

Factors affecting the study habit of students of Teacher Education students

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Abstract: This study investigates the factors affecting the study habits of students in the College of Teacher Education (CTE) of University of Antique – Tario Lim Memorial Campus. Utilizing various statistical tools, including mean and standard deviation, the research analyzes how different variables influence students' learning practices. The findings reveal that positive influences on study habits include grade consciousness, perceived relevance of subjects, effective time management, family support, and conducive learning environments. Negative influences identified include relationship conflicts, lack of personal learning resources, low interest in subjects, peer-related distractions, and technological temptations such as social media. The study concludes with recommendations for students to seek guidance and develop self-regulation, for parents to provide supportive environments, and for college administrators to offer flexible schedules and adequate learning resources.

Keywords: Study habits, Academic performance, Teacher education students

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INTRODUCTION

Good study habits are essential for academic achievement, especially for students pursuing a degree in teacher education. These aspiring teachers are expected to mold the minds of their future students and deliver high-quality instruction, which requires them to be academically proficient. Thus, a vital aspect of effective learning for teacher education students is the cultivation of good study habits.

Jafari, et al (2019) further define study habit as the different behaviors in relation to studying and is a combination of the student's study method and skill. It includes behaviors and skills that can increase motivation and improve the routine into an effective process with high returns, which ultimately increase learning. This study habit includes activities that facilitate the process of learning about a topic, solving a given problem, mastering a part of the lesson or all of the presented learning material in the class.

Moreover, a variety of factors may affect teacher education students' study habits, which could hinder their academic success and efficacy as teachers in the future. Examining and understanding these factors is essential for students, parents, educators, policymakers, and school administrators to develop effective strategies, interventions and provide support systems for the learner to help them improve their learning practices.

Furthermore, Sadang (2022) discover that family factors such as the education level of the mother, parent's monthly income and family profile are some of the factors affecting the

study habit and academic achievement of college student in her research study conducted at the Isabela State University-Jones Campus. He also found that school factors related to reading books, attending lectures, taking examinations, and going to the library had a correlation coefficient values ranging from high to low for study habits makers.

The College of Teacher Education of the University of Antique Tario-Lim Memorial Campus is a board examination program which requires a Licensure Examination for Teachers (LET) as an entry to its professional field. It is very active in implementing policies and programs that could further aid the college to produce excellent future teachers. Thus, it is relevant to analyze the factors affecting the study habits of the students to cultivate an effective study habits to ensure that the College of Teacher Education (CTE) maintains the good university passing percentage in the licensure examination, as well as to adhere to the university's vision for excellence.

Moreover, the presence of the retention policy in the CTE together with its implementation of comprehensive review for graduating students are also a significant drive to conduct a study to examine the factors affecting the study habits of students. This will help to ensure better students' academic performance and further assess effective interventions and programs in the college to help the students perform at their best academically.

Existing research on study habits and teacher education students emphasizes the need for a more comprehensive and holistic approach to understanding the factors that influence these future educators' study habits. A descriptive study is required to gain a better understanding of the complex interplay of personal, social, family, school, and technology factors that influence teacher education students' study habits. Such research can inform targeted interventions, support systems, and teacher preparation programs to improve future educators' academic success and teaching effectiveness.

This research study aims to comprehensively analyze the factors affecting the study habits of students, considering a range of personal, family, peer, school and technological factors. The study seeks to provide a more nuanced understanding of the intricate interactions and influences that shape students' study habits.

The findings of this study will contribute valuable insights to the College of Teacher Education, specifically, to the administrator and course instructors to formulate evidence-based interventions and strategies to enhance students' study habits and assess their overall academic performance. Ultimately, the goal is to empower students with effective study habits by understanding the internal and external factors that affects them, fostering a conducive learning environment that promotes academic success and lifelong learning.

Statement of the problem

This study aimed to determine the factors affecting the study habit of students of the College of Teacher Education of the University of Antique Tario-Lim Memorial Campus enrolled during the first semester of academic year 2023-2024.

LITERATURE REVIEW

Study habits

Effective study habits have been the focus of research and debate among educators and students alike. Because of this, it is frequently linked to the capacity to both understand and retain new information as well as the ability to understand complex concepts. (David et al., 2023).

