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## Article

# Teacher Education Students' Practices Affecting Their Performance at Public Higher Education Institutions

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**Abstract:** This study assessed the factors influencing the academic performance of Bachelor of Elementary Education students and establish the basis for an action plan. Employing a descriptive comparative design, the research delved into the demographics of the students, shedding light on critical elements that impact their scholastic achievements. The majority of respondents were found to be between the ages of 18-21, with a significant female presence and predominantly coming from households with monthly incomes of 10,000 pesos or less. An analysis of various performance-affecting factors indicated that students were generally actively engaged, particularly in terms of punctuality and academic responsibility. Pursuit of Development emerged as a highly practiced factor, reflecting students' motivation for future career opportunities and personal growth. However, areas such as Learning Habits and Out of School Time exhibited room for improvement, signaling a need to enhance study habits and optimize the use of free time for educational endeavors. Additionally, the study uncovered significant differences in practices among students from different academic years, highlighting the importance of tailored support and strategies to enhance overall academic performance. In conclusion, this research underscores the significance of fostering a supportive learning environment, improving study habits, and guiding students to make the most of their free time for educational pursuits, ultimately contributing to their academic success.

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**Keywords:** Academic Performance, Student Diligence, Pursuit of Development, Motivation, Learning Habits, Out-of-School Time

## Introduction

Choosing a school or program that corresponds with your interests is essential for selecting your future profession. Lenci & Scott (2022) emphasized that character

development and the acquisition of specific skills and knowledge in preparation for the business world is necessary to achieved students' aspiration. In addition, right course selection can help students fit in their interests and learn more about a field they're genuinely interested in studying (Gonsalves et al., 2021). Moreover, Smith et al. (2021) noted that it is extremely important for students to understand their passion and have clarity about the course they are willing to pursue. University is the final stop before entering the workforce and there are many factors to consider, but arguably the most essential is whether you feel at home on campus and are satisfied with the courses you select (Bell & Blanchflower, 2020).

Family support, academic preparedness, life skills, and the student's ability to make sound decisions are frequently crucial to a student's college success (Mahoney et al., 2021). Often, the first semester is a revealing moment when a student makes independent judgments and discovers the real-world benefits and repercussions (Yeager et al., 2019). However, according to regardless of the student's level of independence, a successful transition to college frequently begins with solid family support. For some students, financial aid is essential for enrolling in and beginning school (Contreras-Mendez & Cruse, 2021). Students frequently rely on their parents, siblings, and other family members to coach them through the adjustment and listen when times are tough (Michelson et al., 2021). Strong peer networks and social interaction become essential in the school context. Pupils must experience a sense of belonging and be able to rely on their peers to encourage and keep them accountable for their work. In addition, the requirements for outside-of-class work, reading, and studying often increase substantially between high school and college. Without solid academic habits, those who got by or did well in high school with minimum effort can languish (Lakin & Wai, 2020). Effective academic habits include maintaining a schedule, allocating study time, going to bed on time, attending all courses, utilizing academic assistance services, and visiting with instructors as needed. Although you can receive guidance and establish these habits as a new student, forming solid academic habits in high school gives you a strong success tendency (Looi et al., 2023).

Balancing is often the key to the success of college students. It is crucial to strike a balance between the obligations of being an independent adult and the benefits of independence from parents and home rules (Bahr et al., 2020). A college student can prevent stress by managing money and making sensible financial decisions. Life skill areas that contribute to student success include doing laundry, maintaining good cleanliness, exercising and eating healthily, and getting enough sleep. Students who are easily distracted by excessive social opportunities, alcohol, and drugs may have difficulty attending class and performing well academically. The success or failure of a college student is frequently determined by decisions taken before to and at the beginning of college (Alyahyam & Dustegor, 2020). This begins with picking the appropriate institution, program, and courses that excite

and drive the student to study. Important at school is choosing to prepare for an exam or complete an assignment over attending the newest party. Selecting the appropriate chances for social engagement and peer interactions can contribute to the development of a support system and academic achievement (Mishra, 2020).

