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## Article

# Academic Practices Influencing the Performance of Teacher Education Students in Public Higher Education Institutions

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**Abstract:** This study examined the factors affecting the academic performance of students in selected colleges and universities. It specifically determined the respondents' demographic profile and assessed the extent to which they practiced student diligence, pursuit of development, motivation, learning habits, and management of out-of-school time. A descriptive-comparative research design was employed to describe the variables and compare practices when respondents were grouped according to year level. The study was anchored on the Input–Process–Output framework. Data were gathered from BEED students through a structured questionnaire using convenience sampling. The responses were tabulated, statistically treated, analyzed, and interpreted to identify patterns in students' academic practices. Findings revealed that most respondents were female, belonged to low-income families, and were mostly in the second-year level. Results showed that student diligence, pursuit of development, motivation, and learning habits were practiced, while out-of-school time was only moderately practiced. The tests of difference indicated no significant differences in the identified factors when grouped according to year level. These findings suggest that BEED students generally demonstrate positive academic behaviors, but they may still need support in managing activities outside school. The study recommends academic guidance, mentoring, study-skills enhancement, and time-management programs to improve students' academic performance and overall development across all year levels in participating institutions effectively.

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

## Introduction

Choosing a school, program, or course that matches a student's interests is an important foundation for future career planning. When learners recognize that their chosen field connects with their abilities, values, and occupational goals, they are more likely to participate actively, build useful competencies, and remain committed

to their academic path. Recent studies show that academic interest and motivation are associated with stronger performance and persistence in higher education (Mappadang et al., 2022). Students' subject interests, ability beliefs, and career decidedness also influence whether they continue in a program or consider dropping out after the first year (Bargmann et al., 2022). Likewise, motivation in mathematics and science has been connected with later college choices and achievement, showing that early interests can shape long-term academic direction (Jiang et al., 2020). Therefore, course selection should not be treated as a simple enrollment requirement; it should be viewed as a decision that helps students connect passion, career preparation, campus fit, and future employability.

Student success in college is commonly influenced by family support, academic readiness, life skills, financial resources, and the ability to make responsible decisions. The first semester is often a turning point because students begin to experience independence, heavier academic work, and the direct results of their choices. Research on university achievement shows that psychological, motivational, and behavioral factors affect performance partly through students' academic adjustment (Raza et al., 2021). A successful transition is also supported by family and peer academic encouragement, which can strengthen motivation and achievement among first-year students (Marley & Wilcox, 2022). Even when students want independence, emotional guidance from parents, siblings, and relatives can help them handle stress, solve problems, and remain enrolled. Financial aid and inclusive higher education policies can reduce barriers for students who might otherwise struggle to access or continue college (Salmi & D'Addio, 2021). Thus, transition support should include both personal encouragement and practical assistance.

Social belonging is another essential element of the college experience. Students need to feel that they are accepted, noticed, and capable of succeeding within the campus community. Family identity, cultural affirmation, and belonging have been shown to support persistence among first-generation college students (Takimoto et al., 2021). Longitudinal evidence also indicates that sense of belonging is an important part of higher education engagement and retention (Crawford et al., 2024). Peer networks can help students adjust to university life by offering encouragement, shared learning, accountability, and information about academic expectations. Peer support has also been linked with academic competence and reduced anxiety among college students (Worley et al., 2023). At the same time, college usually requires more independent reading, writing, studying, and preparation than high school. Students who previously performed well with little effort may struggle when tasks become more complex. Productive habits include attending classes, planning study time, sleeping properly, meeting deadlines, using academic support services, and asking instructors for help when needed.

Balance is often one of the strongest foundations of college success. Students must learn how to enjoy independence while also accepting adult responsibilities. They

need to manage money, avoid unnecessary expenses, maintain health, and make wise decisions about social activities. Life skills such as doing laundry, eating nutritious meals, exercising, keeping good hygiene, and getting adequate sleep contribute to academic functioning and well-being. Research on peer learning and undergraduate success emphasizes that students benefit when academic, social, and personal development are connected rather than separated (Gamlath, 2022). Time management is especially important because it allows students to organize assignments, prepare for examinations, and avoid last-minute pressure. Recent work on college students found that effective time management improves study engagement and helps students reduce procrastination (Fu et al., 2025). Conversely, poor time management is associated with stress, fatigue, and difficulty coping with university expectations (Lovin & Bernardeau-Moreau, 2022). Therefore, students must choose responsibilities over avoidable distractions while still maintaining healthy social relationships.

