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Study Habits and Academic Performance of Criminology Students in Basilan State College During Pandemic

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Abstract— *The study primarily aimed to assess the study habits of the selected Criminology students at Basilan State College, Isabela City, Basilan. A quantitative method was used and the student was purposely selected. The findings show that the study habits (including each component) of the Criminology Students are at a high level. Moreover, no significant difference has been established between males and females in the study habits of Criminology students during the pandemic. Also, academic performance has no relationship to the study habits of the students during the pandemic.*

Keywords— *Academic Performance, Study Habits, Criminology, Basilan State College, Isabela City, Basilan Province.*

I. INTRODUCTION

Many factors influence how well a student performs in school, including motivation, intelligence, and the quality of their secondary education. Grades are determined not only by how much students know, but also by conformity to institutional demands, such as whether students follow the teacher's directions and submit assignments on time [6]. Family background is an important factor in a student's life outside of school, and it has a significant impact on students' learning. It considers socioeconomic status, two-parent vs. single-parent households, divorce, parenting styles and goals, the mother's personality, family size, and location [11]. A student's first socialization experience is at home, and it has a significant impact on how interested they are in school and what they want to do in the future. Most of the time, a student's socioeconomic status is determined by their parent's level of education, jobs, and income [9].

Education is the process of enhancing a person's skills and abilities for them to be successful in a specific society or culture. According to this viewpoint, education is primarily a function of individual development. Education begins at birth and continues until death. It is continuous and ongoing. Schooling typically begins between the ages of four and six, when children are gathered together to develop specific guidance-related skills and competencies deemed important by society. Previously, the process was considered complete once formal primary and secondary schooling was completed. In today's information age, however, adults frequently learn in informal settings throughout their working lives and even into retirement.

Education, in its broadest sense, can be defined as a process that teaches people the knowledge, skills, and attitudes they need to cope with their surroundings [1]. Its primary goal is to assist and encourage everyone to realize their full potential as individuals. To achieve this goal, you must understand and believe that education is the most powerful tool for improving people's social and economic well-being [19]. The world is becoming increasingly competitive, and performance quality has emerged as a critical factor in personal advancement. Parents want their children to climb the academic performance ladder to the highest level possible. This desire for high performance places a lot of pressure on students, teachers, and schools, as well as the education system as a whole. The entire education system appears to be based on how well students perform in school, but the system also expects other things. As a result, schools devote a significant amount of time and energy to assisting students in improving their academic performance. Because school and academic performance are so important, educational researchers have a lot to think about [16].

Although education is not the only path to success in the workplace, much is done in schools to identify, evaluate, track, and encourage students' progress. Parents are concerned about their children's academic performance because they believe that good grades will lead to more career opportunities and job security. Schools invest in students' academic success for the same reason. They are also frequently influenced by concerns about their reputation and the possibility of receiving government funding, which is contingent on how well the schools perform overall. When a student performs well in school, it typically makes them and their entire family happy and satisfied. Researchers have discovered that good study habits and skills, as well as good teachers and a welcoming school and home environment, all contribute to how well students perform in school [3,13,14,18]. So, a student's poor performance on an exam could be the result of the teacher failing to do their job, the student failing to study enough, or the classroom being unsuitable for learning.

When good performance is not achieved, the individual and other family members are concerned about the individual's academic life. It is important to note that one of the primary goals of education is to help students perform better in school. Every student desires to do well in school, and the only way to do so is to practice good study habits. Several studies [2, 4, 15] have found that how students study has a significant impact on their academic performance. Bakare [7] emphasized

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that students' study habits cannot be ignored in their academic performance because success in academic endeavors is largely dependent on reading in the search for knowledge and facts. Anameze [5] stated that, because education is viewed as a catalyst for national development, factors that promote academic performance, such as effective study habits among students, should be encouraged. According to Anameze [5] the promotion of effective study habits among students should be of great interest to all educational stakeholders. Akinboye [4], on the other hand, believes that primary school students' study habits reflect their academic performance.

Bakare [7] also stated that many factors influence how students study, how they study, and how they feel about studying.

Individual differences, good time management, taking notes, developing good study habits, a good study environment, homework, using the library, reading, listening, and writing are all important factors that everyone shares.

However, interest and motivation are significant determinants of study habits and attitudes. It has been discovered that students who have inner control do not need to be controlled as frequently when completing an assignment, whereas students who are controlled by external factors such as a teacher or parent encouragement require guidance and encouragement far too frequently to perform academically.

Gender has been identified as one of the factors that can explain differences in student achievement.