Moreover, according to Ibanez et al. (2020) motivation in education can have a significant effect on student performance and outcomes. Hence, parents and instructors who wish to assist their children in improving their academic performance should be aware of the aspects that influence student motivation. Motivation is the state that may sustain pupils' attention and behavior, as well as supply them with the additional energy required to complete activities. Hence, it can assist sustain activities over time. Motivation can have a number of implications on the behavior, preferences, and outcomes of students in education. For example, motivation can help us direct our attention toward tasks that need to be completed, allow us to complete these tasks in shorter amounts of time as well as maintain attention for longer periods of time, minimize distractions and resist them more effectively, affect the amount of information we retain and store, and influence the perception of how easy or difficult tasks may appear. Motivation primarily motivates us to undertake an action. Without it, the action may be difficult or impossible to complete (Hauser & Schwarz, 2020).

In addition, the development of any nation is hinged on solid educational foundation for its citizenry (Ekpa et al., 2020). This suggests that education is a means of effecting changes in the society in order to build a well-developed country and education enables a child to develop physically, mentally, socially, emotionally and intellectually (Irene et al., 2022). Therefore, it is axiomatic that efforts should be geared towards maintaining high standards in schools. Like in all other facets of national planning and development, education has its own share of poignant challenges. Academic problems, and less motivation, less family and peer support are frequent reason why students do not continue in college. Problems of non-achievers are numerous but the truth is that they lack the knowledge of their abilities and strengths.

Moreover, students are faced with a constellation of challenges that can significantly impact their academic performance, emphasizing the importance of sustaining their diligence, pursuit of development, addressing lack of motivation, cultivating productive learning habits, and effectively managing out-of-school time. Diligence is crucial; the consistency and persistence in attending classes, submitting assignments on time, and preparing for exams can be daunting amidst the distractions and pressures of college life. The pursuit of development, a willingness to embrace growth and learning opportunities, becomes challenging when faced with the realities of academic rigor and personal responsibilities. A prevalent issue is the lack of motivation, which can stem from various sources such as unclear career

goals, lack of support, or overwhelming academic workload, leading to disengagement and poor performance. Learning habits are pivotal; ineffective study techniques, poor time management, and inadequate revision practices can impede understanding and retention of course materials. Moreover, managing out-of-school time is a delicate balance; students often juggle part-time jobs, family responsibilities, and social life, which if not managed well, can lead to burnout and reduced academic focus. Addressing these challenges is not just an individual endeavor but requires a supportive ecosystem involving educational institutions, families, and communities to provide the resources, guidance, and encouragement students need to navigate their college journey successfully.

The primary objective of this research is to comprehensively understand and address the multifaceted challenges faced by students. The intended output is a robust framework that not only identifies these challenges but also offers practical strategies and support mechanisms to enhance student performance and well-being. By focusing on key areas such as fostering diligence, encouraging the pursuit of development, counteracting lack of motivation, instilling effective learning habits, and managing out-of-school time efficiently, this initiative aims to significantly improve the academic journey of college students. The benefits of this endeavor extend to all stakeholders: students will experience a more supportive and conducive learning environment, enabling them to achieve their full potential; educational institutions will witness higher performance rates and student satisfaction, reinforcing their reputation and effectiveness and the broader community will benefit from the contribution of well-educated, motivated, and skilled individuals ready to make a positive impact in their respective fields.

## Literature Review

Academic performance among college students is influenced by several personal factors, including diligence, motivation, learning habits, and self-management. Research has consistently shown that students who exhibit effective study habits, strong self-regulation, and persistence in completing academic tasks tend to achieve better academic outcomes. Aljaffer et al. (2024) found that study habits and personal factors significantly influence students' academic achievement, emphasizing the importance of disciplined learning behaviors in academic success. Similarly, Walck-Shannon et al. (2021) reported that students' study habits are associated with examination performance, suggesting that effective learning strategies contribute positively to academic achievement. Moreover, student self-management and self-efficacy have been found to positively predict academic performance, highlighting the role of diligence and responsibility in learning (Zhao et al., 2024). These findings support the notion that students who are motivated and actively engage in productive learning practices are more likely to perform well academically.

