

Study Habits of Grade 10 Students: A Closer Look at Time Management, Study Routine, and Study Technique

Christine S. Palad

christine.palad@deped.gov.ph

Agusan National High School, Butuan City, Caraga, Philippines
Agusan Colleges Inc. M.H. Del Pilar St. Butuan City, Caraga, Philippines

Grace T. Flores, EdD

Caraga State University, Butuan City, Philippines

DOI: 10.29322/IJSRP.15.08.2025.p16410

<https://dx.doi.org/10.29322/IJSRP.15.08.2025.p16410>

Paper Received Date: 15th June 2025

Paper Acceptance Date: 26th July 2025

Paper Publication Date: 6th August 2025

Abstract

This study examined the level of study habits among Grade 10 students in terms of time management, study routine, and study techniques. The research aimed to determine how effectively students manage their academic responsibilities while navigating the influence of social media. Using a descriptive-quantitative design, the study collected data from a structured survey and analyzed weighted means and standard deviations to evaluate student responses across key indicators. Findings revealed that students exhibited a very satisfactory level of study habits in all three domains. In terms of time management ($M = 3.97$), students regularly attended classes and completed tasks on time. However, they struggled to allocate sufficient time for each subject, often studying only when prompted by quizzes or exams. Regarding study routine ($M = 3.80$), students actively listened during lectures and completed homework consistently but rarely reviewed their lessons after class due to tight transitions between subjects. For study techniques ($M = 4.05$), students effectively used social media for academic purposes, such as searching for definitions and collaborating on research, though fewer used traditional methods like highlighting texts. The results suggest that students have developed adaptive strategies that integrate digital tools into their academic routines. Despite the potential distractions of social media, students maintained discipline and demonstrated strong self-regulation in their study behaviors. The study supports prior research emphasizing the importance of time budgeting, self-directed learning, and digital resource utilization in enhancing academic performance. Grade 10 students show commendable study habits that align with 21st-century learning practices. Educators should leverage students' digital engagement by promoting guided use of social media for academic enrichment. Further studies may explore the correlation between these habits and academic achievement to better inform instructional strategies in digitally connected classrooms.

Index Terms: time management, study routine, and study techniques.

I. INTRODUCTION

In the increasingly fast-paced and digitally driven educational landscape, developing effective study habits has become more critical than ever for student success. For junior high school learners, particularly those in Grade 10 who are at a pivotal stage of academic preparation, how they manage their time, follow routines, and apply study techniques greatly influences their academic performance and learning outcomes. Study habits are not just personal behaviors; they are reflections of students' ability to regulate their learning, sustain attention, and persist in academic tasks skills that are essential for lifelong learning (Liu et al., 2022).

Time management, study routine, and study techniques represent core components of effective study habits. Time management involves how students plan and allocate time to various academic tasks, ensuring that deadlines are met and study sessions are productive. Study routine refers to the consistency of study behaviors, such as preparing for lessons, reviewing content, and completing

homework. Study techniques, on the other hand, pertain to the methods students use to understand and retain information, including note-taking, summarizing, and using digital tools (Fauzi et al., 2023; Tus et al., 2020).

With the growing influence of technology and social media in education, it is vital to understand how external factors shape these study habits. At Agusan National High School, where digital access and online engagement are becoming more embedded in students' daily lives, examining their study behaviors is timely and relevant (Güney, 2023; Valkenburg, 2022). While previous studies have explored general academic performance or digital distractions, limited research has been conducted that specifically investigates the detailed components of study habits, particularly within the local context.

