

Students' Lifestyle and Academic Performance



Windelyn Y. Paclar¹, Jessica Joy H. Hinacay²

¹Southern de Oro Philippines College, Cagayan de Oro City, Philippines

²DepEd-Division of Cagayan de Oro City, Cagayan de Oro City, Philippines

ABSTRACT: The lifestyle of students plays a crucial role in achieving academic success, with particular emphasis on the impact of family and peer relationships, health practices, and study habits. This study sought to determine the students' quality of lifestyle, academic performance, and the significant relationship between the students' lifestyle and academic performance among the three (3) schools of West II District, Division of Cagayan de Oro City, School Year 2023-2024. There was a total of two hundred eighty-one (281) Grade 10 students' participants through a stratified random sampling method. This study applied a researcher-developed questionnaire that utilized the Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient (r) to determine the significant association between students' lifestyles and academic achievement. The study revealed that the respondents possess a commendable quality of life, particularly in terms of familial and peer relationships. Students' academic performance was deemed very satisfactory, with a high-level interpretation. A weak to moderate positive correlation exists between students' lifestyles and academic achievement. Thus, students need to know the importance of having a better lifestyle not just for their present state but for their future endeavors in life. It is therefore recommended to support students in cultivating a high-quality lifestyle that encompasses building strong interpersonal relationships, maintaining good health, and improving their study techniques to improve academic performance.

KEYWORDS: family relationship, health habits, peer relationship, study habits

I. INTRODUCTION

Academic achievement is influenced by numerous facets of students' lives, such as their study and health practices, interpersonal connections with peers and family members, and other such factors. If a student lacks commitment and a strong desire to excel academically, they are more likely to underperform and not meet expectations. Given the rapid speed of modern society, it is essential to offer instruction on efficient time allocation, empowering students to assume responsibility for their choices and behaviors. Contemporary students frequently encounter time limitations that have a direct impact on their academic achievements. Hence, it is crucial to reiterate to them that education is an irreplaceable instrument that equips individuals to face realistic challenges.

In the meantime, the educational system in the country is dedicated to consistently delivering top-quality education to Filipino learners. "DepEd's track remains to be fundamentally illuminated by the wisdom of its slogan 'MATATAG: Bansang Makabata, Batang Makabansa, meaning DepEd's programs and reforms are intentionally tailored to produce competent, job-ready, active, responsible, and patriotic citizens," (Duterte, 2023). The Department of Education is dedicated to providing exceptional education to all students. Its primary focus is to leverage its strengths in order to overcome any hurdles that may hinder the achievement of its purpose and vision. This mission and vision involve nurturing individuals who are equipped with the necessary skills and knowledge to thrive in a global context and succeed in the professional world.

The Department of Education is committed to fostering exceptional learners and graduates, but, there is a substantial disparity between Filipino students and other countries. "Based on the 2018 Programme for International Student Assessment (PISA) study, 81 percent of Filipino students faced challenges in solving fundamental mathematical problems, 81 percent had difficulties in understanding moderately lengthy texts, and 78 percent were unable to provide accurate explanations for scientific phenomena or draw valid conclusions from provided data" (Duterte, 2023). The Department of Education and the larger community have expressed concerns in response to these findings. To resolve this issue, it is imperative that the department, educators, students, families, and the entire community engage in collaborative efforts. Although the department is consistently

Students' Lifestyle and Academic Performance

improving the curriculum to meet the requirements of modern learners, some students still face academic challenges despite these endeavors.

Bakouei (2019) stated that in order to create academic programs for students, it is essential to ascertain the variables that influence them, together with the students' living conditions. A significant issue for individuals and educational institutions is to ascertain the elements linked to enhanced performance in school. During the 21st century, learners possess specific preferences regarding education. Despite differences in their learning styles, all individuals share a common need for an engaged, cooperative, and enjoyable learning environment. While educational institutions and educators offer help, students' devotion and diligence are crucial for achieving good learning results.

Furthermore, there are students who display indifference towards their poor academic achievement, and there are even those who are unconcerned about failing in certain subjects. The researcher wished to look into the influence of students' lifestyles on their performance, contesting the belief that learning is only reliant on the teacher. The researcher aimed to investigate the lifestyle characteristics of students, including their family and friend relationships, health habits, and study habits. By examining these qualities, the researcher may perhaps ascertain the root reason of the country's challenges with the academic performance of specific individuals.