Motivation in education has a strong effect on students' behavior, performance, and persistence. Parents, instructors, and school personnel who want to improve academic results should understand the factors that increase or weaken motivation. Motivation helps students begin tasks, maintain attention, resist distractions, and continue working even when assignments are difficult. Studies of university students show that motivation and learning strategies are closely related, and both contribute to performance (Pérez-Navío et al., 2023). Self-determination perspectives also show that competence and autonomous motivation predict college students' achievement, especially when learners feel capable and personally invested in what they are studying (Wang et al., 2022). Motivation affects the amount of information students remember, the effort they invest, and whether they view academic work as manageable or impossible. In difficult situations, motivation can help students continue despite uncertainty, stress, or temporary failure. Without it, necessary learning activities may become hard to start, sustain, or complete.

Education also plays a vital role in national and social development. A strong educational foundation equips citizens with knowledge, skills, values, and problem-solving abilities that contribute to personal advancement and community improvement. Higher education research increasingly argues that student success should be understood broadly, not only through grades and graduation, but also through equity, well-being, engagement, and meaningful participation (Weatherton & Schussler, 2021). Maintaining high standards in schools is therefore important because education prepares students to participate productively in society. However, higher education faces many challenges, including weak motivation, financial difficulty, limited family guidance, poor peer support, stress, ineffective learning habits, and unclear career goals. Studies on university achievement and failure show that motivational and emotional variables can influence whether students succeed or struggle (Gilar-Corbi et al., 2020). Many non-achieving students

do not necessarily lack ability; rather, they may lack awareness of their strengths, reliable support systems, or practical strategies for using their potential.

Students face a constellation of challenges that can significantly influence academic performance. These include sustaining diligence, pursuing development, overcoming lack of motivation, cultivating effective learning habits, and managing time outside school. Diligence is important because students must attend classes, complete assignments, prepare for examinations, and remain consistent despite distractions. The pursuit of development requires willingness to accept feedback, improve weaknesses, and engage with opportunities for growth. Lack of motivation may arise from unclear career goals, weak support, repeated failure, difficult subjects, or overwhelming workloads. Poor learning habits, such as cramming, ineffective note-taking, weak revision, and disorganized schedules, can reduce comprehension and retention. Out-of-school time is also difficult to manage because many students balance part-time work, family responsibilities, commuting, and social commitments. If these responsibilities are poorly managed, students may experience burnout and reduced concentration. Addressing these problems requires a supportive ecosystem involving institutions, families, peers, advisers, and communities.

The primary objective of this research is to understand and address the diverse challenges experienced by college students. The intended output is a practical framework that identifies these difficulties and proposes strategies and support mechanisms for improving student performance and well-being. Focusing on diligence, personal development, motivation, learning habits, and efficient management of out-of-school time, this initiative aims to improve the academic journey of college students. Students may benefit from a more supportive and organized learning environment that helps them reach their full potential. Educational institutions may experience stronger performance, higher retention, and greater student satisfaction, strengthening their reputation and effectiveness. The wider community may also benefit from graduates who are educated, motivated, skilled, responsible, and prepared to make meaningful contributions in their chosen fields. Overall, the framework emphasizes prevention, early intervention, and continuous guidance so that academic, social, emotional, and practical needs are addressed before problems become severe in students' daily academic lives.

## Literature Review

Academic achievement among college students is shaped by various individual factors, such as diligence, motivation, study routines, self-regulation, and responsibility in managing academic tasks. Students who consistently attend classes, complete requirements, prepare for assessments, and apply effective learning strategies are more likely to obtain favorable academic results. Recent literature supports the view that self-regulated learning strengthens students' capacity to plan,

monitor, and evaluate their own learning, which can improve academic engagement and performance (Luo & Zhou, 2024). In the same way, grit, motivational beliefs, and self-regulated learning have been found to contribute to students' academic achievement, showing that persistence and disciplined effort are important in college success (Martin et al., 2022). Moreover, motivation, self-efficacy, critical thinking, and self-regulation work together in predicting academic achievement among university students (Stavropoulou et al., 2025). These findings suggest that students who are motivated, persistent, and actively involved in productive learning practices are more likely to perform well academically.