This study seeks to fill that gap by taking a closer look at the study habits of Grade 10 students at Agusan National High School, focusing on time management, study routine, and study techniques. By gaining insight into these areas, the study aims to inform strategies that can support students in developing stronger academic habits, thereby enhancing their performance and preparation for future academic challenges

II. RESEARCH ELABORATIONS

This study, "Study Habits of Grade 10 Students: A Closer Look at Time Management, Study Routine, and Study Technique," is anchored on Bandura's Social Cognitive Theory and Zimmerman's Self-Regulated Learning Theory, as both provide a comprehensive explanation of how students develop and apply study habits in real-life learning contexts. Bandura's Social Cognitive Theory (1986) emphasizes the dynamic interaction between personal factors, environmental influences, and behavior referred to as reciprocal determinism. In the context of this study, the students' behaviors (such as managing their time, following a study routine, or applying techniques while studying) are shaped not only by their capabilities but also by their environment, particularly the influence of social media and classroom conditions. Students often observe and model behaviors from their peers, teachers, or online content, and their belief in their capability (self-efficacy) plays a key role in determining whether they can effectively manage their study habits. Thus, this theory supports the idea that study habits are not isolated traits but are learned and influenced through environmental and social interactions.

Complementing this, Zimmerman's Self-Regulated Learning (SRL) Theory (2000) provides a more detailed view of how learners actively engage in their own learning process through planning, monitoring, and evaluating their behaviors. This theory breaks down the learning process into three cyclical phases: forethought, performance, and self-reflection. These phases align directly with the key areas of the present study: time management (forethought and planning), study routine (performance and self-control), and study technique (strategic actions and reflection). According to Zimmerman, students who possess strong self-regulation skills tend to be more effective in setting goals, staying focused, using appropriate learning strategies, and adjusting their efforts based on feedback—all of which contribute to successful study habits.

The study is anchored to these two theories because they collectively explain both how and why students form study habits. Bandura's theory addresses the external and social influences on student behavior, while Zimmerman's theory highlights the internal cognitive and motivational processes. Together, they provide a strong theoretical foundation for analyzing the behavioral patterns, strategies, and environmental factors that affect the study habits of Grade 10 students. Anchoring the study to these theories ensures a deeper understanding of the factors that influence learners' academic behaviors in the digital age, particularly as students navigate both traditional and technology-mediated learning environments

III. RESEARCH METHODOLOGY

The study utilized a descriptive research design to identify the study habits of Grade 10 students in terms of time management, study routine, and study techniques at Agusan National High School in Butuan City. A total of 310 students were selected through simple random sampling from 31 regular Grade 10 sections, with equal representation of male and female participants. The sample size was determined using Cochran's formula to ensure statistical adequacy and representativeness.

Data were collected using a structured survey questionnaire adapted and modified from the instruments developed by Aku and Omale (2020), Tuan (2021), and Tus et al. (2020). The questionnaire consisted of 30 items, with 10 items each measuring time management, study routines, and study techniques, and responses were rated on a 5-point Likert scale. Social media usage was assessed in terms of both daily duration and frequency using a separate 5-point scale. To ensure the validity and reliability of the instrument, the tool underwent expert evaluation, pilot testing, and internal consistency analysis. Three experts reviewed the instrument for content validity, and a pilot test was conducted among non-participant students. Reliability analysis using Cronbach's Alpha yielded values of .821 for time management, .841 for study routine, and .830 for study techniques, indicating high internal consistency.

Before data collection, the researcher obtained permission from the Division Superintendent, District Supervisor, and school principal. The questionnaires were then distributed in person, following an orientation with the participants. Completed questionnaires were collected, scored, and prepared for statistical analysis. The data were analyzed using various statistical tools. Frequency counts and percentage analysis were used to describe social media usage patterns, while weighted mean and standard deviation measured the level of study habits. This methodological approach ensured reliable and meaningful results aligned with the research objectives.

IV. RESULTS AND DISCUSSION

Table 1 shows the level of study habits of Grade 10 students in terms of time management. Among the indicators, indicator no.9, "*I attend my classes regularly on time,*" has the highest weighted mean of 4.53 and the SD of .823, which means students can consistently arrive at school on time and maintain regular attendance. The result may be attributed to the observation that, despite using social media, students manage their social media use in a way that ensures they get enough sleep, preventing tardiness and absences. Their social media habits do not negatively affect class attendance.