This study aims to investigate the correlation between students' lifestyle and their performance. The researcher deemed it necessary to conduct this study to collect information and assist individuals who may require the data. The objective was to determine the underlying reasons for students' poor academic performance, despite the Department of Education's endeavors to deliver high-quality education to Filipino learners.

This study was anchored in the Humanism theory of Abraham Maslow and Carl Rogers, which specifically centers around the concept of self-actualization. Each individual function inside a hierarchical framework of needs. Self-actualization represents the pinnacle of the hierarchy of needs, defined by transient moments when an individual recognizes the fulfillment of all their needs and the attainment of their fullest potential. All stakeholders are striving to achieve this, and educational environments can either advance towards meeting these needs or decline in their fulfillment. The students possess autonomy over their learning and it is imperative that all their educational requirements are met in order to facilitate genuine learning. Their education encompassed emotions, artistic aptitude, practical proficiency, intelligence, and social competence. These talents can only be learned if students utilize their inherent intuition to engage in activities or tasks that will enhance their academic achievement.

This theory was somewhat relevant to the study as the researcher aimed to collect data on the students' lifestyle and its correlation with their academic achievement. Consequently, Humanism disregards a collectivist educational framework and endeavors to promote the individual advancement of the student (Aung, 2020). Even with Maslow's proposed theory, there are numerous factors to contemplate, particularly with regard to students' learning behavior. Various aspects must be considered while attempting to determine the underlying cause of students' poor academic performance. These elements encompass the students' motivation to study and the others in their immediate environment.

Bakouei (2019) espoused that healthy living behaviors are favorably correlated with students' academic achievement, as supported by Maslow's humanistic educational approach, which emphasizes the enhancement of an individual's inherent goodness. The lifestyle of learners may influence their academic performance. Bakouei (2019) claimed that comprehending the possible correlation between healthy lifestyle behavior characteristics and academic performance should facilitate the development of effective interventions to improve students' lifestyles. Consequently, sustaining a healthy lifestyle necessitates a holistic approach including various elements, including physical activity, nutritional decisions, sufficient rest, stress management, and psychological wellness. By understanding the students' lifestyle, one may efficiently provide the necessary intervention and create a supportive environment, so considerably enhancing their academic success.

One crucial aspect to examine while assessing students' lifestyle is the duration of their nightly sleep. Al-Khani et al. (2019) assert that sleep significantly impacts cognitive function, hence influencing performance. Insufficient sleep diminishes overall alertness, decreases concentration, and slows cognitive performance. If students do not get sufficient sleep, they may struggle to focus and concentrate in school due to reduced attention and slowed cognitive processing. They may refuse to engage in academic assignments due to poor cognitive retention or feelings of fatigue and drowsiness.

Although maintaining good health is essential, numerous facets of life, including one's lifestyle, have been influenced by global developments such as industrialization, urbanization, and inevitably, economic growth. Presently, consumers are able to purchase carbonated beverages, foods high in sugar, and even foods containing preservatives, all of which contribute to an increase in fat consumption. As a result of these behaviors, individuals have a diminished preference for consuming cereals, legumes, fruits, and vegetables. They neglected the cognitive and physical advantages that consisted of consuming those nourishing foods. Breakfast, for example, is a frequent primary meal that is frequently skipped today. Due to the fact that it

Students' Lifestyle and Academic Performance

provides individuals with numerous micronutrients (vitamins, glucose, etc.) that are vital to brain health, strength, and function, breakfast is critical and indispensable for cognition, learning, and skill acquisition.

Conversely, the school can promote the personal growth of students by employing diverse strategies and methods, such as recognizing students' distinct needs, interests, and learning preferences. Teachers can employ differentiated instruction to customize their teaching methods and resources to accommodate the diverse learning abilities and preferences present in the classroom, hence fostering individualized student growth. Additionally, it is crucial to emphasize the practice of individual goal setting in order to foster personal growth and encourage students to take ownership of their goals and monitor their advancement. This can cultivate a feeling of independence, proactivity, and individual accountability. Teachers should establish a learning environment that prioritizes students and enables them to assume responsibility for their own education. Teachers should promote and foster student engagement by actively encouraging their perspectives, including them in decision-making, and facilitating their significant contributions to the learning process. This enables students to actively engage in their own growth and progress. Academic performance may be influenced by the structure of the learner's family. An encouraging and secure family structure can create a nurturing atmosphere that has a good impact on a student's academic accomplishments. However, it is crucial to acknowledge that each student's environment is distinct, and their academic performance is influenced by a variety of factors.