The role of environmental and demographic factors has also been emphasized in the literature. Family support and socioeconomic conditions are important determinants of students' educational experiences and performance. Suud et al. (2024) found that family social support positively influences students' resilience and self-regulated learning, both of which contribute to academic success. Likewise, Kantova (2024) reported that parental involvement significantly affects educational outcomes, demonstrating the importance of family engagement in students' academic development. In the context of teacher education, Acosta (2022) found that study habits are closely related to the academic performance of Bachelor of Elementary Education students, indicating that learning behaviors remain critical across different year levels. These studies suggest that both personal and family-related factors should be considered when examining the academic performance of BEED students, particularly in relation to motivation, learning habits, pursuit of development, and out-of-school activities.

## Methodology

This study utilized a descriptive-comparative research design to determine the factors affecting the performance of Bachelor of Elementary Education (BEED) students. The descriptive aspect of the design enabled the researcher to describe the respondents' demographic characteristics and assess the extent to which they practiced factors related to academic performance, such as student diligence, pursuit of development, motivation, learning habits, and out-of-school time. The comparative aspect was employed to determine whether significant differences existed in these factors when respondents were grouped according to year level. This design was appropriate because it allowed the researcher to examine and compare variables in their natural setting without manipulating any conditions. The study was guided by the Input–Process–Output (IPO) framework. The inputs included the respondents' demographic profile and the identified factors affecting student performance. The process involved the administration of research instruments, data gathering, tabulation, statistical analysis, and interpretation of results. The output consisted of findings that identified the factors influencing the academic performance of BEED students and their implications for educational improvement. The respondents of the study were Bachelor of Elementary Education students enrolled in participating colleges and universities. Convenience sampling was employed in selecting the respondents because it allowed the researcher to gather data from students who were readily available and willing to participate. This sampling technique was practical and suitable considering the accessibility of respondents across different institutions. Data were collected using a structured questionnaire. The first part gathered demographic information, including age, gender, year level, parents' highest educational attainment, occupation, combined monthly family income, and permanent address. The second part assessed factors affecting student performance, while the Students' Aptitude instrument adopted

from Avilado et al. (2018) was utilized to measure relevant academic attributes. Prior to administration, the instrument was reviewed to ensure clarity and appropriateness for the respondents.

## Results

Table 1. Age and Gender of the Respondents

Age (in years)	Female (f)	Female (%)	Male (f)	Male (%)	Total (f)	Total (%)
24 and above	8	3.40	3	1.28	11	4.68
22–23	39	16.60	9	3.83	48	20.43
20–21	106	45.11	17	7.23	123	52.34
18–19	49	20.85	4	1.70	53	22.55
<b>Total</b>	<b>202</b>	<b>85.96</b>	<b>33</b>	<b>14.04</b>	<b>235</b>	<b>100.00</b>

Table 1 presents the age and gender distribution of the respondents. Out of 235 respondents, the majority were female, comprising 202 students (85.96%), while only 33 (14.04%) were male. In terms of age, most respondents were between 20–21 years old, accounting for 123 students (52.34%). This was followed by those aged 18–19 years (22.55%) and 22–23 years (20.43%). The least represented group was 24 years and above, with 11 respondents (4.68%). The findings indicate that the respondents were predominantly female and within the typical college-age range.

Table 2. Combined Family Monthly Income

Monthly Income (in pesos)	f	%
41,000 and above	1	0.43
31,000-40,000	1	0.43
21,000-30,000	8	3.40
11,000-20,000	23	9.79
10,000 and below	202	85.96
<b>Total</b>	<b>235</b>	<b>100.00</b>

Table 2 presents the combined family monthly income of the respondents. The majority of the respondents, 202 students or 85.96%, reported a family monthly income of ₱10,000 and below. This was followed by 23 respondents (9.79%) whose families earned between ₱11,000 and ₱20,000 per month. Only 8 respondents (3.40%) belonged to the ₱21,000–₱30,000 income bracket, while the ₱31,000–₱40,000 and ₱41,000 and above categories each had only 1 respondent (0.43%). The findings indicate that most respondents came from low-income families, suggesting that financial resources may

be a significant factor influencing their educational experiences and academic performance.