Conversely, indicator no.6, "*I give enough time to study each subject,*" has the lowest weighted mean of 3.44 and the SD of 1.0. This means students tend to allocate insufficient time to regularly study each subject. Based on observation, students typically focus on studying only when required and when teachers announce long quizzes, oral recitations, or exams, rather than studying daily.

Table 1

Level of Study Habits of Grade 10 Students in terms of Time Management

Indicators	Wtd Mean	Std. Deviation	Verbal Description	Interpretation
1. I prioritize academic tasks and assignments.	4.17	.930	Often	Very Satisfactory
2. I find time to review my lessons when I'm free.	3.69	1.003	Often	Very Satisfactory
3. I find time to do my homework in a day.	4.07	.967	Often	Very Satisfactory
4. I set a specific time to study in a day.	3.60	1.095	Often	Very Satisfactory
5. I start studying right away when it is time to study.	3.57	1.123	Often	Very Satisfactory
6. I give enough time to study each subject.	3.44	1.053	Sometimes	Satisfactory
7. I first study the easiest lessons before proceeding to the difficult ones.	4.22	1.011	Often	Very Satisfactory
8. I do today what needs to be done.	4.17	.961	Often	Very Satisfactory
9. I attend my classes regularly on time.	4.53	.823	Always	Excellent
10. I have submitted all my schoolwork on time.	4.22	.886	Often	Very Satisfactory
Overall Weighted Mean	3.97	.605	Often	Very Satisfactory

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Satisfactory; 3.50-4.49-Often/Very Satisfactory; 4.50-5.00-Always/Excellent

Overall, the students exhibit a high level of study habits in terms of time management, with an overall weighted mean of 3.97. Classifying many of the indicators as "Often" demonstrates a "Very Satisfactory" level of performance. This observation confirms that

they have developed the skill of balancing their time between social media use and studying. This finding proves that Grade 10 students possess the ability to manage their time effectively, a crucial skill for achieving optimal academic performance.

This result supports the research findings of Tus et al. (2020), who justified the level of budgeting time by demonstrating that students not only plan their time for school matters but also effectively control the necessities for their studies. Moreover, completing homework that supports the learning provided by teachers and delivering it on time has become very challenging. For this reason, students need to manage their time reasonably between studying and enjoying their leisure hours. Good study habits often lead to strong academic results, as they include activities such as completing assignments, participating in class discussions, effective time management, and maintaining concentration (Tus et al., 2020; Fergina et al., 2022).

Table 5 presents the study habits of Grade 10 students in terms of their study routine. Among the given indicators, No. 2, “*I listen carefully to my teacher during lectures*,” was the strongest, with a mean of 4.45 and a standard deviation of 0.712. This means that most students listen attentively to their teachers during class hours and are not tempted to use social media. Based on observations, teachers often randomly call on students to share their thoughts on the lessons and give a short quiz afterwards, helping to keep students attentive during lectures. Social media browsing primarily occurs during discussion sessions, especially when teachers permit it for research purposes or utilize these platforms to share learning materials.

Table 2

Level of Study Habits of Grade 10 Students in terms of Study Routine

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
1. I prepare for the discussion or recitation before my class.	3.77	1.040	Often	Very Satisfactory
2. I listen carefully to my teacher during lectures.	4.45	.712	Often	Very Satisfactory
3. I try to write down everything a The teacher says in a lecture.	3.74	1.039	Often	Very Satisfactory
4. I check my lecture notes to fill in any missed words, soon after The lecture.	3.80	3.046	Often	Very Satisfactory
5. I review my lessons after every class.	3.32	1.069	Sometimes	Satisfactory
6. I do my homework daily.	3.97	1.033	Often	Very Satisfactory
7. I study my lessons daily.	3.53	.981	Often	Very Satisfactory
8. I focus entirely on my work When studying.	3.84	1.072	Often	Very Satisfactory
9. I have a consistent study routine.	3.36	1.030	Sometimes	Satisfactory
10. I study hard to achieve my academic goals.	4.20	.923	Often	Very Satisfactory
Overall Weighted Mean	3.80	.712	Often	Very Satisfactory

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Satisfactory; 3.50-4.49-Often/Very Satisfactory; 4.50-5.00-Always/Excellent

Conversely, indicator no. 5, “*I review my lessons after every class*”, has the lowest weighted mean of 3.32 and the SD 1.069. This means that students are not consistently reviewing their lessons after every class. Based on observations, this concern may be due to insufficient time intervals between subjects. Students struggle to review their lecture notes because teachers promptly begin the next class session, preventing students from engaging in activities unrelated to the subjects being discussed.