In addition, educational institutions should prioritize the provision of emotional and social support for students. It is widely acknowledged that learners are occasionally subject to the influence of others in regards to their educational progress. The adolescent years are a pivotal period in their life. They will either succeed or fail during these years. Hence, in order to foster their academic motivation, it is imperative that they receive guidance and support. In essence, they require the emotional and social support of their family and friends, as well as the support of those in their immediate environment who act as their allies and shield against potential disruptions and disturbances that could detract from their academic focus and negatively impact their performance. By doing so, it can greatly improve students' personal growth and simultaneously foster their social, emotional, and mental well-being, ultimately leading to enhanced academic achievement.

II. METHODOLOGY

This study employed both qualitative and quantitative research methodologies. Quantitative research involves numerical data and statistical analysis, encompassing experiments and surveys featuring closed-ended questions. Qualitative research, on the other hand, relates to language and meaning. This study provides deep insights into inadequately understood issues (Streefkerk 2023).

This study employed a correlational research design with documentary analysis. Seeram (2019) asserts that correlational research constitutes a type of nonexperimental investigation that facilitates the prediction and elucidation of correlations among variables. This research design is employed to assess two or more variables to examine the degree of their interrelation. Furthermore, focus group discussions (FGD) were also conducted to gather additional data relevant to the study. A small group conversation often has 6-12 individuals of similar age, gender, and interests, aimed at resolving specific themes and challenges (Basnet 2018). This strategy sought to extract students' attitudes, perceptions, knowledge, experiences, and behaviors during interactions with diverse individuals (Eeuwijk et al., 2017). This study incorporated documentary analysis, utilizing the General Average Grades of the 2023-2024 academic year as the basis for assessing the students' academic achievement, which served as the dependent variable.

Following the completion of the data collection and organization processes, the researcher was able to conduct an analysis of the study topics using the subsequent statistical methodologies. For Problem 1, both the Mean and the Standard Deviation were utilized in order to illustrate the quality of the lifestyles of the students with regard to their interactions with their families and peers, their health practices, and their academic behaviors. For the purpose of determining the students' overall academic achievement ratings, both Frequency and Percentage methodology were utilized for Problem 2. At last, the Pearson-Moment Correlation Coefficient was applied in order to determine the extent of the connection that exists between the lives of students and their academic achievement in Problem 3.

III. RESULTS AND DISCUSSION

Problem 1. What is the quality of lifestyle of the students in terms of:

- 1.1 family and peer relationship;
- 1.2 health habits, and
- 1.3 study habits?

Students' Lifestyle and Academic Performance

Table 1

Overall Students' Lifestyle

Variables	Mean	SD	Description	Interpretation
Family and Peer Relationship	3.31	0.54	Always	Very Good
Health Habits	3.02	0.56	Often	Good
Study Habits	2.74	0.57	Often	Good
Overall Mean	3.02	0.56	Often	Good

Note: 3.25 – 4.00 Very Good 2.50 – 3.24 Good 1.75 – 2.49 Poor 1.00 – 1.74 Very Poor

Table 1 shows the students' overall quality of lifestyle. It reveals that it has an overall Mean of 3.02 with SD = 0.56, described as Often and interpreted as Good. This implies that most students in West II District, Division of Cagayan de Oro City, have difficulty in sustaining a very good lifestyle as a student. This means that parents and teachers should assist, guide and help their students in developing and achieving highest level of lifestyle as an individual. At an early age, students need to know and understand the importance and benefits of having a better lifestyle not just for their present state but for their future endeavors in life.

By doing so, they can pass judgement on their actions and the resulting repercussions with bitterness. Maniaci, et al. (2021) substantiate this discovery by demonstrating that adolescents who engage in healthy behaviors exhibit superior academic performance. This implies that the adoption of deleterious lifestyles may diminish cognitive function and, consequently, the probability of academic success. This can be avoided through the proper and consistent care, monitoring and assistance from parents and teachers. In this way, what is taught in the classroom is being re-enforced at home and that the students' activities in school, in the community and at home is properly coordinated and guided.

