

Factors Affecting the Student’s Study Habit

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Abstract

Good study habits are the gateway to a successful achievement in studies. A good study habit towards any subject is a combination of discipline, passion and strong will to achieve a better academic performance. This study aimed to determine the effect of study habits of Accountancy students in Ramon Magsaysay Technological University (RMTU) towards their academic performance. The study utilized a descriptive and inferential research design with the questionnaire as the main instrument in data gathering. Quota and convenient sampling were used in selecting the fifty Accountancy students. It was found out that there was a significant difference in sex and age in terms of time management and age alone in terms of teaching strategies and has a significant difference between study habits and academic performance. An intervention was developed which will serve as a guide for the students to learn on how to manage time effectively.

Keywords: Study habits; Accountancy; Students; Academic performance; Study plan; Descriptive research.



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1. Introduction

Good study habits are the gateway to a successful achievement in studies. It is said that successful learners all over the world have adopted a positive attitude towards study and are time conscious over what they have to do (Allport, 1960). A good study habit towards any subject is a combination of discipline, passion, and strong will to achieve a better academic performance.

Kizlik (2012) states that study habits are different for everybody. A studying strategy may be effective for one but entirely of no use to another student. However, the study habit fit for one can help the student in different ways. To name, with continuous study habits, study skills will be developed and create a more effective understanding of the topic. Also, it can improve the learning and understanding about the subject.

Most of the students who take BS in Accountancy (BSA) course tend to ask this question - “Am I on the right course?”, as they step forward to a higher level. As the major subjects are approaching, accountancy students are starting to turn their backs and walk on the other course; some give up and some cannot qualify to be one as a result of battery examinations. Many are called, only a few are chosen. It is how graduates of BSA are described, from a hundred and more enrollees to 5-10 graduates (Table 1).

Table-1. Number of Enrollees and Graduates for 3 years

Enrollment Data					
SY 2009-2010		SY 2010-2011		SY 2011-2012	
1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
174	215	166	160	215	202
Graduates Data					
Year-End 2014		Year-End 2015		Year-End 2016	
9		10		8	

Source: University Registrar (RMTU)

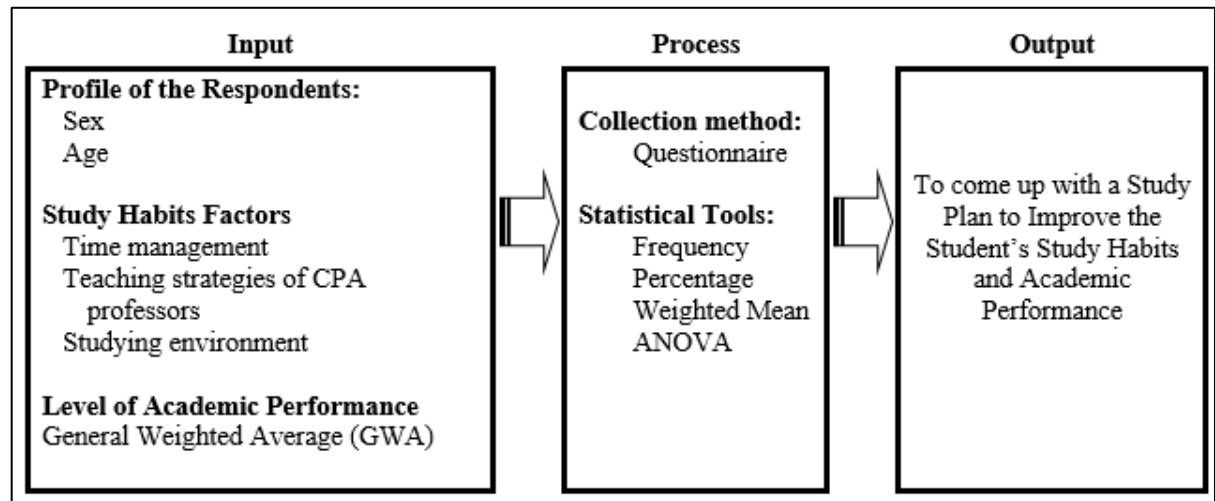
Students fail because they don’t know how to study according to Pogue (2000). Students should develop sound study skills. Thus, several factors are to be considered in developing a good study skill.