Table 3. Year Level of the Respondents

Year Level	f	%
Fourth Year	18	7.66
Third Year	100	42.55
Second Year	117	49.79
Total	235	100.00

Table 3 shows the year level distribution of the respondents. Among the 235 respondents, second-year students comprised the largest group with 117 (49.79%), followed by third-year students with 100 (42.55%). Fourth-year students were the fewest, with 18 respondents (7.66%). This indicates that most respondents were in their second and third years.

Table 4. Extent to which the Respondents Practice the Identified Factors Affecting their Performance such as Student's Diligence

S/N	Indicators	WM	Verbal Description
1	I consistently achieve impressive scores on my exams, demonstrating my strong understanding of the material.	3.49	Practiced
2	Active participation in all class discussions is a regular practice for me.	3.70	Practiced
3	I am fully attentive during lectures, actively listening to my professors to grasp the information effectively.	3.96	Practiced
4	I actively engage in various extracurricular activities offered at my school.	3.38	Moderately Practiced
5	I have developed a habit of regularly studying the notes provided by my professors.	3.74	Practiced
6	I proactively seek additional learning materials to broaden and deepen my knowledge.	3.74	Practiced
7	I demonstrate punctuality and responsibility by always submitting my projects and assignments on time.	4.16	Practiced
8	I ensure thorough preparation for exams by carefully reading and following instructions to minimize errors.	4.12	Practiced
9	I prioritize reviewing the course materials well in advance of the exam day to be fully prepared.	3.84	Practiced
	Aggregate Weighted Mean	3.79	Practiced

Table 4 presents the extent to which the respondents practice student diligence as a factor affecting their performance. The overall weighted mean of 3.79, described as

Practiced, indicates that the respondents generally demonstrate diligent academic behaviors. The highest-rated indicator was submitting projects and assignments on time (WM = 4.16), followed by carefully reading and following exam instructions (WM = 4.12) and being attentive during lectures (WM = 3.96). Meanwhile, participation in extracurricular activities received the lowest weighted mean (WM = 3.38), interpreted as Moderately Practiced. The findings suggest that the respondents exhibit a high level of diligence in fulfilling academic responsibilities, which may contribute positively to their academic performance.

Table 5. Extent to which the Respondents Practice the Identified Factors Affecting their Performance such as Pursuit of Development

S/N	Indicators	WM	Verbal Description
1	The materials I need to learn are efficiently designed to maximize my understanding and progress.	3.80	Practiced
2	The teaching strategies I encounter are effective in facilitating my learning and comprehension.	3.93	Practiced
3	I receive valuable support from my family and friends, which motivates and encourages me to succeed.	4.14	Practiced
4	I engage in innovative learning procedures that enhance my educational experience and foster my motivation.	3.91	Practiced
5	The rewards I receive from my guardians serve as further motivation to excel in my studies.	3.81	Practiced
6	I benefit from collective learning with my classmates, fostering a collaborative and supportive environment.	4.03	Practiced
7	I am motivated by the future job opportunities that await me upon graduation, driving my dedication to my studies.	4.23	Highly Practiced
8	I am committed to fulfilling the promise I made to my family members, such as my father, mother, or sister, to succeed in my education.	4.40	Highly Practiced
9	The current life status I am living inspires me to work hard and make the most of the educational opportunities available to me.	4.34	Highly Practiced
10	I strive to cultivate and develop an independent personality that continues to grow over time.	4.18	Practiced
	Aggregate Weighted Mean	4.08	Practiced

Table 5 presents the extent to which the respondents practice pursuit of development as a factor affecting their performance. The aggregate weighted mean of 4.08, interpreted as Practiced, indicates that the respondents generally demonstrate a strong commitment to personal and academic growth. The highest-rated indicator was fulfilling the promise made to family members to succeed in education (WM = 4.40), followed by being inspired by their current life status to work hard (WM = 4.34) and motivation from future job opportunities (WM = 4.23), all described as Highly Practiced. On the other hand, the lowest-rated indicator was efficiently designed

learning materials (WM = 3.80), although it remained within the Practiced category. These findings suggest that family expectations, future aspirations, and personal circumstances strongly motivate respondents to pursue continuous development and academic success.