Environmental and demographic factors also play an important role in students' academic performance. Family support, parental involvement, socioeconomic background, and home conditions can influence students' motivation, resilience, and access to learning opportunities. Research shows that parental involvement is positively related to student engagement, which is an important pathway toward stronger academic outcomes (Yang et al., 2023). Similarly, family-related factors, including parental support and home learning conditions, have been linked to academic achievement through students' engagement and learning behavior (Gu et al., 2024). Socioeconomic status also remains an important consideration, as students from different backgrounds may experience unequal access to educational resources, guidance, and support systems (Tan, 2024). In relation to teacher education, these findings imply that the academic performance of BEED students should be examined not only through personal characteristics such as motivation, diligence, learning habits, and pursuit of development, but also through family support, socioeconomic realities, and out-of-school responsibilities that may affect their academic engagement.

## Methodology

This study focused on the factors that affect the academic performance of Bachelor of Elementary Education (BEED) students. The descriptive component of the research design allowed the researcher to present the demographic profile of the respondents and determine the extent to which they practiced performance-related factors, including student diligence, pursuit of development, motivation, learning habits, and management of out-of-school time. Meanwhile, the comparative component was used to examine whether significant differences existed in these factors when the respondents were classified according to year level. This research design was considered suitable because it enabled the researcher to describe and compare variables as they naturally occurred, without manipulating any conditions. The study was anchored on the Input–Process–Output (IPO) framework. The input consisted of the respondents' demographic characteristics and the identified factors affecting student performance. The process involved the administration of the research instrument, data collection, organization and tabulation of responses, statistical treatment, and interpretation of findings. The output included the results

that determined the factors influencing the academic performance of BEED students, as well as their implications for improving educational practices. The respondents of the study were Bachelor of Elementary Education students enrolled in selected participating colleges and universities. Convenience sampling was used in choosing the respondents because it enabled the researcher to collect data from students who were accessible, available, and willing to participate. This sampling method was deemed practical and appropriate due to the accessibility of respondents from different institutions. Data were gathered through a structured questionnaire. The first section collected demographic information such as age, sex, year level, parents' highest educational attainment, parents' occupation, combined monthly family income, and permanent address. The second section measured the factors affecting student performance. In addition, the Students' Aptitude instrument adopted from Avilado et al. (2018) was used to assess relevant academic attributes. Before the questionnaire was administered, it was reviewed to ensure that the items were clear, suitable, and appropriate for the target respondents.

## Results

Table 1. Age and Gender of the Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
25 and above	5	12.20	1	2.44	6	14.63
23-24	3	7.32	1	2.44	4	9.76
21-22	18	43.90	0	0.00	18	43.90
19-20	9	21.95	4	9.76	13	31.71
Total	35	85.37	6	14.63	41	100.00

Table 1 shows that most respondents were female, with 35 students or 85.37%, while only 6 students or 14.63% were male. This indicates that the BEED respondents were predominantly female. In terms of age, the largest group was 21–22 years old, comprising 18 respondents or 43.90%. This was followed by ages 19–20 with 13 respondents or 31.71%. The findings imply that most BEED students were within the usual college-age range, while few were older students aged 23 and above.

Table 2. Combined Family Monthly Income

Monthly Income (in pesos)	f	%
21,000-30,000	1	2.44
11,000-20,000	6	14.63
10,000 and below	34	82.93
Total	41	100.00

Table 2 presents the combined monthly family income of the respondents. The majority, 34 respondents or 82.93%, belonged to families earning ₱10,000 and below per month. Meanwhile, 6 respondents or 14.63% had a monthly family income of ₱11,000–₱20,000, and

only 1 respondent or 2.44% came from a family earning ₱21,000–₱30,000. This indicates that most BEED students came from low-income households, which may affect their access to educational resources and academic support.

