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Study Habits and Academic Performance: A Correlational Analysis of Filipino Student-Athletes' Academic Behaviors

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Abstract: This study examined the relationship between study habits and academic performance of Filipino student-athletes enrolled in a selected university in the Philippines. Using a descriptive–correlational research design, data were collected from 114 college student-athletes representing various sports disciplines. Study habits were assessed across six domains: textbook reading, note-taking, reviewing, memorizing, test preparation, and concentration, while academic performance was measured using the respondents' grade weighted average (GWA) obtained from official university records. Descriptive statistics and Pearson Product–Moment Correlation were employed for data analysis. Results revealed that student-athletes consistently practiced effective study habits in memorization, concentration, and reviewing, particularly in understanding unfamiliar vocabulary, summarizing notes, self-testing, and studying in quiet environments. However, less frequent use of pre-reading strategies, question generation, collaborative studying, and challenges related to sleepiness and motivation were noted. Academic performance results indicated generally high achievement, with the majority of respondents attaining Excellent or Very Good GWAs and none classified as academically at risk. Correlation analysis showed a low but statistically significant positive relationship between study habits and academic performance (r = .254, p = .006), suggesting that improved study habits are associated with higher GWA, although other factors also contribute to academic outcomes. The findings highlight the importance of cultivating effective and consistent study habits to support the academic success of student-athletes while acknowledging the multifaceted nature of academic performance. The study recommends the implementation of structured academic support programs that strengthen study skills, address motivation and sleep management, and promote peer-supported learning to further enhance academic outcomes among student-athletes.

Keywords: study habits, academic performance, student-athletes, GWA, correlational study

I. INTRODUCTION

The academic success of students is influenced by a multifaceted interplay of cognitive, behavioral, and contextual variables. Within this framework, time management has persistently been recognized as an essential competency that enables students to effectively navigate academic challenges, distribute their efforts judiciously, and optimize their engagement with educational opportunities. Study habits refer to the systematic methods and strategies employed by students to acquire, organize, and retain knowledge, significantly influencing their academic performance. These habits encompass a range of behaviors, including time management, study

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techniques, and the ability to minimize distractions, which collectively contribute to effective learning outcomes [1], [2].

The relationship between study habits and academic performance has been a popular research topic for the past years. Across various educational contexts, effective study habits such as time management, note-taking, and self-regulation have been shown to significantly influence academic outcomes. For instance, a study at Ethiopian Adventist College found that time management was the strongest predictor of academic success among undergraduate students, highlighting the importance of structured study routines [3]. Similarly, research conducted among grade 6 pupils revealed a significant correlation between high levels of study habits and very satisfactory academic performance, suggesting that early development of these habits can lead to better academic results [4]. In Ecuador, a study noted that while intrinsic motivation and perseverance were strong among university students, weaknesses in self-regulation, such as inadequate sleep and digital distractions, were prevalent, indicating that these factors can mediate the relationship between study habits and academic performance [5].

A meta-analysis further supports these findings, showing a positive association between study habits and academic performance across different educational levels and cultural settings, although the strength of this relationship can vary due to contextual factors like educational level and institutional support [6]. Additionally, research in Nigeria underscores the role of guidance and counseling programs in enhancing study habits, which in turn positively affect academic performance [7] [8].

Notwithstanding considerable empirical evidence, several studies have reported low or no correlation between study habits and academic performance, highlighting the complexity of this relationship. For instance, a long-term investigation at the University of Michigan found minimal correlation between hours studied and grades, suggesting that traditional views on study effort may be oversimplified [9]. Similarly, a study involving 126 senior high school learners revealed no significant relationship between their study habits and academic performance, despite the average level of study habits reported [10]. Additionally, research on Ecuadorian university students indicated weak correlations ($r = .09$, $p > .05$) between study habits and self-reported academic performance, emphasizing the influence of external factors like academic stress and self-regulation on this relationship [5]. Moreover, a study found no correlation between students' academic performance and study habits in science using even in the use of self-learning modules [11]. This indicates that despite fair study habits, they did not significantly impact the students' academic performance in the context examined. These findings collectively suggest that while study habits are often deemed crucial for academic success, their direct impact may be less significant than previously assumed.