Study habit was defined by Crede & Kuncel (cited by Gupta, 2022) as a student's behavior that learns how to use self-intellectual inquiry to acquire knowledge in an appropriate manner, thereby increasing their intellectual capacity, competence, and ability to

learn a subject. It is a phenomenon that specifically acts as a stimulating reinforcement to help learners meet the pertinent challenges of their learning process and advance in their quest for knowledge. Students' positive attitudes toward their academic achievements and acceptance of the more expansive goals of postsecondary education are correlated with their study habits. In summary, the student's work techniques, time management skills, attitude toward their teachers, and recognition of their education all specifically point to it. Also, study habits could further be specifically defined as a result of a learner's outside environment as well as the knowledge they have gained in the classroom (cited in Capuno et al., 2019).

Personal factors affecting the study habits of students

Rahman, et al. (2022) on their research study on the study habits, enthusiasm, and confidence of high achievers and low achievers, high achievers have a more positive outlook on learning, a lower level of exam anxiety, a higher internal academic sense of control, and higher levels of self-esteem. The researchers also found that study habits, motivation, academic achievement, and self-esteem are all positively correlated. This highlights internal elements that have a direct impact on students' learning practices.

Gordon (2023) additionally looked at relevant elements, such as students' perceptions of their own study habits, in his research on "Night Owl vs. Early Bird: Students' Study Habits, Learning Styles, and Academic Achievement." The findings showed that both night owl and early bird students value quiet study spaces and believe that studying in a calm setting is productive.

While both Chrono type students indicate no preference for a set learning time, early bird students exhibit a slight preference for learning during the day, while night owl students exhibit a slight preference for learning at night. Students that are early risers or night owls generally have no preference for group projects over individual ones. While both night owls and early risers take notes, the former are slightly less inclined to use technology. When it comes to post-class review, early birds and night owls show a little bit of agreement and disagreement, respectively. Significant research also indicates that study skills are more important for quality than for quantity.

Family factors affecting the study habits of students

Parents play a crucial role in the academic success of their children. In support of this line of argument, Naite (2021) as cited in Ngangi et al. (2023) claimed that because of their authority and ability to mold children into driven, inspired, and forgiving adults, parents have a big impact on how well their children perform.

Researchers have also found that the kind of parenting style students had as children has a significant impact on their study habits. The learner's parents have an impact on their behavior because they reinforced particular behaviors. Therefore, a child's relationship with their parents lays a strong foundation for the development of self-discipline in students. The parenting typologies—authoritarian, authoritative, and permissive—introduced by developmental psychologist Baumrind of the University of California, Berkeley in the 1960s have been used as basis by researchers (Gupta, 2022).

The authoritative style grants autonomy while maintaining a high degree of warmth and control. While imposing limits and regulations on their adolescent's behavior, authoritative parents encourage independence in them. Though the parents have the final say, they engage in discussions and take the adolescent's perspective into consideration when making decisions. Authoritative parenting is associated with the growth of competence, responsibility, and autonomy during childhood and adolescence, which results in high self-esteem, moral and social maturity, etc. (Berk, 2007, cited in Gupta, 2022). Less warmth, more controlling characteristics, and little autonomy are characteristics of the authoritarian style. They give off

an aloof, dismissive vibe, avoid having conversations with their teenagers, and prioritize rigid rules over self-reliant conduct.

Peer factors affecting the study habits of students

Many studies found that improvements had occurred in self-esteem, self-management, and self-confidence when factors such as peer intervention were carefully examined (Johnson et al., 2018; King & Fazel, 2021; White et al., 2020). Study habits have been found to be positively impacted by working together through study groups, as tutoring by peers has been linked to benefits for academic and professional success (Byrom, 2018). A study by Chen et al. (2018) showed that study group participants had better study habits because they had lively discussions, shared information, and offered support to one another. Study groups also improved students' time management and motivation (Duan et al., 2020).

However, peer pressure remains a powerful force impacting students' study habits. A study by Chan & Huen (2018) discovered that when there is a significant social impact within a group, students are prone to emulate the study habits of their peers. On the other hand, when peers value leisure over studying, students might follow suit, which would be detrimental to their study habits (Chung, 2019).

Additionally, a study on the study habits of 272 students at the University of Maribor in Slovenia found some noteworthy variables, including social factors, schedule changes, studying style, and learning environment. The researchers discovered a relationship between the regulation of students' social interactions and differences in their study habits. It has also been discovered that emotional factors related to a learner's lack of motivation impact their focus and academic objectives (Jereb et al., 2023).