According to various studies, boys and girls explain their performance differently. Girls, for example, tend to emphasize effort when explaining their performance [10], whereas boys emphasize ability and luck [8]. Even though more boys than girls can read and write, it is interesting to note that girls outperform boys in almost all competitive tests. Some previous research claimed that the differences between men and women among high achievers were solely due to intelligence [17]. Later, some people claimed that parental goals, beliefs, and socioeconomic status were the primary reasons for age and gender differences in high achievers [12]. There is mounting evidence that girls outperform boys in many secondary school subjects [12]. Several studies have been conducted to investigate how gender influences first-year engineering students' performance. However, the findings of these studies have been conflicting [17]. According to some studies, the differences between men and women depend on the type of test used, and women outperform men in coursework. Educators have long been concerned about the disparity in the number of women in engineering and their performance in the field.

II. Statement of the Problem

The goal of this study is to look into the relationship between study habits and academic performance of selected Criminology students at Basilan State College during the COVID-19 Pandemic, specifically those students in the 2020-2021 and 2021-2022 school years. The specific objectives of this study are as follows: assess the study habits of selected Criminology students; and examine the significant difference between some demographic profiles on the study habits of selected respondents.

III. Methodology

The quantitative descriptive research design was used in this study. The average number of students for two years is 651 students. However, only 265 students are accessible due to the pandemic. The instrument was adopted from Study Habits Inventory by Bakare (1977). The inventory which consists of 34 items in form of direct questions to which the student is required to provide answers includes sections on: (i) homework and assignments; (ii) time allocation; (iii) reading and note-taking; (iv) concentration; (v) time management. It required the respondents to indicate their level of agreement or disagreement. Thus, the instrument applied the five-point Likert Scale as follows: Strongly Agree (SA), Agree (A), Neutral/Uncertain (N), Disagree (D), and Strongly Disagree (SD). The researcher assigned numerical values to the options such that SA = 5, A = 4, N = 3, D = 2, and SD =1 since all 34 items were positive statements.

For interpretation, the following interval of scaling was used as shown in Table below:

TABLE 1. Interval Scaling for Interpretation

Interval	Descriptive Equivalent
4.51 - 5.00	Strongly Agree (SA)
3.51 – 4.50	Agree (A)
2.51 – 3.50	Neutral/Uncertain (N)
1.51 – 2.50	Disagree (D)
1.00 – 1.50	Strongly Disagree (SD)

IV. Findings and Discussions

The mean distribution of the student's responses on the study habits when data are grouped according to the gender of the respondents is shown in table 2 below.

TABLE 2. Mean distribution of the student's responses on the study habits according to the gender of the respondents

Gender	Male		Female	
Study Habit Components	Mean	DE	Mean	DE
Examination	3.62	A	3.69	A
Homework and Assignments	3.96	A	3.95	A
Reading and Note-Taking	3.72	A	3.74	A
Concentration	3.75	A	3.71	A
Time Management	3.77	A	3.46	N
OVERALL	3.76	A	3.71	A

*SD=Standard Deviation; DE=Descriptive Equivalent
*A=Agree; N=Neutral

Data shows that regardless of the gender of the students, they all agree overall and on all specific components of the study habits except time management. Overall, both males and females agree on study habits.

The mean distribution of the student's responses on the study habits when data are grouped according to the level of education of respondents' parents is shown in table 3 below.

Data shows that those parents with high school or elementary level of education agree on the study habits, including its specific components. However, those parents with a university level of education agree on some components like homework and assignment, and reading and

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note-taking. At the same time, they are uncertain about some components like examination, concentration, and time management. Overall, regardless of the highest educational attainment of the parents of the students, the study habit level is all agree.

TABLE 3. Mean distribution of the student's responses on the study habits according to the parent's level of education of the respondents

Parents' Education Level	University		High School		Elementary	
Study Habit Components	Mean	DE	Mean	DE	Mean	DE
Examination	3.44	N	3.81	A	3.85	A
Homework and Assignments	4.04	A	3.86	A	3.97	A
Reading and Note-Taking	3.66	A	3.71	A	3.96	A
Concentration	3.37	N	3.95	A	4.05	A
Time Management	3.19	N	3.82	A	4.12	A
OVERALL	3.56	A	3.81	A	3.99	A

*SD=Standard Deviation; DE=Descriptive Equivalent
*A=Agree; N=Neutral

The mean distribution of the student's responses on the study habits when data are grouped according to the occupation of the respondents' father is shown in table 4 below.