Table 3. Year Level of the Respondents

Year Level	f	%
Fourth Year	16	39.02
Third Year	6	14.63
Second Year	19	46.34
Total	41	100.00

Table 3 shows the distribution of respondents according to year level. The largest group was composed of second-year students, with 19 respondents or 46.34%. This was followed by fourth-year students, with 16 respondents or 39.02%. Meanwhile, third-year students had the lowest number, with 6 respondents or 14.63%. This indicates that most of the BEED respondents were in the second year level, suggesting that the findings mainly reflect the experiences and perceptions of lower-year students.

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.	3.63	Practiced
2	Active participation in all class discussions is a regular practice for me.	3.78	Practiced
3	I am fully attentive during lectures, actively listening to my professors to grasp the information effectively.	4.02	Practiced
4	I actively engage in various extracurricular activities offered at my school.	3.46	Practiced
5	I have developed a habit of regularly studying the notes provided by my professors.	3.76	Practiced
6	I proactively seek additional learning materials to broaden and deepen my knowledge.	3.95	Practiced
7	I demonstrate punctuality and responsibility by always submitting my projects and assignments on time.	4.10	Practiced
8	I ensure thorough preparation for exams by carefully reading and following instructions to minimize errors.	4.22	Highly Practiced
9	I prioritize reviewing the course materials well in advance of the exam day to be fully prepared.	3.85	Practiced
	Aggregate Weighted Mean	3.86	Practiced

Table 4 reveals that the respondents practiced student diligence to a considerable extent, as Pesidas, S. (2026). *Academic Practices Influencing the Performance of Teacher Education Students in Public Higher Education Institutions*. Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY). [www.wjehr.com](http://www.wjehr.com)

shown by the aggregate weighted mean of 3.86, verbally described as practiced. Among the indicators, the highest mean was obtained by preparing for exams through careful reading and following instructions, with a weighted mean of 4.22, described as highly practiced. This implies that the respondents are careful, responsible, and mindful of avoiding mistakes during examinations. Meanwhile, the lowest mean was recorded for active engagement in extracurricular activities, with 3.46, although it was still described as practiced. Overall, the results indicate that BEED students demonstrate diligence by paying attention during lectures, participating in class, reviewing notes, seeking additional materials, and submitting academic requirements on time.

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.	4.00	Practiced
2	The teaching strategies I encounter are effective in facilitating my learning and comprehension.	4.12	Practiced
3	I receive valuable support from my family and friends, which motivates and encourages me to succeed.	4.05	Practiced
4	I engage in innovative learning procedures that enhance my educational experience and foster my motivation.	3.95	Practiced
5	The rewards I receive from my guardians serve as further motivation to excel in my studies.	3.93	Practiced
6	I benefit from collective learning with my classmates, fostering a collaborative and supportive environment.	4.00	Practiced
7	I am motivated by the future job opportunities that await me upon graduation, driving my dedication to my studies.	4.32	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.	4.51	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.	4.46	Highly Practiced
10	I strive to cultivate and develop an independent personality that continues to grow over time.	4.39	Highly Practiced
	Aggregate Weighted Mean	4.17	Practiced

Table 5 shows that the respondents practiced pursuit of development, as reflected in the aggregate weighted mean of 4.17. The highest-rated indicator was their commitment to fulfill a promise made to family members, with a weighted mean of 4.51, described as highly practiced. This suggests that family expectations and personal promises strongly motivate BEED students to succeed. The current life status of the respondents also inspired them to work hard, with a mean of 4.46. Meanwhile, the lowest mean was obtained by rewards from guardians, with 3.93, though still practiced. Overall, the findings imply that students' pursuit of development is influenced by family motivation, future career opportunities, personal growth, collaborative learning, and the desire to improve their present condition.