Singasing (2019) on the impact of peers on 11th grade students' studying patterns. The findings of the study showed that students' study habits could be influenced by their peers, who could make them more or less responsible learners. Among the many advantages of having peers are that they can encourage students to study, help them with tasks and exams, and positively impact their ability to develop into good students.

Conversely, the disadvantages of forming peer relationships included distractions from schoolwork and other unfavorable influences, like enjoying oneself in class. One of the suggestions that were received from the respondents to form efficient study habits was joining social circles that can help them become advanced students. While choosing companions, especially on campus and in the classroom, consideration must also be given to other factors.

Regression analysis results in the Midwest of the United States indicate that peer learning and seeking support have a positive impact on the self-regulated learning habits of first- and second-year university students (Zheng & Zhang, 2020).

School factors affecting the study habits of students

It has been noted that as students' progress through the semesters and years of study, their study skills get better. In light of this, new students' study skills have received special attention in order to assist them in developing their study skills early on and improving their academic outcomes (Naqvi et al., 2018).

Year Level, Study Habits, and Academic Efficacy: A Mediating Analysis of Taiwanese College Students' Study Habits and Year Level Relationship was the title of a study done in 2022 by Lin & Lin. The study came to the conclusion that academic self-efficacy mediated the relationship between the year level and study habits, suggesting that self-confidence in one's academic abilities can support the development of effective study techniques.

Furthermore, as students progressed through their studies, their study habits evolved significantly, becoming more focused, efficient, and organized (Kember & Leung, 2018).

This study examined how Hong Kong college students' study habits related to their year level. In light of this, Al-Zahrani (2021) carried out a comparative analysis to investigate the relationships between the year level, study habits, and academic achievement in a range of disciplines of Saudi Arabian undergraduate students. The findings demonstrated that students' study habits and academic performance significantly improved as they progressed through their academic careers. The study also found that students in more challenging majors adopted more intensive study techniques, indicating differences in study habits across disciplines.

Technology factors affecting the study habits of students

According to Yap (2014), as cited by Moreno (2020), technology-related factors, like social media platforms like Facebook, may have positive and negative effects on college students' study habits, but it has been discovered that the negative effects outweigh the positive ones.

The study of Berondo and Dela Fuente (2021) additionally offer noteworthy results that demonstrate the important impact of technology exposure on students' study habits. Furthermore, a number of studies have looked into the connection between academic achievement and technology use. Better learning outcomes have been connected to the accessibility to digital resources like educational apps, multimedia content, and online textbooks. According to a meta-analysis that was released in the *Journal of Computing in Higher Education* in 2020, students' performance, engagement, and satisfaction all improve when they use digital resources (Aljawarneh, 2020).

Further evidence that technology factors, such as the amount of time spent watching TV shows, are related to gender and have less of an impact on students' study habits comes from Chadha & Dhulia (cited in Singh & Sharma, 2022). They added that despite watching TV, respondents, both male and female, still exhibited more effective study habits.

The study habits and academic performance of first-year Saudi Arabian College of Teacher Education students were examined with regard to the use and integration of technology. The findings indicated that the use of technology enhanced both study habits and academic performance. First-year students who used technology more frequently showed better study habits and higher academic achievement (Al-Shehry & Aldosary, 2023). Research has demonstrated that second-year students who use technology for education have better self-regulated learning skills (Li & Huang, 2022). Third-year tertiary students' use of smartphones for learning had the same beneficial effects on their study habits (Park & Choi, 2019).

The use of technology has permeated every aspect of college life for students, even those pursuing a Bachelor of Elementary Education (BEED). Students can manage their time more effectively and develop productive study habits by using a variety of tools and applications that assist with scheduling, tracking progress, and setting reminders (Al-Rahmi et al., 2020). Technology makes it easier for students and teachers to communicate and work together, promoting group discussions and peer learning that improve comprehension and memory (Adedoyin & Soykan, 2021).

The correlation between online learning and self-related learning was examined in a 2019 study that was published in the *Journal of Educational Computing Research*. It was discovered that self-regulation abilities, which are essential for productive study habits, can be fostered in online learning environments. These abilities include goal-setting, time management, and mentoring (Scherer et al., 2019). Specifically, Cross et al. (2019) examined how students' use of handheld devices affected their habits of learning when they were enrolled in distance learning. He came to a finding that fifty percent of the participants who used portable devices for learning had noticeable improvements in their learning outcomes and study habits.

METHODOLOGY

Research design

This study made use of the descriptive research design. The principal purpose of the descriptive research design is to identify the factors affecting the study habits of students of the College of Teacher Education.