Given the aforementioned studies on the relationship of study habits and academic performance among general student populations, there is a lack of similar studies focusing on student-athletes, a group that faces distinct academic and athletic demands. Student-athletes must simultaneously manage coursework, training schedules, competitions, and recovery time, making effective study habits particularly critical to their academic success. Despite this unique context, existing literature has overlooked how study habits function among student-athletes.

In addition, research exploring the relationship of these variables within the Philippine setting remains limited. Most available studies on study habits and academic performance among student-athletes have been conducted in foreign contexts, where educational systems, athletic structures, and cultural expectations differ significantly from those in the Philippines. As a result, there is limited empirical evidence that explains how these habits relates to academic performance among Filipino student-athletes.

This lack of context-specific research highlights the need for a focused investigation on these variables among student-athletes in the Philippines. Addressing this gap will help determine whether findings from international studies are applicable locally and provide evidence-based insights that reflect the realities of Filipino student-athletes.

A. Research Objectives

The study aimed to explore the relationship between study habits and academic performance of student-athletes in a selected university in the Philippines. Specifically, it sought to achieve the following objectives:

1. Describe the study habits of the respondents along the following domains: (1) reading textbooks, (2) taking notes, (3) reviewing, (4) memorizing, (5) preparing for tests, and (6) maintaining concentration
2. Determine the academic performance of the respondents through general weighted average (GWA)
3. Determine the relationship between time management and academic performance

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II. METHODOLOGY

A. Research Design

A descriptive–correlational research design was employed to examine the relationship between variables without manipulating them. This approach allowed for the systematic description of prevailing conditions and the assessment of the relationship between time management and academic performance among college student-athletes [12].

B. Population and Locale of the Study

The respondents comprised 114 college student-athletes enrolled at a university in Bulacan. The participants represented a range of sports disciplines, including men's and women's beach volleyball, basketball, volleyball, sepak takraw, baseball, football, and futsal.

The university was selected as the research locale due to its substantial student-athlete population and the availability of diverse sports programs, which facilitated the selection of a defined and relatively homogeneous group of respondents. Simple random sampling was employed to select the participants, ensuring that each student-athlete had an equal probability of inclusion and thereby minimizing potential sampling bias [13].

C. Data Gathering Tool

The study utilized the survey questionnaire for study habits adapted from Sinocruz & Daing, (2022) [14]. The questionnaire was subjected to Chronbach Alpha Reliability Test. The results for the computation for the domains consisting of 30 items are: Reading Text books (.769), Taking Notes (.910), Studying (.774), Memorizing (.795), Preparing for Test (.795), and Concentration (.784). The over-all recommendation for all the domains is a cceptable with a reliability coefficient of 876 [14].

On the other hand, academic performance was measured using the respondents' grade weighted average (GWA) from the most recent academic year. Previous research has established GWA as a reliable and valid indicator of long-term academic performance, making it an appropriate measure for evaluating students' academic outcomes in this study [15].

D. Data Gathering Procedure

Prior to data collection, a formal letter of permission was submitted to the university administration to obtain approval for the conduct of the study. Upon approval, all selected participants were provided with informed consent forms detailing the purpose of the study, the procedures involved, and their rights as research participants. Participation was strictly voluntary, and written consent was obtained from the student-athletes prior to their inclusion in the study.

Data were collected through scheduled administration of questionnaires, with sessions carefully arranged to accommodate the training and competition schedules of the student-athletes in order to minimize disruption to their academic and athletic commitments. Throughout the data collection process, participants were assured of the confidentiality and anonymity of their responses, and all data were handled in accordance with established ethical standards to protect participant identities.