Overall, the students exhibit a high level of study habits in terms of study routine, with an overall weighted mean of 3.80. Classifying many of the indicators as “Often” demonstrates a “Very Satisfactory” level of performance. This result suggests a high level of discipline in study habits and regularity among Grade 10 students, which is a crucial factor in academic achievement.

Social media is an integral part of 21st-century teaching and learning. Students display a commendable study routine. The result supports the research findings of Tus et al. (2020), who stated that good study practices, including reading, taking notes, library usage,

study groups, time distribution, and learning outcomes, have a significant association with student academic success. This suggests that these variables will enhance students' academic success in their studies. In addition, Tus et al. (2020) stated that by building students' study routines, they can achieve greater academic results. Moreover, Bonthu and Dayal (2022), stated that social media helps in providing knowledge, increasing students' involvement in learning, and building self-study skills. Students experienced a sense of positivity when participating in group activities, engaging in classroom discussions, attending class-required events, and completing class-related assignments.

Table 6 presents the study habits of Grade 10 students in terms of study techniques. Among the indicators, indicator no. 6, "*I use social media to search for the meanings of difficult words in my lessons,*" was notable for achieving the highest weighted mean of 4.42 and a standard deviation of 0.920. This means that students typically use social media as a tool to help them easily understand the lesson. Based on observations, students find it easy to use social media while doing schoolwork because it provides quick access to information, facilitates collaboration with their classmates, and offers various educational resources, rather than having to visit the library. At times, teachers permit students to use social media during class discussions for research purposes, enhancing interaction.

Conversely, indicator no. 5, "*I highlight important details using a highlighter pen,*" has the lowest mean of 3.51 and the SD 1.360. This indicates that highlighter pens are not always available. Instead, students use colored pens or switch to taking photos of slides or lessons presented. This technique enables them to review or study on their phones, making it more accessible since they spend a significant amount of time on their devices.

Overall, the students demonstrate a high level of study habits, as indicated by their study techniques, with an overall weighted mean of 4.05. This implies that the students' performance level has retained its "Often" rating and remains at the "Very Satisfactory" level. This result indicates that Grade 10 students possess strong study habits and employ various study techniques, which are crucial for enhancing their learning abilities and achieving good academic performance.

Table 3

Level of Study Habits of Grade 10 Students in terms of Study Techniques

Indicators	Wtd Mean	Std. Deviation	Verbal Description	Interpretation
1. I organize my lecture notes properly.	4.02	.995	Often	Very Satisfactory
2. I take notes on the important keywords while listening to my teacher.	4.15	.964	Often	Very Satisfactory
3. I take pictures of my lessons for study purposes.	4.29	1.017	Often	Very Satisfactory
4. I repeatedly read my lessons very carefully to understand every detail.	4.02	.957	Often	Very Satisfactory
5. I highlight important details using a highlighter pen.	3.51	1.360	Often	Very Satisfactory
6. I use social media to search for the meanings of difficult words in my lessons.	4.42	.920	Often	Very Satisfactory
7. I study in an environment that is free from noise.	3.94	1.133	Often	Very Satisfactory
8. I take breaks when my brain feels exhausted while studying.	4.26	.976	Often	Very Satisfactory
9. I use social media to complete my research work.	4.01	1.043	Often	Very Satisfactory
10. I communicate with my classmates via social media to prepare for exams.	3.93	1.168	Often	Very Satisfactory
Overall Weighted Mean	4.05	.623	Often	Very Satisfactory