Locale of the study and respondents

This study was conducted at the College of Teacher Education of the University of Antique Tario-Lim Memorial Campus located at Poblacion, Tibiao, Antique. This study was conducted among the 216 randomly selected students enrolled in all levels and specialization under the College of Teacher Education of the University of Antique Tario-Lim Memorial Campus during the first semester of the academic Year 2023- 2024.

Research instruments

This study utilized a researcher-made checklist to gather the needed data. The checklist of factors affecting the study habit of students is composed of six sections.

Checklist of Factors Affecting the Study Habits of Students. To determine the factors affecting the study habits of CTE students in terms of personal, family, peer, school and technology at the University of Antique Tario-Lim Memorial Campus, a checklist developed by the researchers was used. This instrument is composed of demographic and personal questions and 50 total number of indicators to test the factors affecting the study habits of the respondents in five different areas namely: personal factor, family factor, peer factor, school factor, and technology factor.

Section One, contains five demographic and personal questions that ask the participants' name (optional), sex, year level, specialization.

Section Two, is an area consisted of 10 statements about the perceptions of the participants of personal factors affecting their study habits.

Section Three, composed of 10 statements about the perceptions of the participants of the family factors affecting their study habits.

Section Four, consisted of 10 statements about the perceptions of the participants of the peer factors affecting their study habits.

Section Five, is a category contained of 10 statements about the perceptions of the participants of the school factors affecting their study habits.

Section Six, consisted of 10 statements about the perceptions of the participants of the technology factors affecting their study habits.

The instrument used Four-point Likert scale items that requires the respondents to indicate their extent of confidence by indicating the extent of their agreement to each statement using these following scale: 4- strongly agree, 3- agree, 2- disagree, and 1- strongly disagree.

Data analyses procedure

The data gathered by this study were analyzed using several statistical tools. To determine the factors affecting the study habits of students of the College of Teacher Education, the mean was calculated. Standard deviation was employed to assess the homogeneity and heterogeneity of the data. An alpha level of 0.05 was set for the analysis. All statistical computations were processed using the Statistical Package for Social Sciences (SPSS) software, version 17.0.

FINDINGS AND DISCUSSION

Top 3 personal factors affecting the study habits

The findings revealed the top three positive personal factors affecting the study habits in terms of personal factor. Results revealed that respondents agreed to the statement stating that, “I have grades to maintain that’s why I need to study hard” which rank the highest mean score ($M=3.33$, $SD=.60$). This implies that CTE students are very particular in maintaining good grades thus they ensure that they practice an effective study habit to attain a very satisfactory academic performance.

This more likely includes investing more time in reviewing before their exams, taking initiatives in finding additional learning materials, and improving their time management and self-regulation. The results agreed to the study of Rahman et al. (2022) which found that high achievers have a more positive outlook on learning, a lower level of exam anxiety, a higher internal academic sense of control, and higher levels of self-esteem compared to low achiever students. This also supports a related study conducted by Abdullah (2020) on Malaysian college students which also confirmed that higher-achieving students are observed to employ a more effective study strategy. Sun and Liu (2022) also stated that better study habits and higher academic achievement were linked to efficient metacognitive techniques including self-monitoring and self-regulation.

The respondents also stated that, “I study more on topics that I personally consider relevant for myself” with a second highest mean ($M=3.02$, $SD=.57$). This indicates that how the students perceived the importance of the lessons to them is a factor that may affect how they study a certain topic. CTE students consider how the lesson could help them develop their learning and teaching styles to be effective future teachers in the field of education. The results are consistent with the study by Kang and Hong (2021) which found that students who perceived the lesson as more relevant for them displayed a higher level of intrinsic motivation and engaged in a deeper learning method.

Additionally, the statement which states that, “I have difficulties studying my lessons because I am a working student” rank as the third factor with the highest mean score ($M=2.98$, $SD=.89$). This implies that despite of the challenge faced by CTE students in balancing their work and academic obligations, it does not affect their studies negatively. Considering that having an extra job that could divide the student’s attention in studying and is more likely to result to physical tiredness, lack of enough sleep and lack enough time to study because of their working schedule and job demands the students still practice effective time management to attain satisfactory academic results. However, the results of the study of Sprung and Rogers (2021) contradicted this implication emphasizing that the student’s work-life balance negatively influence on how student’s perceived stress and anxiety which greatly affect their studies and academic success.

