



RESEARCH ARTICLE

## Study Habits and Academic Performance of Selected Pre-Service Teachers in Basilan State College: A Qualitative Approach

Gina V. Tuting<sup>1</sup>, Jacel T. Macario<sup>2</sup>

Secondary Education Department, College of Teacher Education, Basilan State College, Isabela City, Basilan, Philippines

ARTICLE INFO	ABSTRACT
<p>Received: Oct 18, 2024 Accepted: Dec 8, 2024</p> <hr/> <p><b>Keywords</b></p> <p>Basilan State College Pre-service teachers Study habits Academic achievement</p> <hr/> <p><b>*Corresponding Author:</b> basilanstatecollege59@gmail.com</p>	<p>This qualitative study explored the study habits and practices of pre-service teachers at Basilan State College, examining their current learning approaches, perceptions of academic achievement, and challenges in maintaining effective study routines. Through thematic analysis of narrative responses from fifteen pre-service teachers, the study revealed diverse learning strategies encompassing visual techniques, time management methods, interactive approaches, and systematic information organization. Findings indicated that students strongly perceive a direct correlation between their study habits and academic performance, emphasizing quality over quantity in study approaches. However, significant challenges were identified, including environmental constraints, time management difficulties, personal barriers, and resource limitations. The study demonstrates that while pre-service teachers employ sophisticated study strategies and understand their importance for academic success, they face substantial obstacles in maintaining effective study practices.</p>

### INTRODUCTION

In the contemporary educational landscape, the quality of pre-service teacher education has become increasingly crucial as it directly influences the future of education. Study habits, as fundamental elements of academic success, play a pivotal role in shaping competent and effective future educators (Kim et al., 2019)). The investigation of study habits among pre-service teachers is particularly significant as these habits not only affect their current academic performance but also potentially influence their future teaching methodologies and professional effectiveness.

Research has consistently demonstrated a strong correlation between study habits and academic achievement across various educational levels. According to Mohamoud (2024), students who develop and maintain effective study habits typically demonstrate higher academic performance compared to those with poor study routines. Their longitudinal study of 300 undergraduate students revealed that structured study habits accounted for approximately 40% of the variance in academic achievement scores.

In the context of teacher education, Reese-Durham (2012) examined the study habits of pre-service teachers in the Philippines and found that time management, note-taking skills, and study environment significantly impacted their academic performance. The study highlighted that pre-service teacher who maintained consistent study schedules and employed active learning strategies achieved higher grades in both theoretical and practical courses.

The relationship between study habits and academic performance extends beyond mere grade point averages. Cerna and Pavliushchenko (2015) discovered that pre-service teachers with effective study habits demonstrated better classroom management skills during their practicum experiences. Their research involving 200 pre-service teachers showed that those who practiced systematic study approaches were more likely to develop comprehensive lesson plans and implement varied teaching strategies effectively.

Moreover, the technological advancement and shift toward digital learning have introduced new dimensions to traditional study habits. Sherafat and Murthy (2016) observed that pre-service teachers who successfully integrated digital tools into their study routines showed improved learning outcomes and better adaptation to modern teaching requirements. Their findings suggested that balanced incorporation of both traditional and digital study methods yielded optimal results.

In the Philippine context, several studies have explored the academic performance of pre-service teachers. Yap (2019) investigated the factors affecting the academic achievement of education students across different regions, highlighting the importance of institutional support and learning resources. However, limited research has focused specifically on the study habits of pre-service teachers in geographically isolated areas like Basilan.

While extensive literature exists on study habits and academic performance in general, there is a notable gap in understanding these dynamics within the specific context of pre-service teachers in Basilan State College. The unique geographical, cultural, and institutional characteristics of Basilan present distinct challenges and opportunities that may influence study habits and academic performance differently from other regions. Additionally, most existing studies focus on urban educational institutions, leaving a significant knowledge gap regarding the study habits of pre-service teachers in peripheral areas.

Furthermore, previous research has primarily concentrated on general student populations or pre-service teachers in well-resourced institutions. There is limited understanding of how study habits manifest and impact academic performance in institutions with potentially different resource availability and cultural contexts, such as Basilan State College. This gap is particularly significant given the important role these future teachers will play in shaping education in their local communities.