TABLE 4. Mean distribution of the student's responses on the study habits according to the father's occupation of the respondents

Father's Occupation	Government		Private		Unemployed	
Study Habit Components	Mean	DE	Mean	DE	Mean	DE
Examination	3.54	A	3.88	A	3.45	N
Homework and Assignments	4.05	A	3.86	A	3.98	A
Reading and Note-Taking	3.68	A	3.77	A	3.75	A
Concentration	3.55	A	3.87	A	3.75	A
Time Management	3.44	N	3.80	A	3.51	N
OVERALL	3.65	A	3.83	A	3.69	A

*SD=Standard Deviation; DE=Descriptive Equivalent
*A=Agree; N=Neutral

Data shows that those students' fathers employed in private agree on all components of the study habits. Those students' fathers employed in the government agree on all components except time management. Those unemployed fathers agree on homework and assignments, reading and note-taking, and concentration but are neutral or uncertain about the examination and time management. Overall, regardless of the occupation of the father of the students, they all agree on study habits.

The mean distribution of the student's responses on the study habits when data are grouped according to the occupation of the mother of the respondents is shown in table 5 below.

Data shows that those students with unemployed mothers or who worked in private agree on all components of the study habits. Those students' mothers employed in the government agree on some components such as examination, homework and assignment, and reading and note-taking. At the same time, they are neutral or uncertain about some components like concentration, and time management. Overall, regardless of the occupation of the mother of the students, they all agree on study habits.

TABLE 5. Mean distribution of the student's responses on the study habits according to the mother's occupation of the respondents

Mother's Occupation	Government		Private		Unemployed	
Study Habit Components	Mean	DE	Mean	DE	Mean	DE
Examination	3.56	A	3.75	A	3.60	A
Homework and Assignments	4.03	A	4.03	A	3.73	A
Reading and Note-Taking	3.61	A	3.75	A	3.83	A
Concentration	3.43	N	3.84	A	3.85	A
Time Management	3.49	N	3.59	A	3.76	A
OVERALL	3.62	A	3.79	A	3.76	A

*SD=Standard Deviation; DE=Descriptive Equivalent
*A=Agree; N=Neutral

The overall mean distribution of the student's responses to the study habits is shown in table 6 below.

TABLE 6. Overall mean distribution of the student's responses on the study habits per components

Study Habit Components	Overall	
	Mean	DE
Examination	3.66	A
Homework and Assignments	3.96	A
Reading and Note-Taking	3.73	A
Concentration	3.72	A
Time Management	3.60	A
OVERALL	3.73	A

*SD=Standard Deviation; DE=Descriptive Equivalent
*A=Agree; N=Neutral

Data shows that all students agree on all specific components of study habits.

To examine the significant difference between males and females in the study habits of students, the student t-test for two independent samples was used with a confidence interval of alpha=0.05. The distribution of the t-value and its interpretation is shown in table 7.

TABLE 7. Computed t-values and interpretation of the study habits according to the gender of the students

Study Habit Components	t-Value	p-Value	Interpretation
Examination	-0.654	0.504	Fail to reject H_o
Homework and Assignments	0.152	0.909	Fail to reject H_o
Reading and Note-Taking	-0.224	0.811	Fail to reject H_o
Concentration	0.456	0.729	Fail to reject H_o
Time Management	1.386	0.081	Fail to reject H_o
OVERALL	0.561	0.518	Fail to reject H_o

On all components of the study habits, each p-value is greater than the confidence level showing that there is not enough evidence to reject the null hypothesis or we fail to reject the null hypothesis. This implies that there was no significant difference between males and females in study habits, including all components.

Hapibin J. Camal, "Study Habits and Academic Performance of Criminology Students in Basilan State College During Pandemic," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 9, pp. 130-133, 2023.

To assess the relationship between the quality of study habits and the academic performance of students, a Product-Moment Correlation Coefficient or Pearson r was used with a confidence interval of alpha=0.05. The distribution of the r-value and its interpretation is shown in table 8.

Table 8. Computed r-values and interpretation between the study habits and academic performance of the students

Study Habit Components	GPA of Students		
	r-Value	p-Value	Interpretation
Examination	0.256	0.586	Fail to reject H_o
Homework and Assignments	0.086	0.350	Fail to reject H_o
Reading and Note-Taking	-0.035	0.701	Fail to reject H_o
Concentration	0.086	0.351	Fail to reject H_o
Time Management	0.116	0.207	Fail to reject H_o
OVERALL	0.102	0.268	Fail to reject H_o

Assessing the relationship between the academic performance of the students and each component of the study habits, the p-values greater than alpha=0.05 show no significant relationship between the academic performance and every component of the study habits. Similarly, there was no significant relationship between the academic performance of the students and their study habits quality overall. This implies that the study habits of the students have no relationship to their academic performance.

V. CONCLUSIONS

The findings show that the study habits of Criminology Students are at a high level including its components. Moreover, no significant difference has been established between males and females in the study habits of the Criminology students. Also, academic performance has no relationship to the study habits of the students.

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