential impact on academic performance. As per Roux and Parry (2017), time spent on social media can be problematic and has a negative effect on academic achievement because students spend less time socializing face-to-face or in-person with other people as they spend more time on social media, which reduces their communication abilities.

However, the indicator, *I have a lower academic performance in class due to frequent use of social networks* got the lowest mean ($M=2.40$, $SD=0.91$) which can be verbally interpreted as *Disagree* and qualitatively described as *Low*. This means that frequent use of social networks does not affect the study habits of the students. According to Junco *et al.* (2010), students and teachers can use social media sites like Twitter as a learning tool. These networks can also boost students' and teachers' academic involvement. However, the argument about using social media as an educational tool is that excessive social media usage lowers academic engagement and student grades. As a result, time management should be considered when utilizing social media. In addition, according to Zis *et al.* (2020), during the outbreak of the COVID-19 pandemic, universities closed their doors, and students were required to attend classes and take exams via social media, increasing their levels of academic burnout. Students face a significant challenge when learning online, which can easily lead to excessive use of social media.

Furthermore, according to Yildiz Durak and Seferoğlu (2019), excessive social media use can quickly turn into problematic social media use, resulting in emotional problems for people. It is unclear what effects learning-related variables may have on the relationship between problematic social media usage and general anxiety in the case of the COVID-19 pandemic. Furthermore, as per Demerouti *et al.* (2001), academic burnout is caused by the constant consumption of psychological resources. In this case, when university students with a high level of academic burnout face academic stress, the association between problematic social media usage and anxiety may add to individuals' lack of psychological resources. Moreover, Han (2017) found that students with high academic burnout were more likely to be dependent on social media, possibly to avoid studying.

On average, the participants' study habits during the pandemic in terms of *Social Media Addiction* ($M=2.67$, $SD=0.86$) is verbally interpreted as *Agree* and qualitatively described as *High*. This finding implies that the study habit of the Grade 11 respondents is affected negatively by their addiction to social media by putting more premium on entertainment shows rather than studying/learning purposes. In effect, the learning load required by the school/teachers is being jeopardized, if not paralyzed. Because of this observation, it is therefore suggested that parents/guardians monitor their children's online activities to keep the latter mentally and psychologically sound and wholesome. Similarly, online teachers should not forget to guide and counsel their students about the ill effects of some shows.

Table 5: Factors Affecting Grade 11 Students' Study Habits During the Pandemic in terms of Peer Pressure.

Indicators	<u>M</u>	SD	VI	QD
1. My friends and I have more time for playing online games than doing school activities.	2.20	0.89	D	L
2. My friends and I like to hang out so much that we forget to do our school activities.	2.21	0.98	D	L
3. My friends and I are not motivated to focus in class activities.	2.23	0.88	D	L
4. My friends tolerate me skipping classes when I have a surprise virtual oral recitation.	1.72	0.90	SD	VL
5. I feel uncomfortable when the academic achievements of my friends exceed my own.	2.17	1.00	D	L
Average:	2.11	0.93	D	L

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 5 shows the factors affecting the Grade 11 students' study habits during the pandemic in terms of *Peer Pressure*. As shown in the Table, the indicator, *My friends and I are not motivated to focus in class activities* got the highest mean ($\bar{M}=2.23$, $SD=0.88$) which can be verbally interpreted as *Disagree* and qualitatively described as *Low*. This means that the students can handle the negative influence of their friends and do not affect their interest in focusing on their class activities during the pandemic. According to Casey B. J. (2008), teens are very quick and accurate in making judgments and decisions independently and in situations where they have time to think. When they are forced to make decisions in the heat of the moment or social situations, they are frequently influenced by external factors such as peers.