The present study aims to address these gaps by investigating the specific relationship between study habits and academic performance among pre-service teachers in Basilan State College. Understanding these patterns will not only contribute to the existing body of knowledge but also provide valuable insights for developing targeted interventions and support systems for pre-service teachers in similar contexts.

### **The Problem**

This study aims to explore and understand the study habits and their influence on academic performance among pre-service teachers at Basilan State College. Specifically, this study seeks to answer the following questions:

1. What are the current study habits and practices employed by pre-service teachers at Basilan State College?
2. How do pre-service teachers perceive the relationship between their study habits and academic achievement?
3. What challenges do pre-service teachers encounter in developing and maintaining effective study habits?

### **THE METHODS**

This study employed a qualitative phenomenological research design to explore the study habits, perceptions, and challenges of pre-service teachers at Basilan State College. The research involved 15 purposively selected participants from the College of Tertiary Education, ensuring representation from different year levels and academic performance backgrounds. Data collection utilized three primary methods: semi-structured interviews lasting 45-60 minutes, focus group discussions, and participant

journals maintained over a two-week period. All interviews and focus group discussions were audio-recorded with participant consent and transcribed verbatim. The data analysis followed a systematic thematic analysis approach, utilizing qualitative data analysis software for organizing and coding the data to identify emerging themes and patterns. To ensure trustworthiness, the study implemented member checking, peer debriefing, and data triangulation. The entire data collection and analysis process spanned approximately 3-4 months, allowing sufficient time for in-depth exploration of the participants' experiences and perspectives. The research setting provided direct access to pre-service teachers in their natural academic environment, enabling the collection of rich and detailed information about their study habits and academic experiences. All data were securely stored with appropriate privacy measures, including password protection for digital files and the use of pseudonyms to protect participant identities.

## RESULTS AND FINDINGS

The analysis of the qualitative data gathered from fifteen pre-service teachers at Basilan State College revealed various insights into their study habits, perceptions of academic achievement, and challenges encountered in maintaining effective study routines. Through thematic analysis, several significant patterns emerged from the participants' responses across three main areas of inquiry. First, regarding current study habits and practices, four distinct themes were identified: visual learning strategies, time management techniques, interactive learning methods, and information organization approaches. Second, the investigation into students' perceptions of the relationship between study habits and academic achievement yielded three primary themes: direct correlation with performance, quality over quantity in study approaches, and the development of confidence and understanding. Finally, the examination of challenges faced by pre-service teachers in maintaining effective study habits revealed four key themes: environmental challenges, time and energy management difficulties, personal barriers, and resource constraints.

### Current Study Habits and Practices

The analysis of pre-service teachers' current study habits and practices revealed a diverse range of learning strategies and approaches. When asked about their study routines, participants described various methods they employ to enhance their learning experience and academic performance. The responses indicated that students have developed personalized study techniques that align with their learning preferences and circumstances. Through thematic analysis, four distinct patterns emerged: visual learning strategies, time management techniques, interactive learning methods, and information organization approaches. These themes reflect the multifaceted nature of study habits among pre-service teachers and demonstrate their awareness of the importance of developing effective learning strategies.

#### *Theme 1: Visual Learning Strategies*

Visual learning strategies emerge as a prominent theme among pre-service teachers, highlighting their preference for converting abstract concepts into tangible, visual representations. Students utilize various visual aids to enhance their learning process and memory retention. This is evidenced through practices such as creating mind maps, using sticky notes, and rewriting notes systematically. As Respondent 1 states,

*"I create colorful mind maps to help me remember important concepts. It's like drawing a picture of what I'm learning."* (R1)

Similarly, Respondent 6 mentions,

*"I use sticky notes all over my wall to remember important terms and definitions. It's like having a visual dictionary in my room."* (R6)

These visual techniques help transform complex information into more manageable and memorable formats.