Students were given equal opportunity from the moment they are enrolled in BSA but only a few students have the opportunity to graduate and take the Certified Public Accountant (CPA) board examination. There are numbers of factors why lots of accountancy students fail this course and study habits is one of those. It’s not about knowledge but the persistent and perseverance to have the degree is what matters. This study aims to determine the effect of study habits of Accountancy students in Ramon Magsaysay Technological University (RMTU) on their academic performance.

1.1. Conceptual Framework

Successful students are able to balance social activities with good study habits (Crilly, 2000). It is believed that good study habits result in a good academic performance.

Figure-1. Conceptual Framework of the Study



Source: Author, 2018

The Independent-Dependent variable approach was used to determine whether or not the identified study habits factors affect the BSA student's study habit and academic performance. A survey questionnaire was done in gathering the data needed and was interpreted using descriptive and inferential statistics. The premise of this study is that good study habits have a positive effect on academic performance, thus the main objective of this research is to come up with a study plan which will be relevant in improving the student's study habit.

1.2. Hypotheses

Ho1: Student's study habits factors have no significant difference when grouped according to their profile variables.

Ho2: There is no significant difference between student's study habits and their academic performance?

2. Material and Method

2.1. Research Design

This is a descriptive research utilizes a questionnaire as its primary instrument in gathering data to answer problems under investigation. Casual/unstructured interview and personal observation will also be employed to clarify a point. Calmorin (2003) justified that a descriptive method signifies the gathering of data regarding the present situation. The justification was likewise made by Sevilla (1993) when he said that a descriptive method includes data to test the hypothesis and the answer to the questions concerning the present status of the study. The descriptive type of study finds answers to the questions who, what, when, where and how. It describes a situation or a given state of affairs in terms of specified aspects or factors.

2.2. Participants, Instrument and Sampling

The respondents comprised of the fifty accountancy students (ten students per year level) from the Department of Accountancy. A researcher-made questionnaire was used which composed of 3 parts: (1) determining the profile of the respondents, (2) determining the factors affecting study habits, and (3) determining the student's academic performance in terms of their recent general weighted average (GWA) during the conduct of the study. The questionnaire was validated with the 20 students in the Department of Business Administration. In gathering the data, the researcher distributed personally the questionnaire to the selected respondents thru convenient and quota sampling.

2.3. Data Analysis

All data yielded by the instrument was tallied, tabulated, analyzed and interpreted accordingly using the descriptive and inferential statistical treatment. Descriptive statistics such as (1) frequency and percentage to determine the frequency counts and percentage distribution of personally related variables of the respondents. (2) weighted arithmetic mean: (a) to determine the factors affecting the student's study habits using a 5-point Likert scale, 5 "strongly agree", 4 "agree", 3 "moderately agree", 2 "disagree", and 1 "strongly disagree"; (b) to determine the levels of academic performance of the respondents using a 5-point Likert scale, 5 "very good", 4 "good", 3 "average", 2 "poor", and 1 "very poor".

Inferential statistics such as analysis of variance (ANOVA): (1) to determine if there is significant difference exists in student's study habits when grouped according to profile variables, and (2) to determine if there is significant difference exists between student's study habits and academic performance.

3. Results

The following are the findings and discussions of the study conducted.

3.1. Profile of the Respondents

Table-2. Frequency and Percentage Distribution of the Respondents' Profile Variables

Profile variables		Frequency (f)	Percentage (%)
Sex	Female	41	82.0
	Male	9	18.0
Age	Below 18	13	26.0
	18 and above	37	74.0

The results on the profile of the respondents show that the majority were female with 41 or 82% of the total respondents. On the other hand, majority belong to the age 18 years old and above with 37 or 74% of the total respondents, since 40 of them came from the college department.