However, the indicator, *My friends tolerate me skipping classes when I have a surprise virtual oral recitation* got the lowest mean ($\bar{M}=1.72$, $SD=0.90$), which can be verbally interpreted as *Strongly Disagree* and qualitatively described as *Very Low*. This means that the students' friends do not tolerate them skipping classes, and these students know how to deal with the negative effects if they tolerate their friend's bad habits. According to Adeola (2013), attitudes may influence students' social and academic achievement positively or negatively. Truancy, persistent lateness to school, juvenile delinquency, stealing, absenteeism from school, disobedience, laziness, disregarding school rules and regulations, and other cases of group behavior may be detrimental to students' social and academic work. On the other hand, the influence could be geared toward the positive aspects of students' social and academic achievement. For instance, students could be influenced socially, psychologically, or intellectually, to mention a few, which can boost academic performance and good social behavior.

On general average, *Peer Pressure* ($\bar{M}=2.11$, $SD=0.93$) is verbally interpreted as *Disagree* and qualitatively described as *Low*. This finding indicates that the study habit of Grade 11 students is affected by the behaviors of their peers in their respective communities, both face-to-face or online. Again, peers can positively or negatively influence the students' dispositions in life. A good peer influence can enhance the students' learning performance and social behavior, while a bad influence can do the opposite. This observation (although peer influence here is low) suggests that parents/guardians should be selective on the types of friends for their children, and students should be wise in choosing their friends.

Table 6: *Factors Affecting Grade 11 Students' Study Habits During the Pandemic in terms of Home Environment.*

Indicators	\bar{M}	SD	VI	QD
1. I often feel distracted by loud noises within our home environment while I am in my online class.	3.17	0.85	A	H
2. I am unable to maintain a high level of concentration when studying due to my study environment.	2.97	0.87	A	H
3. I feel the insufficient support from my parents most specially when I am stressed in studies.	2.52	0.98	A	H
4. I am easily distracted by television and other electronic devices whenever I am studying.	2.93	0.91	A	H
5. I set aside a regular time for studying due to household chores that are assigned to me.	2.94	0.90	A	H
Average:	2.91	0.90	A	H

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 6 shows the factors affecting the Grade 11 students' study habits during the pandemic in terms of *Home Environment*. As shown in the Table, the indicator *I often feel distracted by loud noises within our home environment while I am on my online class* got the highest mean ($M=3.17$, $SD=0.85$) which can be verbally interpreted as *Agree* and qualitatively described as *High*. Students struggle to pay attention in online classes and other study areas because small background noises negatively impact their school learning. In a study by Braat-Eggen *et al.* (2017), the noise distracted students from completing cognitive tasks. According to Realyvasquez-Vargas *et al.* (2020), this is also true for Mexican students who take online classes, as they are exposed to greater information. There is a higher degree of noise at home when taking online classes from home, hence a higher amount of distraction. In addition, as stated by Chere (2021), the conditions at home, particularly during the pandemic, are unlikely to have any of these protective factors. Learning is now partially "live" through an online format with complete independence from teacher supervision periods.

Furthermore, there was very rarely another person working on the same task in the house. Instead, because entire families may be confined to their homes during the pandemic, students learning at home may be surrounded by parents taking work calls, younger siblings playing, and grandparents making a cup of tea. As stated by Dale *et al.* (2015) and supported by Casey *et al.* (2017), the home is designed to serve many purposes other than studying and learning, such as cooking, cleaning clothes, relaxing, playing, practicing hobbies, and being entertained. As a result, unlike a school, the home is not designed to promote academic learning and block out distracting noises. While it is evident that noise has a negative impact on annoyance and academic achievement in schools, it is important to remember that the effect in the general home environment may be even greater. In addition, lower SES homes are more likely to be exposed to higher noise levels, and more chaotic homes have been associated with lower family income and less educated caregivers, according to Dumas *et al.* (2005). This would imply that the impact of noise on home learning may be more burdensome for some adolescents.