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.	4.27	Highly Practiced
2	I consistently seek to enhance my problem-solving skills, enabling me to tackle challenges more effectively.	4.12	Practiced
3	Drawing from my past experiences, I am able to navigate and respond appropriately when faced with similar situations.	4.15	Practiced
4	I adapt seamlessly to different environments, embracing change and using it as an opportunity for growth.	4.15	Practiced
5	With confidence, I present myself in new environments and among diverse crowds.	4.10	Practiced
6	I firmly stand by the decisions I make, taking ownership and responsibility for their outcomes.	4.12	Practiced
7	I am committed to following through on my commitments and fulfilling my obligations.	4.05	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.	4.22	Highly Practiced
	Aggregate Weighted Mean	4.15	Practiced

Table 6 indicates that the respondents practiced motivation, as shown by the aggregate weighted mean of 4.15. The highest-rated indicator was actively working toward maturity and gaining the ability to handle different situations, with a weighted mean of 4.27, described as highly practiced. This suggests that BEED students are motivated to develop maturity and cope effectively with challenges. Admitting mistakes and offering sincere apologies also received a high mean of 4.22, indicating responsibility and humility. Meanwhile, the lowest mean was commitment to fulfilling obligations, with 4.05, though still practiced. Overall, the findings imply that respondents are motivated through personal growth, confidence, adaptability, problem-solving, accountability, and responsible decision-making.

Table 7 shows that the respondents practiced learning habits, as reflected by the aggregate weighted mean of 3.69. The highest-rated indicator was preparing projects and assignments ahead of submission dates, with a weighted mean of 3.90, described as practiced. This suggests that BEED students value preparation and responsibility in completing academic requirements. Using online videos to deepen subject understanding also received a high mean of 3.95, indicating that students use digital resources to support learning. Meanwhile, the lowest mean was recorded for regular steno-typing practice, with 3.22, described as moderately practiced. Overall, the findings imply that respondents demonstrate learning habits through reviewing for exams, group study, sufficient rest, early preparation of tasks, and use of online materials.

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.	3.95	Practiced
2	During my free time, I dedicate myself to reading books and reviewing my notes.	3.49	Practiced
3	Whenever possible, I engage in regular steno-typing practice to improve my skills.	3.22	Moderately Practiced
4	I actively practice typing on keyboards or typewriters to enhance my typing abilities.	3.68	Practiced
5	To ensure thorough preparation, I allocate more time for reviewing in the days leading up to my exams.	3.80	Practiced
6	I find value in group studies, as they make the learning process more enjoyable and collaborative.	3.63	Practiced
7	Proactively, I complete and prepare all my projects and assignments well in advance of their submission dates.	3.90	Practiced
8	Recognizing the importance of rest and rejuvenation, I prioritize getting enough sleep to support my body and brain.	3.80	Practiced
	Aggregate Weighted Mean	3.69	Practiced

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	3.51	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	3.12	Moderately Practiced
4	I have my own tutor. He/ She will review my topics	1.71	Not Practiced
5	I am using my vacant time as an opportunity to read my notes	3.39	Moderately Practiced
6	I am using the net to learn new things that may lessen the burden of doing something like life hacks	4.07	Practiced
7	I usually study musical instruments	2.41	Less Practiced
8	I am engaged with sport activities	2.73	Moderately Practiced
9	I am playing video games and any other type of modern computer games that enhances my cognitive aspects.	3.07	Moderately Practiced
	Aggregate Weighted Mean	3.02	Moderately Practiced

Table 8 reveals that the respondents moderately practiced productive use of out-of-school

time, as shown by the aggregate weighted mean of 3.02. The highest-rated indicator was using the internet to learn new things and reduce the burden of tasks, with a weighted mean of 4.07, described as practiced. This suggests that students commonly use online resources for practical learning. Meanwhile, having a personal tutor obtained the lowest mean of 1.71, described as not practiced, indicating that most respondents do not receive tutorial support outside class. Overall, the results imply that BEED students make some use of out-of-school time for learning, review, group study, sports, and digital activities, but these practices are not consistently performed.

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	87.665	2	43.832	1.138	.331	
Within Groups	1463.360	38	38.509			Not Significant
Total	1551.024	40				

Table 9 presents the test of difference in the respondents' practices related to student diligence when grouped according to year level. The result shows an F-value of 1.138 and a p-value of .331. Since the p-value is greater than the 0.05 level of significance, the result is not significant. This means that there is no significant difference in the respondents' level of student diligence across year levels. Therefore, second-year, third-year, and fourth-year BEED students generally practice diligence in a similar manner. The finding implies that year level does not greatly affect students' attentiveness, responsibility, preparation, and consistency in performing academic tasks.