Furthermore, the data also presents the top three factors that negatively affect the study habit of CTE students in terms of personal factor. The statement “I am inspired to study because my partner/lover is an academic achiever.” ($M=2.23$, $SD=.89$) implies that having an academic competent partner can negatively influence the study habits of students this is because of the pressure caused by the academic achievement of their partner, distraction caused by relationship conflicts and lack of balance between the student’s academic requirements and romantic relationship. Wang and Wu (2021) also found on their study that married or in a relationship students' initial GPAs were marginally lower than those of single students. This also relates to how married students in the study of Akkara and Erten (2020)

stated that having more responsibilities such as maintaining good relationship with their spouse made it harder for them to focus and manage their time in studying.

In addition, the result also indicates that the lack of personal learning materials stressed difficulties experienced by the CTE students in accessing additional educational references that are commonly digital-based and the inconvenience caused by unstable or poor internet connection which leads them to be discouraged to study as the statement, “I can study well because I have laptop, printer, and an internet connection” scored the second lowest mean ($M= 2.29$, $SD=.92$). Similarly, a few of the students were found struggling when using ICT tools for academic purposes without personal devices and expensive internet package expenses (Rahiem, 2020). However, Low (2020) disagreed to these findings noting that using devices such as mobile phone can negatively affect the academic performance of the student.

Furthermore, the respondents also agreed to the statement, “I struggle to comprehend my lessons when studying due to lack of personal interest in the subject” ($M=2.40$, $SD=.70$). This implies that how the subject challenge the curiosity and learning abilities of the students can affect the manner of how much they invest interest to study the subject matter seriously, thus the lack of interest become negative factor that could affect the students’ study behavior. This assumption was supported by the findings of Willingham (2023) which highlights the significant role of interest in developing deep understanding and effective knowledge application. He argued further that the lack of personal interest to the subject of the students can promote shallow level of learner that often leads to memorization which results to weak retention and application of knowledge. While Hattie and Marsh (2022) suggested methods to foster the student’s interest in learning a subject matter such as integrating student preferences, providing real-life connections, and using varied teaching methods.

Top 3 family factors affecting the study habits

The results show the top three highest family factors that positively affects the study habits of students of the College of Teacher Education. The highest factor ($M=3.20$, $SD=.83$) is the statement “I consider myself as the first/last card of the family to achieve academic success, so I take my studies seriously”, this means to say that students take the good pressure as the first/last card of the family to be successful as a motivation to study hard and attain better academic success.

This also inspires them to become successful academically which causes them to practice a good study habit. It relates to the study of Lazurenko, et. al (2021) that collectively underscore the pivotal role of the family in shaping the study habits and educational success of the first hope of the family. In addition, study of Nurliana (2023), states that the construction of study habits in the family is crucial for the success of the last hope of the family.

Second highest factor with a mean of ($M=3.11$, $SD=.79$) is the statement “I want to be an academic achiever like my parents/sibling, so I study hard”, this implies that academic achiever family members serve as a driving force for students to do well in studying. Moreover, family members who attain high academic achievement serve as an inspiration for students and they play a role of being a model worth of emulation. This result is consistent with the study of Arowell et. al (2023) that children of high-achieving parents had lower levels of inferiority complex, higher level of study habits, and higher levels of motivation for success than children of low-achieving parents.

Third highest family factor that positively affects the study habits of students with a mean ($M=2.67$, $SD=.85$) is the statement “I take my review seriously when my family supervises my test results”, this means to say that supervision from parents is one of the family supports that encourages students to be more eager in studying their lessons. Students

were more motivated to get high test results because their family checks their progress on how they perform in their quizzes and exams. This was supported by the study of Gupta (2022) that the kind of parenting style students had as children has a significant impact on their study habits. The learners' parents have an impact on their behavior because they reinforce behaviors. Therefore, a child's relationship with their parents lays a strong foundation for the development of self-discipline in students.