However, the indicator, *I feel the insufficient support from my parents, especially when I am stressed in studies* got the lowest mean ($M=2.52$, $SD=0.98$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that students lack parental support, especially when stressed about their studies, because their parents are uninterested in their academic lives. According to Fedena (2019), children who get parental support develop a positive school focus, motivation, and self-discipline. Whereas disengaged parents who are not interested in the academic life of their kids often promote school failures. Create a generation of students not interested in studying or in gaining information. Following Grotevant and Cooper (1998) and Helsen *et al.* (2000), support from parents remains an important predictor of adjustment in late adolescence. A supportive relationship with parents is important for maintaining the psychological well-being of ethnic minority college students. It has been shown that students who have supportive parents guiding them at home are more likely to enjoy school. Thus, parental participation and support at home improve academic success and a student's perspective, attitude, and conduct. Constant parental participation influences the child's attitude toward school and classroom behavior. These pupils, for example, have greater attendance because they have supportive parents who help them prepare for school every day.

Similarly, because of the aid and supervision provided at home, these children do better while completing homework or submitting assignments on time. Students who do not have supporting parents, on the other hand, must battle on their own. This affects their performance and study habits and, at the same time, negatively impacts their self-esteem. In addition, according to Azubuike and Bisayo (2020), the COVID-19 pandemic and subsequent school closures made it clear that parents would have to take on the full-time role of educating and supporting their children's learning virtually. Their online survey found that parents were asked whether they were actively helping their children learn during the pandemic, and only 83% of the parents said they were. When they asked parents why they were not supporting their children, the majority said they did not

know how because they were not teachers. Parents were also cited as being too busy or unable to afford the cost of supporting their child's education.

On the general average, *Home Environment* ($M=2.91$, $SD=0.90$) is verbally interpreted as *Agree* and qualitatively described as *High*. This finding implies that the study habits of Grade 11 students are affected by their home environment, which is not all the time conducive to online learning. To reiterate, the family's socio-economic status (SES) would speak of the students' kind of home environment. In other words, the parents and the other siblings in the family should be supportive of the education of their children, which is mostly acquired through online teaching and learning during this time of the pandemic.

Table 7: *Factors Affecting Grade 11 Students' Study Habits During the Pandemic in terms of Family Stress.*

Indicators	<u>M</u>	<u>SD</u>	<u>VI</u>	<u>QD</u>
1. I am having a hard time focusing on my studies when my family is experiencing financial difficulties.	2.68	1.01	A	H
2. I have been unable to focus on my studies due to family conflicts.	2.57	1.03	A	H
3. I feel too much pressure on my studies and examinations because of my parents' expectations.	2.76	1.02	A	H
4. I lost my interest in studying when my parents are fighting.	2.52	1.09	A	H
5. I get discouraged from studying when my parents have no time to give me appreciation and encouragement.	2.57	1.05	A	H
Average:	2.62	1.04	A	H

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 7 displays the factors affecting the Grade 11 students' study habits during the pandemic in terms of *Family Stress*. As shown in the table, indicator 3, *I feel too much pressure on my studies and examinations because of my parents' expectations* got the highest mean ($M=2.76$, $SD=1.02$) which can be verbally interpreted as *Agree* and qualitatively described as a *High* factor. This means that students whose parents place high expectations on their academic performance are pressured. According to Caples and Barrera (2006), children must study at home because of the pandemic, and parents spend more time with their children. However, the children's performances may not meet the parents' expectations, resulting in disagreements, affecting the parents' emotions and students' study habits.

However, the indicator *I lost my interest in studying when my parents are fighting* got the lowest mean ($M=2.52$, $SD=1.09$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that students are more likely to have difficulty adjusting to their study habits whenever their parents are in conflict. Shantisree (2018) found that children from conflicted families tend to be psychologically affected, especially in their way of thinking and perception of the future. Family conflicts can also cause poor academic performance, as discussed by Bahrassa et al. (2011). Nowadays, Rwandan society is experiencing several effects of family conflicts, which can destroy families as a result of divorces, the killing of spouses, or suicide, with the children the victims of such situations, which will affect their well-being, especially their education. In addition, children living in a family environment marked by frequent, intense, and poorly resolved conflicts between parents are more likely to have academic achievement deficits and poor study habits than children living in more positive family environments, according to Cardiff University's School of Psychology (2005). Family stress has a significant impact on children's education in many aspects. In light of this, family structure is a critical educational concern, particularly given the rising rate of family breakdown for various reasons.