Table 6. Extent to which the Respondents Practice the Identified Factors Affecting their Performance such as Motivation

S/N	Indicators	WM	Verbal Description
1	I actively work towards maturing and gaining the ability to handle various kinds of situations effectively.	4.13	Practiced
2	I consistently seek to enhance my problem-solving skills, enabling me to tackle challenges more effectively.	4.06	Practiced
3	Drawing from my past experiences, I am able to navigate and respond appropriately when faced with similar situations.	3.95	Practiced
4	I adapt seamlessly to different environments, embracing change and using it as an opportunity for growth.	3.98	Practiced
5	With confidence, I present myself in new environments and among diverse crowds.	3.83	Practiced
6	I firmly stand by the decisions I make, taking ownership and responsibility for their outcomes.	3.99	Practiced
7	I am committed to following through on my commitments and fulfilling my obligations.	4.18	Practiced
8	I possess the humility to admit my mistakes and offer sincere apologies when necessary, recognizing the importance of taking responsibility for my actions.	4.21	Highly Practiced
	Aggregate Weighted Mean	4.04	Practiced

Table 6 presents the extent to which the respondents practice motivation as a factor affecting their performance. The aggregate weighted mean of 4.04, interpreted as Practiced, indicates that the respondents generally possess a high level of motivation in their academic and personal endeavors. The highest-rated indicator was admitting mistakes and offering sincere apologies, when necessary (WM = 4.21), described as Highly Practiced, followed by fulfilling commitments and obligations (WM = 4.18) and working toward maturity and handling situations effectively (WM = 4.13), both interpreted as Practiced. The lowest-rated indicator was presenting oneself confidently in new environments and among diverse groups (WM = 3.83), although it remained within the Practiced category. The findings suggest that the respondents are motivated by personal responsibility, self-improvement, and commitment to their goals, which may positively influence their academic performance.

Table 7. Extent to which the Respondents Practice the Identified Factors Affecting their Performance such as Learning Habits

S/N	Indicators	WM	Verbal Description
1	I utilize online videos as a resource to deepen my understanding of subjects.	3.75	Practiced
2	During my free time, I dedicate myself to reading books and reviewing my notes.	3.39	Moderately Practiced
3	Whenever possible, I engage in regular steno-typing practice to improve my skills.	3.29	Moderately Practiced
4	I actively practice typing on keyboards or typewriters to enhance my typing abilities.	3.50	Practiced
5	To ensure thorough preparation, I allocate more time for reviewing in the days leading up to my exams.	3.72	Practiced
6	I find value in group studies, as they make the learning process more enjoyable and collaborative.	3.73	Practiced
7	Proactively, I complete and prepare all my projects and assignments well in advance of their submission dates.	3.97	Practiced
8	Recognizing the importance of rest and rejuvenation, I prioritize getting enough sleep to support my body and brain.	3.73	Practiced
	Aggregate Weighted Mean	3.63	Practiced

Table 7 presents the extent to which the respondents practice learning habits as a factor affecting their performance. The aggregate weighted mean of 3.63, interpreted as Practiced, indicates that the respondents generally exhibit positive learning habits. The highest-rated indicator was completing and preparing projects and assignments well in advance of submission dates (WM = 3.97), followed by utilizing online videos to deepen understanding of subjects (WM = 3.75) and engaging in group studies (WM = 3.73), all described as Practiced. Meanwhile, regular steno-typing practice (WM = 3.29) and reading books and reviewing notes during free time (WM = 3.39) were rated as Moderately Practiced. The findings suggest that while respondents generally practice effective learning habits, there is still room for improvement in activities that strengthen study skills and independent learning.

Table 8 presents the extent to which the respondents practice out-of-school time activities as a factor affecting their performance. The aggregate weighted mean of 3.04, interpreted as Moderately Practiced, indicates that the respondents moderately engage in activities outside school that may influence their academic performance. The highest-rated indicator was using the internet to learn new things and life hacks (WM = 3.66), followed by engaging in out-of-school activities that encourage studying (WM = 3.43). In contrast, having a personal tutor received the lowest weighted mean (WM = 1.86), interpreted as Less Practiced. Most of the indicators, including group study, reviewing lessons with friends, participating in sports, and playing video games, were rated as Moderately Practiced. The findings suggest that while respondents engage in some productive out-of-school activities, these practices are not consistently observed and may have a moderate influence on their academic performance.