3.2. Factors Affecting Student's Study Habits

3.2.1. Time Management

Table-3. Respondent's Study Habits as to Time Management

Factors	Weighted Mean	Descriptive Equivalent
1. I find it easy to stick to a study schedule.	3.06	Moderately agree
2. When I decide to study, I can start and keep going.	3.24	Moderately agree
3. I spread out my study time to avoid cramming.	3.20	Moderately agree
4. I have enough time in my week to study.	3.22	Moderately agree
5. I spend more time on difficult courses/subjects	3.50	Agree
6. My on-line time is under control: It doesn't interfere with other things	3.26	Moderately agree
Overall Weighted Mean	3.25	Moderately agree

The respondents were moderately agreed with 3.25 overall weighted mean, that time management is a factor that affects their study habits. However, they agreed that spending more time on difficult courses/subjects is a factor that also affects their study habits with the highest mean of 3.50.

3.2.2. Teaching Strategies of CPA Professors

Table-4. Respondent's Study Habits Teaching Strategies of CPA Professors

Factors	Weighted Mean	Descriptive Equivalent
1. What we do in class (homework and class work) helps me learn the subject matter.	3.98	Agree
2. The teacher explains the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up confusion.	3.82	Agree
3. The teacher gives the right amount of graded assignments, tests, and quizzes in order to fairly evaluate my performance.	3.76	Agree
4. The grading system is fair and reasonable, and I am consistently graded according to this system.	3.80	Agree
5. The teacher uses a variety of activities (discussion, group work, lecture, labs, technology, etc.) during class hour.	3.54	Agree
6. The teacher knows the subject area very well.	4.10	Agree
7. The teacher encourages the students to think for themselves.	4.20	Strongly Agree
Overall Weighted Mean	3.89	Agree

The students agreed that teaching strategies of Certified Public Accountant (CPA) professors are also a factor that affects their study habits with an overall weighted mean of 3.89. However, they strongly agreed that teachers that encourage the students to think on their own affect their study habits with the highest weighted mean of 4.20.

3.2.3. Studying Environment

Table-5. Respondent's Study Habits as to Studying Environment

Factors	Weighted Mean	Descriptive Equivalent
1. I study where there is good direct lighting.	3.60	Agree
2. I study in a room where the temperature is not too warm	3.42	Agree
3. The desk or tabletop area where I study is always clear except for the materials for the subject I am currently studying.	3.26	Moderately agree
4. I study in a quiet place, or use earplugs, or a fan to provide a masking noise to minimize distracting sounds.	3.58	Agree
5. I study facing a wall or a corner to minimize distracting sights.	3.22	Moderately agree
6. At the place or places where I study, I only study (I don't do other things such as spend time on Facebook, read magazines, etc.)	2.84	Moderately agree
Overall Weighted Mean	3.32	Moderately agree

The students moderately agreed that studying environment is also a factor that affects their study habits with an overall weighted mean of 3.32. Though, they agreed that studying in the area with good direct lighting helps their study habits.

3.3. Level of Academic Performance

Table-6. Level of Students' Academic Performance

Weighted Mean	Descriptive Equivalent
1.99	Good

The student's recent level of academic performance was good with weighted mean of 1.99.

3.4. Analysis of Variance on the student's study habits factors and their profile variables

3.4.1. Time Management

Table-7. Analysis of variance to test the difference between Time Management Factors and Student's Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	2.6873	1	2.6873	5.72	.0207	Significant Reject Ho
	Within Groups	22.549	48	.4698			
	Total	25.2363	49				
Age	Between Groups	2	1	2	4.25	.0447	Significant Reject Ho
	Within Groups	22.589	48	.4706			
	Total	24.589	49				

The sex and age profile variables have a significant value of .0207 and .0447, respectively, which are lower than the alpha level of significance of .05, hence the null hypothesis is rejected. Thus, there was a significant difference between the time management factor and the student's profile variables.