The data also shows the top three lowest family factors that negatively affects the study habits of students of the College of Teacher Education. Factors such as "I easily get distracted by my noisy siblings, children, and other family members when studying" ($M=1.85$, $SD=.78$), "I struggle to balance my time between studying and family obligations such as household chores, taking care of elders, and tutoring my siblings/children" ($M=2.05$, $SD=.85$), and "I lack learning resources to study due to my family's financial problem" ($M=2.17$, $SD=.81$). Thus, these factors cause a poor study habit to the students which hinders them to give their best in their academics as having a noisy home environment that is not conducive for learning ruins the focus of students to study their lessons. The result on this study was supported by the study of Arowell et. al (2023) that a large number of students said that studying at home was the hardest place for them. They recommend the parents to create a calm atmosphere and acknowledge the need for ongoing emotional support for their children as they transition into adulthood. Moreover, students lack time management and having a difficulty to divide their time between their family and school obligations. This result is consistent with the study of Gupta (2022) that students who have a bad study habit are more likely to engage in academic procrastination because they may struggle with time management, activity planning, creating a study schedule that works, or striking an appropriate balance between their academic and personal obligations. Furthermore, family's low financial status negatively affects the students in a way that they can't afford to buy the necessities in school that hinders them to study well. This is in accordance with the results of the research conducted by Al-Ameri and Al-Zahrani (2021) that shows a positive correlation between study habits and family income. Higher-income students claimed to have greater access to study tools and support, which helped them employ productive study techniques and achieve better academic results.

Top 3 peer factors affecting the study habits

The findings present the highest three peer factors that positively affects the study habits of students of the College of Teacher Education. The highest mean ($M=3.29$, $SD=.84$) is a negative statement "I often find myself in a drinking session when I join overnight review with my friends", this means to say that students were not influenced by bad practices such as drinking session when studying with their peers. It is anchored to the study of Niu (2022) that factors contributing to adolescent alcohol addiction from multiples perspectives. However, there are relatively fewer systematic reviews of family and peer influences on adolescent alcohol abuse.

Second highest mean ($M=3.15$, $SD=.59$) is the statement "I adapt positive strategies to study my lessons from my friends", this means to say that friends have positively influenced the learning style of students that enables them to practice good study habit. This result was supported by the study of Gordon (2023) which suggest that students who use efficient study techniques have greater academic success than those who use more ineffective techniques. Moreover, the study of Chan & Huen (2018) discovered that when there is a significant social impact within a group, students are prone to emulate the study habits of their peers.

The third highest mean ($M=3.02$, $SD=.64$) is the statement "I develop an academic goal to perform better in exams with my peers", this indicates that friends encourage students to be

goal oriented on their studies to gain more learning and insights that contributes on their study habits. This study is in accordance with the research by Wilson (2016) cited by Azhari, S. C. et. al (2022) which argues that the academic quality of peer groups can motivate each group member to get good academic quality like his friends. Based on the result of this study, peers have an influence on each other.

Findings also show the lowest three factors that negatively affects the study habits of students of the College of Teacher Education. Statements such as “I feel distracted to study when I have unresolved conflict with my friends” (M=2.55, SD=.86), “I easily get distracted to study when my friends are around” (M=2.56, SD=.85), and “I find myself greatly influenced by my friend’s “bahalana” mentality when studying” (M=2.72, SD=.99). These statements reveal that the study habits of students of the College of Teacher Education were negatively influenced by the instances when students were having a fight or misunderstanding with their friends which causes them to lose their focus due to over thinking about a conflict with their peer.

When the student’s friends are around because they lose their focus due to the noises, some unnecessary instances like gossiping and joking around while studying, and there is more free time than studying. This result was in line with the study of Chung (2019) that when peers value leisure over studying, students might follow suit, which would be detrimental to their study habits. This was contradicted by the study of Chen et.al (2018) that study group participants had better study habits because had lively discussions, shared information, and offered support to one another. And when their friends settle with what they are only capable of doing that they don’t try the best of what they can do when it comes to studying. The study of Anthenien, et. al (2018) also perceived that peers are more likely to utilize ineffective strategies and less likely to utilize effective strategies may contribute to continued use of counterproductive or ineffective study behavior.

Top 3 school factors affecting the study habits

The findings show the top three highest school factor that positively affect the study habits of students. The result shows that the statement stating that, “I understand concepts better when discussed by my teacher” got the highest mean (M=3.40, SD=.69), implying that the teacher’s effectiveness in discussing the lesson including the teacher’s teaching style, mastery of the subject matter, and professional skill and qualities can positively help the CTE students in learning the lessons and influence the students to be motivated in studying.

The findings of the study conducted by Brown and Williams (2023) support the assumption by revealing that the student-teacher relationship and student’s level of motivations have a strong positive correlation, implying that the presences of trust, respect, and open communication inside the classroom foster the learner’s desire to study.