Table 8. Extent to which the Respondents Practice the Identified Factors Affecting their Performance such as Out of School Time

S/N	Indicators	WM	Verbal Description
1	I used my time to engaged out of school activities that influence me to study	3.43	Practiced
2	After class my friends and I, reviews the topic that has been discussed	3.20	Moderately Practiced
3	My friends and I, always do a group study	3.17	Moderately Practiced
4	I have my own tutor. He/ She will review my topics	1.86	Less Practiced
5	I am using my vacant time as an opportunity to read my notes	3.36	Moderately Practiced
6	I am using the net to learn new things that may lessen the burden of doing something like life hacks	3.66	Practiced
7	I usually study musical instruments	2.68	Moderately Practiced
8	I am engaged with sport activities	3.06	Moderately Practiced
9	I am playing video games and any other type of modern computer games that enhances my cognitive aspects.	2.98	Moderately Practiced
	Aggregate Weighted Mean	3.04	Moderately Practiced

Table 8 presents the extent to which the respondents practice out-of-school time activities as a factor affecting their performance. The aggregate weighted mean of 3.04, interpreted as Moderately Practiced, indicates that respondents moderately engage in activities outside the classroom that may contribute to their academic performance. The highest-rated indicator was using the internet to learn new things and life hacks (WM = 3.66), followed by engaging in out-of-school activities that encourage studying (WM = 3.43), both described as Practiced. On the other hand, having a personal tutor to review lessons obtained the lowest weighted mean (WM = 1.86), interpreted as Less Practiced. Most indicators, including reviewing lessons with friends, participating in group study, reading notes during vacant time, engaging in sports, studying musical instruments, and playing video games, were rated as Moderately Practiced. These findings suggest that respondents make moderate use of their out-of-school time for activities that may support learning and academic development.

Table 9 shows the test of difference in the respondents' practices on student's diligence when grouped by year level. The computed F-value of 4.643 and p-value of 0.011 indicate a significant difference at the 0.05 level. Therefore, the null hypothesis is rejected. This means that the respondents' practice of student diligence varies significantly according to their year level.

Table 9. Test of Difference on the Respondents Practices of the Identified Factors

## Affecting their Performance such as Student's Diligence when grouped by Year Level

Source of Variation	Sum of Squares	df	Mean Square	F-value	P-value	Remarks
Between Groups	426.555	2	213.277	4.643*	.011	
Within Groups	10657.811	232	45.939			Significant
Total	11084.366	234				

\*Significant at  $p < 0.05$

## Table 10. Test of Difference on the Respondents Practices of the Identified Factors Affecting their Performance such as Pursuit of Development when grouped by Year Level

Source of Variation	Sum of Squares	df	Mean Square	F-value	P-value	Remarks
Between Groups	591.496	2	295.748	3.643*	.028	
Within Groups	18832.998	232	81.177			Significant
Total	19424.494	234				

\*Significant at  $p < 0.05$

Table 10 presents the test of difference in the respondents' practices regarding pursuit of development when grouped according to year level. The computed F-value of 3.643 and p-value of 0.028 are significant at the 0.05 level. Since the p-value is less than 0.05, the null hypothesis is rejected. This indicates that there is a significant difference in the respondents' pursuit of development practices across year levels. The findings suggest that students from different year levels vary in their efforts toward personal and academic growth, which may be influenced by their experiences, responsibilities, and educational exposure.

## Table 11. Test of Difference on the Respondents Practices of the Identified Factors Affecting their Performance such as Motivation when grouped by Year Level

Source of Variation	Sum of Squares	df	Mean Square	F-value	P-value	Remarks
Between Groups	537.640	2	268.820	5.175*	.006	
Within Groups	12050.471	232	51.942			Significant
Total	12588.111	234				

\*Significant at  $p < 0.05$

Table 11 presents the test of difference in the respondents' practices regarding motivation when grouped according to year level. The computed F-value of 5.175 and p-value of 0.006 indicate a significant difference at the 0.05 level. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that the respondents' level of

motivation significantly differs across year levels. The findings suggest that students' motivation may change as they progress through their academic journey, influenced by varying experiences, challenges, and educational expectations encountered at different stages of their college education.