On the general average, *Family Stress* ($M=2.62$, $SD=1.04$) is verbally interpreted as *Agree* and qualitatively described as *High*. This observation denotes that the Grade 11 students are affected by the stressful

condition of their families. Family stress is brought about by fighting between parents, family breakdown, illness of one of the family members or trouble encountered by the family, or lack of resources due to reduced family income. The above-said observation implies that the Grade 11 participants in this study confirmed that they are psychologically affected by their family problem; hence, their study habit is also destructed. How to seek stress releasing factors, it is therefore suggested that students should know how to handle their stressful conditions. Google the internet to look for health tips about stress reliever exercises, keep yourself busy with homework load, and converse or open up to someone/friend who can be trusted and a good listener.

Table 8. Summary of Factors Affecting the Grade 11 Students' Study Habits during the Pandemic.

Factors	M	SD	VI	QD
Homework Overload	3.14	0.79	A	H
Internet Connection	2.93	0.88	A	H
Social Media Addiction	2.67	0.86	A	H
Peer Pressure	2.11	0.93	D	L
Home Environment	2.91	0.90	A	H
Family Stress	2.62	1.04	A	H
General Average:	2.73	0.90	A	H

Legend:

Scale	Range	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)	Very High (VH)
3	2.50-3.24	Agree (A)	High (H)
2	1.75-2.49	Disagree (D)	Low (L)
1	1.00-1.74	Strongly Disagree (SD)	Very Low (VL)

Table 8 summarizes the factors affecting the Grade 11 students' study habits during the pandemic. As shown in Table 8, *Homework Overload* with ($M = 3.14$, $SD = 0.79$) is the factor that has the highest numerical rating, verbally interpreted as *Agree* and qualitatively described as *High*. This means that this particular factor highly affects the students' study habits during a pandemic. According to Conner et al. (2009), many students in the upper-middle-class describe schoolwork as dominating their day. As claimed by Pope (2001) and supported by Taylor et al. (2002), rather than deep learning and engaging, these students report "doing school work" and express willingness to sacrifice their health and academic integrity to complete their work to maintain or increase their achievement status.

The second highest factor is *Internet Connection* with ($M = 2.93$, $SD = 0.88$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that this factor highly affects the students' study habits during the pandemic. Maheshwari (2021) said that, during COVID-19, educational institutions worldwide had to move from face-to-face classes to online learning. According to Sunstar Local News Cebu (2020), slow internet connections impact students' online classes, so some parents are concerned about internet-based education in the face of persistent problems with slow connections. Because of this pandemic, more students have been behind in their lessons, giving students difficulty adjusting their study habits.

The third highest factor is the *Home Environment* with ($M = 2.91$, $SD = 0.90$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that this factor highly affects the students' study habits during the pandemic. According to Hendrix (2019), research has found that learning environments play a crucial role in student success. Learning environments are critical to student achievement, especially to students' study habits, seating, light, noise, and even color can all impact learning ability. Students who study in a positive learning environment are more motivated and engaged and have higher overall learning abilities. Students learning in poor environments, on the other hand, will have a much more difficult time absorbing knowledge and staying engaged.

The fourth highest factor is *Social Media Addiction* with ($M = 2.67$, $SD = 0.86$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that this factor highly affects the students' study habits during the pandemic. In the study of Owusu-Acheaw and Larson (2015), social media use had a negative impact on academic advancement, and studies have found a clear link between social media use and academic performance. Instead of using social media sites for educational purposes, most participants used them

to converse. According to some studies, students who spend more time on social media platforms are more likely to have poor academic achievement. Instead of reading books, students spend their time chatting online and finding acquaintances on social media platforms. Their academic performance suffers as a result of this.

The fifth highest factor is the *Family Stress* with ($\bar{M} = 2.62$, $SD = 1.04$), which can be verbally interpreted as *Agree* and qualitatively described as *High*. This means that this factor can cause children to feel guilty, neglected, or unloved and, as a result, to lose focus at school. According to Mushtaq and Khan (2012), family stress is one of the factors influencing students' performance; it reduces their ability to perform, which has a negative impact on their academic life.