3.4.2. Teaching Strategies of CPA Professors

Table-8. Analysis of Variance to test the Difference between Teaching Strategies of CPA Professors and Student's Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	.18	1	.18	.38	.5405	Not Significant Accept Ho
	Within Groups	22.7938	48	.475			
	Total	22.9738	49				
Age	Between Groups	2	1	2	4.55	.0381	Significant Reject Ho
	Within Groups	21.3448	48	.44			
	Total	23.3448	49				

In terms of the profile variables, age has a significant value of .0381 which was lower than the alpha level of significance of .05, hence, the null hypothesis was rejected, thus, there was a significant difference between the teaching strategies of CPA professors and the age profile of the students.

3.4.3. Studying Environment

Table-9. Analysis of Variance to test the Difference between Studying Environment and Student's Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	.23	1	.23	.77	.3846	Not Significant
	Within Groups	14.298	48	.30			Accept Ho
	Total	14.528	49				
Age	Between Groups	.98	1	.98	3.5	.0675	Not Significant
	Within Groups	13.6746	48	.28			Accept Ho
	Total	14.6546	49				

The profile variables of the respondents have computed value higher than the alpha level of significance of .05, hence, the null hypothesis was accepted, thus, there is no significant difference between the studying environment factor and student's profile variables.

3.5. Test of Difference between Study Habits and Academic Performance

Table-10. Analysis of Variance to test the Difference between Study Habits and Academic Performance

	SS	Df	MS	F	Sig.	Decision
Between Groups	4.84	1	4.84	4.91	.0315	Not
Within Groups	47.32	48	.9858			Significant
Total	52.16	49				Accept Ho

The computed value was .0315 which was higher than the alpha level of significance of .01, hence, the null hypothesis was accepted, thus, there was no significant difference between the study habits factors and student's recent academic performance.

4. Discussion

The results on the profile variables of the respondents are because the population of female attending the school during the conduct of the study is greater than male. The literature on higher education enrollment showed that the statistics on Filipino women and men's education by the Philippine Commission on Women during the school year 2005-2006 accounted females for more than half of the total 2,483,645 enrollees at 54.48% compared with males at 45.52%. In terms of age, the majority are coming from the college department with the age ranging from 18 years and above.

In terms of (1) time management study habits factor, it shows that respondents spend more time in difficult courses/subjects, or the major ones. This indicates that almost all of the respondents find it hard to manage time efficiently and effectively for studying. Respondents find it hard to stick to a study schedule and it could mean that students just study when they want to and not when they have to. Making a study schedule is an effective studying strategy but not having one does not mean that students' study habits can get affected. [Kizlik \(2012\)](#) in his article stated that a studying strategy may be effective for one but entirely of no use to another student. Nevertheless, students should make use of time efficiently and effectively, because time is the most important element in studying. Second, (2) teaching strategies of CPA professors, respondents strongly agreed that the teacher encourages the students to think for themselves, which is good because students should not only depend to what their teachers are teaching but also to study the topic just by themselves. This is a requirement for Accountancy students because they should practice computing different problems in their homes that cannot be finished in school for a short given time in order to improve their skills in analyzing problems. Teachers greatly affect the students' study habits and performance in school. [Aquino \(2011\)](#) agreed with this, so he stated that teachers must always motivate their students to submit the assignments on time and have the regular consultation of students who need more assistance and guidance. Likewise, teachers must treat the students equally even the slow learners and give them proper attention to develop the appropriate way of study habits and practices inside and outside the classroom. Lastly, the respondents moderately agreed in terms of (3) studying environment, [Pogue \(2000\)](#) posited that a student should make sure that he/she has a good study environment, a good desk, a sturdy chair, good light, comfortable room temperature, and a quiet atmosphere. That means students should eliminate all external and internal distractions. Students find it hard to focus on studying without doing other things. But it's still better to get a place where no one can distract you. Moreover, in terms of academic performance, the level was good. This result finds similarity with the study conducted by [Tan \(2014\)](#) wherein academic performance is one of the determinants of the performance in licensure examination of accountancy graduates. Thus, this study resulted to a good academic performance, high level of aspiration, favorable attitude towards accounting and good study habits of the respondents.