In addition to the survey data, participants' most recent grade weighted averages (GWA) from the preceding academic year were obtained from official university records to ensure data accuracy and reliability. Following data collection, all responses were systematically organized and subjected to appropriate statistical analyses to determine the relationships among time management skills, study habits, and academic performance. The findings were subsequently interpreted and presented in a comprehensive report, highlighting significant results and their implications for the study.

E. Data Processing and Statistical Treatment

The data collected were subjected to appropriate statistical analyses to generate meaningful insights and support valid conclusions. Weighted mean and standard deviation were employed to describe the level of time management among the college student-athletes. Frequency and percentage distributions were used to present the respondents' grade weighted averages (GWA). Finally, the Pearson Product–Moment Correlation Coefficient was utilized to determine the relationships among time management, study habits, and academic performance of the college student-athletes.

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III. RESULTS AND DISCUSSIONS

A. Study Habits of the Respondents

The first research objective examines the study habits of student-athletes across several domains essential to academic success. These domains include textbook reading, note-taking, reviewing, memorization, test preparation, and concentration. This objective seeks to provide a comprehensive understanding of how student-athletes engage with academic materials, the strategies they employ to process and retain information, and the methods they use to prepare effectively for academic assessments.

1) Study Habits of The Respondents in Terms of Textbook Reading

Table 1 presents the reading habits of student-athletes across key academic reading strategies. The overall mean score (M = 3.24) indicates that student-athletes sometimes employ effective reading strategies, suggesting a moderate level of reading habit development. Among the strategies assessed, identifying main ideas (M = 3.49, SD = 0.57) and understanding unfamiliar words (M = 3.44, SD = 0.65) were the most frequently practiced, reflecting strengths in comprehension-focused reading behaviors. Additionally, looking for familiar or interesting concepts was reported at a relatively high level (M = 3.35, SD = 0.64), indicating sustained engagement with reading materials.

In contrast, pre-reading strategies such as previewing headings, visuals, and summaries (M = 3.05, SD = 0.61) were only occasionally practiced, while generating questions before, during, and after reading received the lowest mean score (M = 2.88, SD = 0.88), suggesting limited use of metacognitive reading strategies. These findings indicate variability in the application of reading habits, with student-athletes demonstrating stronger skills in vocabulary development and identifying central ideas but less consistent engagement in higher-order strategies that promote deeper comprehension and retention.

Overall, the results suggest that while student-athletes exhibit some effective reading practices, there remains considerable potential for improvement in the consistent use of comprehensive reading strategies that support academic performance.

TABLE I
STUDY HABITS OF THE RESPONDENTS IN TERMS OF TEXTBOOK READING

Reading Text Books	Mean	Std. Deviation	Interpretation
I browse the headings, pictures, charts, questions and summarizes before I start reading a chapter.	3.05	0.61	Sometimes
I make questions from a chapter before, during, and after reading it.	2.88	0.88	Sometimes
I try to get the meaning of new words I see them for the first time	3.44	0.65	Always
I look for familiar concepts as well as ideas that spark my interest as I read	3.35	0.64	Always
I look for the main ideas as I read.	3.49	0.57	Always
General Mean	**3.24**	**0.46**	**Sometimes**

1.00-1.74: Never; 1.75-2.49: Seldom; 2.50-3.24: Sometimes; 3.25-4.00: Always

2) Study Habits of The Respondents in Terms of Note-Taking

Table 2 presents the note-taking habits of student-athletes across various academic contexts. The overall mean score (M = 3.16) indicates that student-athletes sometimes employ effective note-taking strategies, suggesting moderate but inconsistent application of these practices. Among the strategies assessed, taking notes during class lectures was the most frequently practiced (M = 3.39, SD = 0.70), followed by organizing main ideas and details in a meaningful manner (M = 3.33, SD = 0.74), reflecting positive engagement during instructional activities.