Lastly, *Peer Pressure* got the lowest average with ($\bar{M} = 2.11$, $SD = 0.93$) which can be verbally interpreted as *Disagree* and qualitatively described as *Low*. This means that this factor has the lowest impact and only mildly affects the students' study habits during the pandemic. According to Veronneau and Dishion (2010), peer pressure is not always negative; it can also enhance academic performance. As a result, parents, teachers, and administrators have successfully acquired knowledge about school students' peer relationships. They have helped them overcome the negative impact of peer pressure so that it does not negatively influence the children's behavior.

The factors affecting Grade 11 students' study habits during the pandemic ($\bar{M} = 2.73$, $SD = 0.90$) can be verbally interpreted as *Agree* and qualitatively described as *High*. According to Aristeidou and Cross (2021), The Covid-19 pandemic substantially negatively impacts students' study habits at distance learning universities. While the learning habits of distance learning students are disrupted less when compared to those of campus-based students, the pandemic impacted their study habits, life, and mental health and intensified existing problems. More research is needed, specifically on the negative consequences of poor study habits. Additional studies on the impact of the pandemic on study workload and student interactions may provide a better knowledge of how to provide proactive support to students throughout the pandemic. In brief, the factors affecting study habits are ranked according to the obtained average mean points or their effect on the students. To wit: Rank 1: *Homework Overload*, Rank 2: *Internet Connection*, Rank 3: *Home Environment*, Rank 4: *Social Media Addiction*, Rank 5: *Family Stress*, and Rank 6: *Peer Pressure*.

Relationship between the Participants' Profiles and the Factors Understudy

Table 9: *Relationship between the Participants' Profile and the Factors.*

Profile	Factors	r	p-value	Decision
Age	Homework Overload	0.01	0.909	Do not reject H ₀
	Internet Connection	-0.04	0.520	Do not reject H ₀
	Social Media Addiction	0.01	0.900	Do not reject H ₀
	Peer Pressure	0.01	0.897	Do not reject H ₀
	Home Environment	0.00	0.946	Do not reject H ₀
	Family Stress	0.07	0.325	Do not reject H ₀
Sex	Homework Overload	0.14	0.043	Reject H ₀
	Internet Connection	0.04	0.591	Do not reject H ₀
	Social Media Addiction	-0.07	0.327	Do not reject H ₀
	Peer Pressure	-0.23	0.001	Reject H ₀
	Home Environment	0.01	0.844	Do not reject H ₀
	Family Stress	0.02	0.761	Do not reject H ₀
Strand	Homework Overload	-0.09	0.180	Do not reject H ₀
	Internet Connection	-0.07	0.338	Do not reject H ₀
	Social Media Addiction	0.00	0.978	Do not reject H ₀
	Peer Pressure	0.09	0.167	Do not reject H ₀
	Home Environment	-0.02	0.790	Do not reject H ₀
	Family Stress	-0.04	0.540	Do not reject H ₀

Table 9 reveals no significant relationship between the participant's *age* and the factors *Homework Overload*, *Internet Connection*, *Social Media Addiction*, *Peer Pressure*, *Home Environment*, and *Family Stress* (p-values= 0.909, 0.520, 0.900, 0.897, 0.946, and 0.325). These observations assert that the age of the Grade 11 students is correlated positively but very small with the six (6) mentioned variables affecting study habits except *Internet*

Connection, with a very small negative correlation. Therefore, the hypothesis reveals no correlation between age and each of the variables under study is accepted; the null hypothesis is accepted.

Nevertheless, a study by Kim *et al.* (2017) revealed a negative correlation between using the internet for non-academic purposes and students' academic performance. In contrast, the findings of the study by Imani *et al.* (2018) showed a significant correlation between addiction to the internet and academic burnout. According to Kumar *et al.* (2018), an Indian study found that Internet and social networking addiction harmed academic performance.