The analysis of variance between time management and respondents' profile indicates that they differ in terms of sex and age. [Trueman and Hartley \(1996\)](#) state that women students, in general, reported significantly greater time-management skills than did men students, and that older mature students reported significantly better time-management skills than did the other two groups. However, the teaching strategies of CPA professors differ in terms of the respondents' age. Research of [Marmah \(2014\)](#) posits that the lecture method of teaching in tertiary institutions has no statistical difference on the gender based on the preference for the lecture, but, has a statistically significant

difference on the ages of the students. On the other hand, the study environment has no significant difference in the sex and age of the respondents. Similarly, Palmgren (2014) study indicate that there is no significant difference with regards to the demographic variable.

The study habits and academic performance has no significant difference. This finding was supported by the research Lawrence (2014) that indicate study habit and academic achievement of Higher Secondary School Students did not differ.

5. Conclusion

The respondents were female with 18 years old and above; moderately agreed on time management and studying environment, but agreed on the teaching strategies of CPA professors, and the respondents' level of academic performance was good. Further, the respondents have a significant difference in time management in terms of sex and age, however, based on the teaching strategies of CPA professors, respondents differ in terms of age only. On the other hand, respondents have no difference in terms of study habits and academic performance. The respondents find it hard to manage time efficiently and effectively for studying. They find it hard to stick to a study schedule and just study when they want to and not when they have to. Making a study schedule is an effective studying strategy but not having one does not mean that students' study habits can get affected.

Encouragement from the CPA professors to the respondents to study by themselves is important, thus, students should not only depend to what their teachers are teaching but also to study the topic just by themselves to improve their skills in analyzing problems. Teachers greatly affect the students' study habits and performance in school. Likewise, teachers must treat the students equally even the slow learners and give them proper attention to develop the appropriate way of study habits and practices inside and outside the classroom.

Students should eliminate all external and internal distractions with in the studying environment to have a focus in analyzing and interpreting accounting problems.

Students differ in managing time when it comes to their age and sex, this is because mature students able to apportioned their time effectively. Also, the previous study shows that female students have greater time-management skills compared to men.

On the other hand, the respondents differ in assessing the teaching strategies of their CPA professors in terms of their age. It is how the students appreciate and be motivated by the professor's strategies.

Thus, this paper proposed for a study plan (Appendix A) that could be adopted by the accountancy students and eventually can be adopted by other students in different colleges.

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Appendix A

Study Plan	How to do it
1. List all the subjects you need to study.	<ul style="list-style-type: none"> • Putting your obligations on paper will help you get a better idea of what you really have to do. If you have specific exams to study for, list these instead of courses.
2. Figure out what you need to do for each subject or exam.	<ul style="list-style-type: none"> • You'll need a certain amount of time per subject • If you have a study guide or a textbook with review sections, use it to narrow down what you list. • Reserve time for reading. • Reserve time for reviewing your notes. • Reserve time to create exam study guides, if you'll need them.
3. Prioritize your list	<ul style="list-style-type: none"> • Rank each class in importance to help you figure out what subjects you need to devote the most time to and which subjects should get your best time slots. • Take into account difficulty of the subject or exam. • Take into account the amount of reading you will need to do. • Take into account the amount of reviewing you will need to do.
4. Divide your available time during the week into study blocks	<ul style="list-style-type: none"> • Create blocks for all of your available time. • Check if there are times or days of the week you can always study during. For example, you may be free 3-4 p.m. every Tuesday and Thursday. • Schedule study sessions in 30 to 45 minute blocks. Shorter time blocks are easier to find and to schedule than longer blocks.
5. Reserve time for non-academic activities	<ul style="list-style-type: none"> • Make sure that you are reserving time for family, friends, and rest. This is because you won't be able to succeed at your studies unless you create a healthy balance between your personal life and your academic life. • Reserve time for events you can't reschedule • Block off any times you have other commitments • Reserve plenty of time for rest, sleep, and exercise • If you only have a very limited amount of time before important exams, consider postponing or canceling regular social or extra-curricular activities.