Table 12. Test of Difference on the Respondents Practices of the Identified Factors Affecting their Performance such as Learning Habits when grouped by Year Level

Source of Variation	Sum of Squares	df	Mean Square	F-value	P-value	Remarks
Between Groups	383.443	2	191.721	4.569*	.011	Significant
Within Groups	9735.468	232	41.963			
Total	10118.911	234				

\*Significant at  $p < 0.05$

Table 12 presents the test of difference in the respondents' practices regarding learning habits when grouped according to year level. The computed F-value of 4.569 and p-value of 0.011 indicate a significant difference at the 0.05 level. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that the respondents' learning habits significantly vary across year levels. The findings suggest that students develop different learning behaviors and study practices as they advance in their academic program, reflecting changes in academic demands, experiences, and levels of maturity.

Table 13. Test of Difference on the Respondents Practices of the Identified Factors Affecting their Performance such as Out of School Time when grouped by Year Level

Source of Variation	Sum of Squares	df	Mean Square	F-value	P-value	Remarks
Between Groups	108.170	2	54.085	1.229	.294	Not Significant
Within Groups	10206.025	232	43.991			
Total	10314.196	234				

\*Significant at  $p < 0.05$

Table 13 presents the test of difference in the respondents' practices regarding out-of-school time when grouped according to year level. The computed F-value of 1.229 and p-value of 0.294 indicate that there is no significant difference at the 0.05 level. Since the p-value is greater than 0.05, the null hypothesis is accepted. This means that the respondents' practices related to out-of-school time do not significantly vary across year levels. The findings suggest that students, regardless of their year level, have relatively similar patterns of engaging in activities outside school that may influence their academic performance.

## Discussions

The findings revealed that the respondents generally demonstrated positive academic behaviors that contribute to their performance. The students exhibited diligence in completing academic requirements, paying attention during classes, and preparing for examinations. They also showed a strong commitment to personal and academic development, as reflected in their desire to achieve their goals, meet family expectations, and secure better opportunities in the future. These behaviors indicate that the respondents recognize the importance of responsibility, perseverance, and self-improvement in attaining academic success. Such findings support the idea that students who are committed to their studies and motivated by both personal and external factors are more likely to perform well in their academic pursuits. The results further suggest that motivation and learning habits play important roles in shaping students' academic experiences. The respondents displayed positive attitudes toward learning, including completing academic tasks, utilizing available learning resources, and engaging in collaborative learning activities. However, some learning practices that require greater independent effort were less frequently observed, indicating opportunities for improvement. This implies that while students possess favorable learning behaviors, strengthening their study routines and self-directed learning skills may further enhance their academic performance. Moreover, the findings revealed that academic-related factors vary across year levels. This suggests that students' diligence, motivation, pursuit of development, and learning habits evolve as they progress through their academic journey. Differences in educational experiences, academic responsibilities, and maturity levels may contribute to these variations. On the other hand, the way students spend their time outside of school appears to be relatively similar regardless of year level. Overall, the study highlights the importance of fostering positive academic behaviors, motivation, and effective learning habits to support the academic success of Bachelor of Elementary Education students.

## Conclusion

Based on the findings of the study, it can be concluded that students generally practice positive behaviors and attitudes that contribute to their academic performance. The respondents demonstrated diligence, motivation, pursuit of development, and effective learning habits, indicating their commitment to achieving academic success. Family support, personal aspirations, and a sense of responsibility emerged as important influences that encourage students to perform well in their studies. Although the respondents exhibited favorable academic practices, there remains an opportunity to further strengthen certain learning behaviors and maximize the productive use of time outside the classroom. The study also concludes that students' diligence, pursuit of development, motivation, and learning habits vary according to their year level, suggesting that academic experiences and responsibilities influence these factors as students' progress through their program. However, the respondents showed similar patterns in the way they utilize their out-of-school time regardless of year level. Overall, the findings emphasize the importance of nurturing positive academic behaviors, continuous self-development, and strong motivation to enhance the academic performance of Bachelor of Elementary Education students.

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