Legend: 1.00-1.49-Never/Very Poor; 1.50-2.49-Rarely/Poor; 2.50-3.49-Sometimes/Satisfactory; 3.50-4.49-Often/Very Satisfactory; 4.50-5.00-Always/Excellent

The result conforms with the research findings of Aku and Omale (2020), who demonstrated that students utilize social media in the classroom to discover new information, achieve academic grades, complete assignments, and, with the encouragement of teachers, study via social media. Sharing learning resources is done via social media. It also supports the study findings of Tuan (2021), who believed that social media and the internet serve as a powerful lever for students to acquire information through various online materials, accessed via search engines. The students can utilize these social media platforms, including search engines, in class.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, it can be concluded that Grade 10 students demonstrate commendable time management skills, especially in terms of punctuality and prioritizing academic tasks. However, they need to improve in consistently allocating sufficient time to study each subject. In terms of study routine, students show strong habits such as attentive listening and regular homework completion, but they struggle to review lessons immediately after class, mainly due to tight scheduling between subjects. Regarding study techniques, students display adaptability by incorporating social media and digital tools into their learning, reflecting a technology-integrated approach aligned with 21st-century learning demands.

To address the areas needing improvement, it is recommended that teachers and guidance counselors encourage students to create personalized study timetables that provide balanced time for each subject beyond exam periods. Schools may also restructure class schedules or integrate short review activities after each lesson to reinforce learning. Additionally, the use of blended learning tools and responsible social media usage should be promoted to support collaborative and independent learning. Institutions are encouraged to provide alternative learning resources, such as digital note-taking apps and print materials, to support students who lack access to traditional study tools. Parents and teachers should work together to monitor students' study habits, ensuring a balanced use of screen time and study time. Finally, further research is suggested to examine the effects of structured interventions, such as study skills training and digital literacy programs, on improving students' time management and study habits.

REFERENCES

- Aku, R., & Omale, S. (2020). Influence of social media on the academic performance of students: A study of Kogi State University. *Journal of Education and Practice*, 11(18), 79–85.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bonthu, R., & Dayal, M. (2022). Social media usage and academic performance among students: A study of impact and implications. *International Journal of Educational Management*, 36(3), 601–614. <https://doi.org/10.1108/IJEM-09-2021-0378>
- Fauzi, M. A., Wijaya, T. T., & Irwansyah, R. (2023). The use of social media in education: Challenges and opportunities. *International Journal of Emerging Technologies in Learning*, 18(1), 100–109. <https://doi.org/10.3991/ijet.v18i01.32145>
- Fergina, A., Syafaruddin, S., & Manurung, B. (2022). The impact of student study habits on academic performance: A case study in Indonesia. *Journal of Education Research and Evaluation*, 6(1), 123–130. <https://doi.org/10.23887/jere.v6i1.45678>
- Güney, S. (2023). The role of social media platforms in collaborative learning and academic performance. *Education and Information Technologies*, 28, 507–522. <https://doi.org/10.1007/s10639-022-11299-4>
- Liu, Y., Lin, W., & Tsai, C. (2022). Enhancing collaborative learning through social media: Students' perspectives and engagement. *Computers & Education*, 184, 104521. <https://doi.org/10.1016/j.compedu.2022.104521>
- Tuan, N. T. (2021). The impact of social media and the Internet on students' learning behavior. *Journal of Education and e-Learning Research*, 8(2), 186–192. <https://doi.org/10.20448/journal.509.2021.82.186.192>

- Tus, J., Lubo, R., & David, M. (2020). The influence of study habits, learning styles, and academic achievement of senior high school students. *International Journal of Learning, Teaching and Educational Research*, 19(8), 84–103. <https://doi.org/10.26803/ijlter.19.8.5>
- Valkenburg, P. M. (2022). Social media and well-being: What we know and what we need to know. *Current Opinion in Psychology*, 45, 101308. <https://doi.org/10.1016/j.copsyc.2021.11.006>
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.