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 L

Source of Variation	Sum of Squares	df	Mean Square	F-value	P-value	Remarks
Between Groups	18.860	2	9.430	.193	.825	Not Significant
Within Groups	1859.189	38	48.926			
Total	1878.049	40				

Table 10 shows the test of difference in the respondents' practices related to pursuit of development when grouped according to year level. The result obtained an F-value of 0.193 and a p-value of .825. Since the p-value is greater than the 0.05 level of significance, the result is not significant. This means that there is no significant difference in the respondents' pursuit of development across year levels. Thus, second-year, third-year, and fourth-year BEED students generally show similar practices in terms of personal growth, career motivation, family-inspired goals, collaborative learning, and desire for improvement. The finding implies that year level does not significantly influence their pursuit of development.

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	4.064	2	2.032	.062	.940	Not Significant
Within Groups	1241.741	38	32.677			
Total	1245.805	40				

Table 11 presents the test of difference in the respondents' practices related to motivation when grouped according to year level. The result shows an F-value of 0.062 and a p-value of .940. Since the p-value is greater than the 0.05 level of significance, the result is not significant. This indicates that there is no significant difference in motivation among second-year, third-year, and fourth-year BEED students. Therefore, the respondents generally demonstrate similar levels of motivation regardless of year level. This implies that maturity, problem-solving, adaptability, and commitment are practiced similarly across the different year levels.

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	103.447	2	51.723	1.786	.181	Not Significant
Within Groups	1100.797	38	28.968			
Total	1204.244	40				

Table 12 shows the test of difference in the respondents' practices related to learning habits when grouped according to year level. The result obtained an F-value of 1.786 and a p-value of .181. Since the p-value is greater than the 0.05 level of significance, the result is not significant. This means that there is no significant difference in the learning habits of BEED students across year levels. Therefore, second-year, third-year, and fourth-year students generally practice similar learning habits. The finding implies that year level does not significantly affect their use of online materials, note review, group study, exam preparation, sleep habits, and completion of academic tasks.

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	217.122	2	108.561	2.614	.086	Not Significant
Within Groups	1577.902	38	41.524			
Total	1795.024	40				

Table 13 presents the test of difference in the respondents' practices related to out-of-school time when grouped according to year level. The result shows an F-value of 2.614 and a p-value of .086. Since the p-value is greater than the 0.05 level of significance, the result is not significant. This means that there is no significant difference in the way BEED students manage their out-of-school time across year levels. Therefore, second-year, third-year, and fourth-year students generally have similar practices in using their vacant time for review, group study, online learning, sports, games, and other activities.

## Discussions

The findings show that students generally demonstrate positive academic practices that may support their performance. They appear to value diligence, personal development, motivation, and learning habits, as seen in their attentiveness during lectures, timely submission of requirements, preparation for examinations, and willingness to improve themselves. Their pursuit of development is also influenced by family expectations, future job opportunities, and their desire to improve their present life situation. This suggests that many respondents are driven not only by academic requirements but also by personal goals and family-related motivations. However, the results also indicate that the use of out-of-school time is less consistent compared with the other factors. While students use online resources and vacant time for learning, practices such as regular group study, tutorial support, sports, and other productive activities outside class are not strongly observed. This may imply that students need more guidance in managing their time beyond school hours. Since no significant differences were found when respondents were grouped according to year level, the identified practices appear to be generally similar among students. This suggests that academic support programs, study-skills training, mentoring, and time-management activities may be implemented across all year levels rather than targeting only one group.

## Conclusion

Based on the findings, it is concluded that students generally practice positive factors that may support their academic performance. They demonstrate diligence, motivation, pursuit of development, and learning habits through class participation, exam preparation, timely submission of requirements, self-improvement, and use of learning resources. However, their out-of-school time is only moderately practiced, indicating a need for better time management and more productive use of free time. The results also show no significant differences when grouped according to year level, suggesting that these practices are similar among respondents. Thus, academic support programs may benefit all students.

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