In contrast, taking notes while reading textbooks (M = 3.12, SD = 0.75) and reworking or rewriting notes (M = 3.14, SD = 0.87) were only occasionally practiced. Comparing notes with classmates was the least frequently employed strategy (M = 2.84, SD = 0.94), indicating limited engagement in collaborative note-taking. Overall, the findings suggest that while student-athletes demonstrate strengths in lecture-based note-taking and information organization, inconsistencies remain in reflective and collaborative note-taking practices that may further support academic performance.

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TABLE III
STUDY HABITS OF THE RESPONDENTS IN TERMS OF NOTE-TAKING

Taking notes	Mean	Std. Deviation	Interpretation
I take notes as I read my text books.	3.12	0.75	Sometimes
I take notes during class lectures.	3.39	0.70	Always
I rework, rewrite, or type up my notes.	3.14	0.87	Sometimes
I compare my notes with a classmate.	2.84	0.94	Sometimes
I try to organize main ideas and details into a meaningful method	3.33	0.74	Always
General Mean	**3.16**	**0.58**	**Sometimes**

1.00-1.74: Never; 1.75-2.49: Seldom; 2.50-3.24: Sometimes; 3.25-4.00: Always

3) Study Habits of The Respondents in Terms of Studying

Table 3 presents the reviewing-related study habits of student-athletes. The overall mean score (M = 3.27) indicates that student-athletes frequently engage in effective reviewing practices. The highest-rated behavior was studying in a quiet environment with minimal distractions (M = 3.53, SD = 0.65), followed by taking short breaks during extended study periods (M = 3.35, SD = 0.74) and keeping necessary study materials readily available (M = 3.32, SD = 0.80), suggesting generally favorable study conditions and routines.

In contrast, setting specific study goals (M = 3.18, SD = 0.71) and allocating at least two hours of study time per week for each course (M = 2.98, SD = 0.97) were only sometimes practiced, indicating inconsistencies in time allocation and goal-directed studying. Overall, the findings suggest that while student-athletes demonstrate strengths in creating conducive study environments and maintaining focus, greater consistency in structured study planning and time management may further enhance their academic performance.

TABLE IIIII
STUDY HABITS OF THE RESPONDENTS IN TERMS OF REVIEWING

Reviewing	Mean	Std. Deviation	Interpretation
I study where it is quiet and has few distractions.	3.53	0.65	Always
I study for a length of time then take a short break before returning to studying	3.35	0.74	Always
I have all my supplies handy when I study, such as pens, paper, calculator, etc	3.32	0.80	Always
I set study goals such as the number of problem I will do or pages I will read	3.18	0.71	Sometimes
I study at least two hours every time I am in class each week.	2.98	0.97	Sometimes
General Mean	**3.27**	**0.56**	**Always**

1.00-1.74: Never; 1.75-2.49: Seldom; 2.50-3.24: Sometimes; 3.25-4.00: Always

4) Study Habits of The Respondents in Terms of Memorizing

Table 4 presents the memorization strategies employed by student-athletes. The overall mean score (M = 3.40) indicates that student-athletes consistently use effective memorization techniques. Among the strategies assessed, summarizing notes in their own words was the most frequently practiced (M = 3.49, SD = 0.57), followed by self-testing (M = 3.40, SD = 0.65) and studying during periods of peak energy (M = 3.32, SD = 0.73).

These findings suggest that student-athletes actively engage in learning strategies that support information retention and recall. Overall, the results indicate strong memorization practices among student-athletes, reflecting a generally effective approach to learning that may contribute positively to their academic performance.