Additionally, the statement, “I take my review seriously to pass all my exams because of the retention policy of the college.” with the second highest mean score (M=3.38, SD=.60), also shows the consciousness of CTE students in adhering the policies of the college such as the retention policy; the policies more likely encourage the students to practice a good study habit to maintain good grades, avoid failing in examinations, and prevent termination from the College of Teacher Education. Smith et al. (2023) study agreed stating that implementation of retention programs for at-risk students results to positive impact observed on the increased of motivation and self-efficacy in studying.

Moreover, the third statement which got the highest mean score (M=3.25, SD=.70) stating that, “I find the school library as a suitable place to study with useful learning materials such as books, magazines, and online resources.” also implies that conducive learning facilities and the availability of accessible learning materials is perceived by the students as a factor that could help them develop an effective study routine. Thus, it

highlights the importance of providing learners with facilities that are ideal for learning which provides enough space for study and is well-ventilated and well-lighted, as well as ensuring that the learning materials in specific learning areas such as the campus library are well-sorted, updated, and useful for studying. These findings were similar to the study conducted by Aran (2020) which emphasized the impact of using the school library in the overall academic performance of the student. Bucu et al. (2023) also highlighted that accessibility of learning resources, responsiveness of library staff, and the conducive for learning library environment all have a significant impact on students' academic performance.

Results also show the top three factors that negatively affect the student study habits in terms of school factors. The statement, "I lack enough time to review for exams because of too many course requirements all at once such as written outputs, reporting, portfolio, stage performance, etc." got the lowest mean score ($M=2.10$, $SD=.78$) which implies that CTE students allotted time for studying is often consumed by doing course requirements, thus they suffer from poor time management skills that are more likely to result to procrastination, lack of sleep, dependences in the use of AI tools, and poor quality output. A related study by Lee and Wu (2023) coincided on the result, underlining that time management is very important for senior students who have an increasing amount of coursework to manage because they discovered that time management and study habits are highly significant predictors of academic achievement.

Moreover, the item stating that, "I have difficulties in studying for exams due to lack of learning materials such as books and modules" also indicates that the insufficient learning resources provided by the college to the CTE students is a factor that demotivates them to study, this is more likely because learning materials are commonly distributed through electronic devices and group chats, thus students who have no personal devices or who lack sufficient internet data struggles to access their lesson contents which results to being discourage to study. Bucu et al. (2023) supported the findings by stating that accessible learning materials have a significant influence on the student's academic achievement. It further relates to the assumption that students are motivated to study better when all the learning materials they need are available for them which is evident on their level of academic performance.

In addition, the statement stating that, "I lack enough time to review my lessons due to congested class schedule." ($M=2.36$, $SD=.67$) also implies that one of the factor that affect the study habits of CTE students is the challenge they experience in finding available time to review between their class schedules. This could further relate to the assumption that the varied conflicts to class schedules such as inconsistency, sudden changes or cancelation of classes, and unscheduled sessions deprives students of their personal time to focus on their review leading to weak self-regulation, anxiety for examinations and procrastination which further result to low academic performance. This result agreed on the finding of Gupta (2022) claiming that students who have a bad study habit are more likely to engage in academic procrastination as they may struggle with time management, activity planning, creating a study schedule that works for them, or striking an appropriate balance between the their academic and personal obligations. He also noted that students may suffer from low academic performance, which could put them at risk for academic failure. He says that when students consistently witness poor study practices coupled with procrastination, they often lack the drive and focus necessary to succeed academically. They may also feel anxious when studying or reviewing material for a test.

Top 3 technological factors affecting the study habits

The results show the top three technological factor that positively affect the study habit of students where the statement "I do not have mobile phone to access PDF files and online

modules” obtained the highest mean score ($M=3.22$, $SD=.77$) which indicates the respondents’ disagreement to the statement because they are practicing good self-control in regulating their screen time in playing mobile games. It implies further that contrary to the statement, CTE students generally have mobile phones which they effectively use to access digital-based learning resources. This is likely because mobile phone offers a more engaging and customized learning experience which enables student to develop better study habits. The assumption was supported by the study of Li & Huang (2023) which demonstrated that students who use technology for education have better self-regulated learning skills. Students who use smart phone for learning also perceived its beneficial effects in their study habits (Park & Choi, 2019).

Second highest statement ($M=3.01$, $SD=.91$) states that, “I dedicate shorter time in studying because of playing mobile games”, this means that the CTE students are positively affected by their less exposure to mobile games or are more likely practicing effective balanced between prioritizing their study schedules and leisure time such as playing mobile games. This opposed the study of Navaneetham (2018), which found playing video and internet games as a widespread activity among young children, and a substantial proportion of their time is spent on this activity, affecting their relationship and the time spent on learning.