### **Theme 2: Time Management Techniques**

Pre-service teachers demonstrate a strong awareness of the importance of structured time management in their study routines. They employ various scheduling strategies to maximize their learning efficiency and maintain consistency in their studies. This is reflected in statements like Respondent 2's

*"Every night before bed, I spend at least two hours reviewing my notes from that day's classes"*  
(R2)

and Respondent 8's

*"I wake up early at 4 AM to study because that's when my mind is fresh and the house is quiet."*  
(R8)

The Pomodoro technique, mentioned by Respondent 10 (*"I use the Pomodoro technique - study for 25 minutes, then take a 5-minute break. It keeps me focused."*), shows how students incorporate scientifically-proven time management methods into their study routines. These approaches indicate a deliberate effort to create and maintain productive study schedules.

### **Theme 3: Interactive Learning Methods**

The data reveals that students value interactive and collaborative learning approaches. This theme encompasses both peer-to-peer learning and the use of multimedia resources. Respondent 4's statement,

*"Group studying works best for me - we meet three times a week to discuss our lessons and quiz each other,"* (R4)

demonstrates the value of collaborative learning. Additionally, the practice of teaching others, as mentioned by Respondent 11:

*"I teach the lessons to my younger siblings. If I can explain it to them, it means I really understand it,"* (R11)

shows how students use interactive methods to deepen their understanding. The use of educational YouTube videos, as noted by Respondent 9 (*"YouTube videos really help me understand difficult concepts. I watch educational channels related to our lessons."*), further illustrates the diverse ways students engage with learning materials.

### **Theme 4: Information Organization**

Students employ various systematic approaches to organize and process information effectively. This theme reflects the importance of breaking down complex information into manageable components. As Respondent 3 explains,

*"I break down big topics into smaller parts and study them one by one. It's less overwhelming that way."* (R3)

The use of bullet points for summaries (Respondent 5: *"I make summaries of each chapter using bullet points - it helps me focus on the most important things."*) and flashcards for review (Respondent 12: *"I make flashcards using index cards and review them during my free time, even while waiting for the jeepney."*) demonstrates how students structure information to facilitate better understanding and retention.

### **Perceived Relationship with Academic Achievement**

The examination of how pre-service teachers perceive the connection between their study habits and academic performance yielded compelling insights into students' understanding of effective learning. Participants consistently expressed strong beliefs about the relationship between their study practices and academic outcomes, often using vivid metaphors and personal experiences to illustrate these connections. The analysis revealed three prominent themes that characterize students' perceptions: direct correlation with performance, quality over quantity in study approaches, and the development of confidence and

understanding. These themes highlight the students' sophisticated awareness of how their study habits influence their academic success.

### **Theme 1: Direct Correlation with Performance**

Students strongly perceive a direct relationship between their study habits and academic performance. This connection is often described using metaphors that emphasize the cause-and-effect relationship. Respondent 15's comparison to plant care,

*"It's like watering a plant - the more care you give, the better it grows"* (R15)

and Respondent 4's exercise analogy,

*"It's like exercise - you get out what you put in"* (R4)

demonstrate this understanding. The responses indicate a clear recognition that consistent study efforts lead to improved academic outcomes.

### **Theme 2: Quality Over Quantity**

Pre-service teachers emphasize the importance of effective study strategies rather than just time spent studying. This theme highlights the value of strategic learning approaches. Respondent 2's observation that,

*"studying smart is more important than studying hard"* (R2)

encapsulates this theme. The importance of finding personally effective study methods is emphasized by Respondent 9, who noted improved grades after discovering suitable study techniques.

### **Theme 3: Confidence and Understanding**

The development of confidence and deeper understanding emerges as a significant outcome of good study habits. Students report increased self-assurance in academic situations and better comprehension of subject matter. As Respondent 14 notes,

*"Having good study habits gives me confidence during exams. I don't panic because I know I prepared well."* (R14)

This theme shows how effective study habits contribute to both academic performance and psychological readiness.

## **Challenges in Maintaining Study Habits**

The investigation into the challenges faced by pre-service teachers in developing and maintaining effective study habits uncovered numerous obstacles that impact their academic pursuits. Participants openly shared their struggles, revealing both external and internal factors that affect their ability to maintain consistent study routines. The analysis identified four primary themes that characterize these challenges: environmental challenges, time and energy management difficulties, personal barriers, and resource constraints. These findings illuminate the complex interplay of factors that can hinder students' efforts to maintain effective study habits, despite their understanding of the importance of good study practices.