TABLE IVV
STUDY HABITS OF THE RESPONDENTS IN TERMS OF MEMORIZING

Memorizing	Mean	Std. Deviation	Interpretation
I try to study during my personal peak energy time to increase my concentration level.	3.32	0.73	Always

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I summarize my notes into my own words, for better understanding.	3.49	0.57	Always
I test myself over material that could appear on future exams and quizzes.	3.40	0.65	Always
General Mean	**3.40**	**0.52**	**Always**

1.00-1.74: Never; 1.75-2.49: Seldom; 2.50-3.24: Sometimes; 3.25-4.00: Always

5) Study Habits of The Respondents in Terms of Test Preparation

Table 5 presents the test preparation study habits of student-athletes. The overall mean score (M = 3.23) indicates that student-athletes sometimes to frequently employ effective test preparation strategies. The most frequently practiced behaviors were identifying what had been learned and what still needed improvement prior to an examination (M = 3.42, SD = 0.56) and anticipating possible test questions (M = 3.25, SD = 0.71), reflecting strong metacognitive engagement in exam preparation.

In contrast, studying with classmates or in groups was only occasionally practiced (M = 3.02, SD = 0.81), suggesting limited use of collaborative test preparation strategies. Overall, the findings indicate that while student-athletes demonstrate effective self-regulatory and anticipatory test preparation behaviors, greater consistency in collaborative study practices may further enhance their preparedness for academic assessments.

TABLE V
STUDY HABITS OF THE RESPONDENTS IN TERMS OF MEMORIZING

Test Preparation	Mean	Std. Deviation	Interpretation
I study with classmate or group.	3.02	0.81	Sometimes
I easily identify what I have learned and what I have not yet learned before I take a test.	3.42	0.56	Always
I anticipate what possible questions may be asked on my tests and make sure I know the answers.	3.25	0.71	Always
General Mean	**3.23**	**0.46**	**Sometimes**

1.00-1.74: Never; 1.75-2.49: Seldom; 2.50-3.24: Sometimes; 3.25-4.00: Always

6) Study Habits of The Respondents in Terms of Concentration

Table 6 presents the concentration-related study habits of student-athletes. The overall mean score (M = 3.28) indicates that student-athletes frequently employ effective concentration strategies, although some variability suggests inconsistent application across behaviors. The most frequently practiced strategies were seeking a quiet place to study (M = 3.56, SD = 0.53), focusing on academic tasks while studying (M = 3.47, SD = 0.57), and maintaining concentration during study sessions (M = 3.40, SD = 0.56).

In contrast, studying without feeling sleepy (M = 2.93, SD = 0.80) and studying even when lacking motivation (M = 3.04, SD = 0.84) were only occasionally practiced, indicating challenges related to alertness and motivational regulation. Overall, the findings suggest that while student-athletes demonstrate strong concentration behaviors and effective use of conducive study environments, improvements in sleep management and motivational strategies may further enhance sustained concentration and academic performance.

TABLE VI
STUDY HABITS OF THE RESPONDENTS IN TERMS OF CONCENTRATION

Concentration	Mean	Std. Deviation	Interpretation
I focus on my work when I study	3.47	0.57	Always
I study without feeling sleepy.	2.93	0.80	Sometimes
I usually seek a quiet place to study.	3.56	0.53	Always
I study even if I don't feel like doing it.	3.04	0.84	Sometimes
I concentrate when I study.	3.40	0.56	Always
General Mean	**3.28**	**0.41**	**Always**

1.00-1.74: Never; 1.75-2.49: Seldom; 2.50-3.24: Sometimes; 3.25-4.00: Always

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B. Academic Performance of the Respondents

Table 4 presents the academic performance of student-athletes based on their GWA. The results indicate generally high levels of academic achievement among the respondents. Approximately 30% of the student-athletes (n = 34) obtained GPAs within the Excellent range (1.00–1.49), while the majority (68%, n = 78) fell within the Very Good category (1.50–1.99). Notably, no respondents were classified within the At Risk GPA range (2.50–3.00).

Overall, the findings suggest that student-athletes demonstrate strong academic performance, with most maintaining GPAs in the Excellent or Very Good ranges. The absence of academically at-risk student-athletes highlights the group's ability to effectively balance academic and athletic responsibilities.