The statement “I can memorize concepts faster when presented with graphics or digital concept maps” obtained the third highest mean score ($M=3.00$, $SD=.67$) which explains the positive effect of modified visual aids through technological tools in help students remember and visualize the lessons they are studying as it provides customized and engaging learning experience. The result supported the findings of the Journal of Computing in Higher Education which revealed that students' performance, engagement, and satisfaction all improve when they use digital resources (Aljawarneh, 2020).

The findings also show the top three negatively factors that affect the study habits of CTE students. The statement that says, “I easily get tempted to open my social media accounts when studying” obtained the lowest mean score ($M=1.87$, $SD=.73$) in the checklist implying that the lack of self-control in social media exposure negatively affect the students time allotted for studying. It also implies that students do not know how to handle temptation and distraction from chatting and surfing the internet during study hours which is rooted from the lack of focus and control in learning. In 2018, a study that was released in the Journal of Applied Developmental Psychology discovered a negative correlation between academic achievement and social media use, suggesting that using social media excessively may have a negative impact on study habits (Causadias et al., 2018). Also, according to Yap (2014), as cited by Moreno (2020), social media platforms like Facebook, may have positive and negative effects on college students' study habits, but it has been discovered that the negative effects outweigh the positive ones.

Second lowest with a mean score ($M=2.13$, $SD=.82$) is the statement “I completely forget about my study schedule when surfing in different social media platform”, this means that the CTE students struggled to follow a strict study plan due to social media distraction. With these students are unable to manage their study loads resulting to poor retention and low performance in exams. A related study also noted that social media and other platform notifications can be a constant source of distraction and focus problems which affects the students time-management, as well as cause lower productivity and produce less than ideal learning results (Junco & Cotten, 2020).

Furthermore, the statement that says, “I cannot access online modules due to poor internet connection” obtained the third lowest mean score ($M=2.29$, $SD=.86$) which indicates that CTE students suffer from poor internet connection that negatively affect their motivation to study due to stress, irritation and pressure caused by unstable connectivity. Thus, it is

beneficial for the students to have a good internet connectivity to access additional learning material and maximize the practice of independent learning. A recent study by Jereb et al. (2023) cited that one of the major learning obstacle faced by college students is the issue related to with internet connectivity.

CONCLUSIONS AND RECOMMENDATION

Based on the investigation, various findings were drawn. First, grade consciousness, self-perceived topic relevance, and time management improve College of Teacher Education students' study habits. However, relational disputes, diversions, lack of personal learning tools, and low enthusiasm in the subject matter significantly impact their learning habits. Second, family obligations, encouragement, and support encourage excellent study habits. However, lack of home study space, difficulty balancing school and family commitments, and inadequate family finances affect their study habits and academic performance. Third, effective nighttime review sessions, learning tactics from friends, and shared social goals motivate CTE students to study better.

Conversely, peer-related issues including friend misunderstandings, distractive noises, and toxic mindsets negatively affect their study habits. Fourth, excellent teachers, the college's retention strategy, accommodating learning facilities, and valuable learning resources help CTE students build good study habits. However, time management issues due to a lot of coursework, insufficient learning resources, and busy class schedules are thought to hurt their studies. Finally, personal devices, reduced mobile gaming use, and better use of digital visual aids or learning tools help pupils study. Students also believe that social media temptation, poor self-regulation, and bad internet connectivity significantly impact their study habits.

Based on the findings and conclusions, the researchers advised. CTE students should closely assess their academic performance, learn to value courses, and balance work and school. For relationship issues and pressure, school counselors and learning resources like smartphones, laptops, and printers can help. Self-regulation and difficult and motivating subjects can boost their interest in specific subjects. CTE parents should eliminate familial pressure and provide a solid support environment to help pupils develop good study habits. A comfortable home study place and economical alternative learning resources can also boost study habits and academic performance.

CTE students should participate in group learning, use effective review methods, and be supported in accomplishing shared goals. They should also consult counselors to resolve problems with friends and reduce peer distractions. Administration should give CTE teachers with relevant professional development, reinforce the college's retention strategy, and provide effective learning facilities. Students' study habits can be improved by providing flexible and well-organized class schedules and purchasing course books. Finally, CTE students should use their devices to access learning materials and consider buying a personal internet service. Self-discipline and technology awareness will help them maximize their resources.

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