### **Theme 1: Environmental Challenges**

Environmental factors pose significant obstacles to maintaining effective study habits. The data reveals that students often struggle with finding suitable study spaces and dealing with environmental distractions. This is particularly evident in Respondent 1's statement about difficulty finding quiet study space at home and Respondent 11's mention of neighbor noise. Accordingly,

*"It's hard to find a quiet place to study at home with all my siblings around."* (R1)

*"The noise from our neighbors makes it hard to concentrate while studying."* (R11)

These environmental challenges highlight the importance of suitable study conditions for effective learning.

### **Theme 2: Time and Energy Management**

The struggle to balance academic responsibilities with other life commitments emerges as a major challenge. Students face difficulties managing their energy levels and time across various responsibilities. This is illustrated by Respondent 2's fatigue from household chores and Respondent 4's challenge in balancing work and study.

*"Sometimes I'm too tired from household chores to focus on studying."* (R2)

*"It's difficult to balance my part-time job and study time."* (R4)

The responses indicate that time management isn't just about scheduling but also about energy conservation and allocation.

### **Theme 3: Personal Barriers**

Internal challenges and distractions significantly impact students' ability to maintain effective study habits. These include motivation issues, technological distractions, and feelings of overwhelm. Social media distractions (Respondent 3: *"Social media is my biggest distraction - I keep checking my phone while studying."*) and motivation challenges (Respondent 10: *"It's hard to stay motivated, especially when the subject is difficult."*) represent common personal barriers that students must overcome.

### **Theme 4: Resource Constraints**

Limited access to educational resources and support systems poses significant challenges. Financial constraints affecting access to study materials (Respondent 9: *"Financial problems affect my studies - I can't always buy the books I need."*) and lack of academic support (Respondent 8: *"Sometimes I don't understand the topic, and there's no one to ask for help."*) demonstrate how resource limitations can impede effective studying. These constraints highlight the importance of institutional support and resource accessibility in academic success.

## **CONCLUSION**

The collected narratives demonstrated that pre-service teachers employ diverse and often sophisticated study strategies while recognizing clear connections between their study habits and academic outcomes. However, they also face significant challenges in maintaining these practices due to various personal, environmental, and resource-related factors. The following detailed analysis presents these findings through participant quotations and thematic interpretations, offering a comprehensive understanding of the study habits phenomenon among pre-service teachers at Basilan State College.

The findings revealed that students employ a diverse array of study strategies, demonstrating their adaptability and resourcefulness in pursuing academic success. The prevalence of visual learning techniques, structured time management approaches, interactive learning methods, and systematic information organization strategies indicates that pre-service teachers are actively developing sophisticated learning practices suited to their individual needs and circumstances.

A significant finding emerged regarding students' perceptions of the relationship between study habits and academic achievement. Participants consistently recognized a direct correlation between their study practices and academic performance, emphasizing the importance of quality over quantity in their study approaches. This understanding was further reinforced by their observations of increased confidence and deeper comprehension resulting from effective study habits, suggesting that the benefits of good study practices extend beyond mere grade improvement to encompass broader aspects of academic development.

However, the study also uncovered substantial challenges that pre-service teachers face in maintaining effective study routines. Environmental constraints, time and energy management difficulties, personal

barriers, and resource limitations present significant obstacles to consistent study practices. These challenges highlight the need for institutional support and interventions that could help students overcome these barriers and maintain effective study habits.

## REFERENCES

- Cerna, M. A. & Pavliushchenko, K. (2015). Influence of study habits on academic performance of international college students in Shanghai. *Higher Education Studies*, 5(4), 42-55.
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99-117. <https://doi.org/10.1177/1745499919829214>
- Mohamoud, A. M. (2024). The impact of growth mindset interventions on students' motivation, resilience, and academic achievement, *Multidisciplinary Journal of Horseed International University*, 2 (1).
- Reese-Durhan, N. (2012). Study Habits of Preservice Teachers, *Journal of Education and Practice*, 3 (16).
- Sherafat, R. & Murthy, C. G. V. (2016). Study habits and academic achievement among secondary and senior secondary school students of Mysore City. *The International Journal of Indian Psychology*, 3(3), 161-170.
- Yap, F. D. (2019). Factors affecting the student's study habit. *The Journal of Social Sciences Research*, 5(1), 9-15.