TABLE VII
ACADEMIC PERFORMANCE OF THE RESPONDENTS

GWA Range	Frequency	Interpretation
1.00 - 1.49	34	Excellent
1.50 - 1.99	78	Very Good
2.00 - 2.49	2	Good
2.50 - 3.00	0	At Risk
Total	114	

C. Relationship Between the Time Management and Academic Performance of the Respondents.

The fifth research question examined whether a significant relationship exists between the study habits of student-athletes and their academic performance, as measured by GWA. This analysis sought to determine the extent to which variations in study behaviors are associated with differences in academic outcomes.

As shown in table 8, a Pearson Product–Moment Correlation analysis revealed a low but statistically significant positive relationship between study habits and academic performance, r = .254, p = .006. Since the obtained p value is lower than the .05 level of significance, the null hypothesis was rejected. This result indicates that improvements in study habits are associated with increases in academic performance, as measured by GWA.

The findings indicate that although the strength of the relationship between study habits and academic performance is modest, it is nevertheless statistically significant. This suggests that study habits contribute meaningfully, though not exclusively, to the academic success of student-athletes. The low magnitude of the correlation implies that academic performance is influenced by multiple factors beyond study habits alone, such as time management, motivation, institutional support, and the demands of athletic participation.

The positive direction of the relationship supports the view that effective study behaviors such as regular reviewing, strategic note-taking, test preparation, and sustained concentration play an important role in enhancing academic outcomes. For student-athletes, who must balance academic responsibilities with intensive training and competition schedules, even incremental improvements in study habits may yield measurable gains in academic performance.

These results are consistent with most previous studies [3], [4], [5], [6], [7], [8], indicating that structured and self-regulated study practices are associated with higher academic achievement. While strong study habits alone may not guarantee academic excellence, they function as a critical foundation that enables student-athletes to manage competing demands more effectively. Consequently, academic support programs that emphasize the development of effective study routines and self-monitoring strategies may help student-athletes further improve their academic outcomes.

TABLE VIII
RELATIONSHIP BETWEEN THE STUDY HABITS AND ACADEMIC PERFORMANCE OF THE RESPONDENTS.

	Pearson R	**Value**	**P value**	**Decision**	**Interpretation**
Study Habits vs Academic Performance	0.254	Low Correlation	0.006	Reject Ho2	Significant

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IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions and recommendations are forwarded.

1. The study habits of student-athletes vary across different learning domains. While several effective strategies such as understanding unfamiliar vocabulary, summarizing notes, self-testing, maintaining concentration, and reviewing in quiet environments are consistently practiced, other important strategies, including previewing reading materials, generating questions, and engaging in collaborative study, are less frequently applied. Additionally, challenges related to sleepiness and fluctuating motivation suggest inconsistencies in the sustained application of effective study habits.

Thus, it is recommended that educational institutions should implement structured academic support programs for student-athletes that promote the consistent use of effective study strategies, address time management, sleep, and motivation challenges, and encourage peer-supported learning to enhance overall academic performance.

2. The respondents generally maintain high academic standards, with a significant proportion achieving "Excellent" or "Very Good" GWAs. With this, it is recommended that institutions continue and expand academic support and recognition programs for student-athletes. Incentive systems, academic awards, and public recognition of academic achievements may further motivate student-athletes to sustain high performance. Additionally, continued access to tutoring services, academic mentoring, and flexible learning arrangements can help preserve and enhance academic success while balancing athletic commitments.

3. There is a low but statistically significant relationship between study habits and GWA, indicating that effective study habits contribute positively to the academic performance of student-athletes. With this, it is recommended that institutions may strengthen academic support programs for student-athletes that emphasize the development of effective study habits such as consistent study routines, active note-taking, and structured test preparation to help improve academic performance.

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