All of the correlational studies cited above are limited to the correlation between internet utilization and academic performance, all of which were conducted during the pandemic.

Table 9 discloses that *Sex* and *Homework Overload* obtained a correlation coefficient (r) = 0.014 with a p-value of 0.43. This data verbalizes a very small positive but significant relationship between the *Sex* of participants and their school-related tasks, specifically, *Homework Overload*. Hence the null hypothesis that there is a significant relationship between *Sex* and *Homework Overload* is therefore rejected. Despite the alarming pandemic, this observation indicates that both sexes have exerted parallel conscious efforts to comply with their assigned tasks.

Contrastingly, Table 9 reveals that *Sex* and *Peer Pressure* yield a correlation coefficient (r) of -0.23 with a p-value of 0.001. This data shows a significant negative relationship between *Sex* and *Peer Pressure*. In other words, some girls tend to persuade their male counterparts to focus on their online school activities so that they can finish their work on time; but the latter opted to play online games. To add, some boys tend to entice their female friends to hang out rather than focus on their school assignments. Considering *Peer Pressure*, this observation further implies that occasional changes in the study habit of online Grade 11 students is influenced by *Sex*.

To reiterate, the aforesaid finding sustains Burns and Darling's (2002) statement that peer pressure is described as when people your age encourage or pressure you to do something regardless of whether you want to or not. Peer pressure is a subtler type of pressure that includes modifying one's actions to meet others' perceived standards. In the study of Katz (1960) cited in Olalekan's (2016), found out that the nature of a peer group influences its impact on motivation and achievements of its members.

Furthermore, Table 9 shows no significant relationship between the participants' *sex* and the factors *Internet Connection*, *Social Media Addiction*, *Home Environment*, and *Family Stress* (p-values= 0.591, 0.327, 0.844, and 0.761). These findings declare that *Sex* is slightly related but insignificant to *Internet Connection*, *Social Media Addiction*, *Home Environment*, and *Family Stress*. Therefore, the hypothesis reveals no significant relationship between the *Sex of participants* and the factors mentioned above-affecting students' study habits are accepted.

In brief, out of six (6) factors affecting Grade 11 students' study habits, *Homework Overload* and *Peer Pressure* are the only factors that correlated significantly with *Sex*. Conversely, in the study conducted by Sarwar *et al.* (2010), it was discovered that there is an existing relationship between study habits and academic performance. The present study differs from that of Sarwar *et al.* (2010) given these two reasons: First, this study tested the relationship between *Sex* and each *factor affecting the study habit* of participants during the pandemic, and second, this study was undertaken during the pandemic time.

Table 9 reveals no significant relationship between the participants' *strand* and the factors *Homework Overload*, *Internet Connection*, *Social Media Addiction*, *Peer Pressure*, *Homework Environment*, and *Family Stress* (p-values= 0.180, 0.338, 0.978, 0.167, 0.790, and 0.540). Amid the pandemic, these observation asserts that the Grade 11 student's choice of the strand with any of the factors affecting students' study habits; considering the findings mentioned above, the hypothesis shows that there is no significant relationship between students' preferred strand and each variable affecting their study habits, so it is accepted.

This means that the Grade 11 Students' study habits during the pandemic in their profiles are not influenced or affected by these factors. According to Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills or habits. Students who have difficulty in college frequently do not have good study habits that affect their academic achievement.

IV. CONCLUSIONS

Based on the study conducted, it is therefore concluded that the factors that affected the study habits of grade 11 students during the COVID-19 pandemic period were as follows: homework overload, internet connection, social media addiction, home environment, and family stress. *Sex* is significantly related but slightly with two factors affecting the students' study habits (specifically, home overload and peer pressure). However,

no significant relationship between sex and internet connection, social media attraction, home environment, and family stress was noted in this study. Age did not significantly influence any factor affecting the students' study habits (homework overload, internet connection, social media addiction, peer pressure, home environment, and family stress). And strand did not influence the factors affecting students' study habits during the pandemic (home overload, internet connection, social media addiction, peer pressure, home environment, and family stress).

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