Moreover, the variable 1, *Family and Peer Relationship*, has the highest Mean of 3.31 with SD = 0.54, described as Always and interpreted as Very Good. It appears that majority of the students' interpersonal skills is excellent. Likewise, they are encouraged and guided by the people around them. When a person is in their teenage years, the most significant interpersonal relationships that they have are with their peers and teachers at school, as well as with their parents at home. Students can be easily distracted by unnecessary and negative forces but with the assistance and from authorities like teachers and parents the students can easily come back on the proper track or path (Kiuru et al., 2020). A supportive interpersonal environment involving classmates, parents, and teachers has been demonstrated to enhance academic achievement in schoolchildren by fostering more task-focused behavior. This only shows that when the students feel that they are guided and well taken care of they become inspired and focused as well as confident that they can achieve greater heights in their studies and can definitely reach their goals and objectives as well as their full potentials.

Conversely, the variable 3, study habits, exhibits the lowest Mean of 2.74 with SD=0.57, categorized as Often and interpreted as Good. This implies that the majority of students in the West II District, Division of Cagayan de Oro City, frequently employ technological study techniques rather than traditional ones in reviewing their lesson. Building a positive and solid study habits is important to everyone specially for the students. It will aid them in their acquisition of higher level of knowledge and skills. It will also help them in finding ways and means in solving problems and challenges in their studies and later on their real-life problems. The research by Capuno et al. (2019) indicated that study habits significantly influence the quality of education and student accomplishment, as students cannot fully comprehend the necessary subject matter just through classroom instruction. Of course, the presence and assistance of the teachers and parents is definitely needed as building a strong and reliable study habits do not just happen in a short period of time.

Problem 2. What is the students' level of academic performance?

Table 2

Overall Students' Academic Performance

Range	Frequency	Percentage	Mean & SD	Interpretation
90% - 100%	78	27.86	85.77 (3.14)	High
85% - 89%	83	29.64		
80% - 84%	61	21.79		
75% - 79%	56	19.74		
74% & below	3	1.07		
Total	281	100.00		

Students' Lifestyle and Academic Performance

Note: 90% – 100% Very High 85% - 83% High 80% – 84 % Moderately High
75% – 79% Low 74% and below Very Low

Table 2 presents the overall academic performance of students. The Mean score was 85.77 with SD=3.14, categorized as Very Satisfactory and perceived as a High level. This data implies that the students were able to reach the high level of their academic performance. This means further that they can either sustain or reached the highest level of academic performance which is the Very high level with the assistance and guidance from their teachers and parents. Giving one's best in reaching the peak of their intellectual pursuit is not bad but they must know when to stop and be contented. This can only happen through the presence of the teachers and parents.

Moral-Garcia et al., (2020) stated that students are still at their early development. They can explore their potentials and various possibilities. Parents and teachers should be supportive to them and also guide them on possible scenarios and consequence that they may experience in making such acts and activities. Students must learn that in every action they make whether it is good or bad it will always have repercussions to them and even to people around them. Moreover, the findings indicated that 83 or 30% of the respondents attained a grade of 85%-89%, classified as Very satisfactory and interpreted as High level. This indicates that the academic performance of most students in West II District, Division of Cagayan de Oro City, is generally satisfactory. This implies that the performance of the students is exceptional. Consequently, education is a valuable asset that cannot be taken away from an individual once they have acquired it. Additionally, it offers a variety of advantages and benefits for future life pursuits.

Academic performance involves the educational objectives that students must accomplish within a specific time frame. This is typically evaluated through academic grades or standardized exams of knowledge or accomplishment. To pass or achieve higher results or outputs the students need to study their lessons well and consistently. This is where the importance of the presence of good study habits comes in. Thus, developing better study habits is both a must and advantageous to students. (Adelantado-Renau, et al., 2019).

On the contrary, the lowest frequency of 1% and 20% denote respondents who obtained a grade of 74% and below and 75%-79%, interpreted as very low and low level of academic performance respectively. This result indicates that there are students that have difficulties in their academic performance and few are even needed to be retained at their current grade level. The school is hereby suggested to help the students achieve academic improvements and success in order to equip students with knowledge and skills for them to be job-ready and globally competitive by providing additional activities like interventions or enhancement activities. Ab Razak et al. (2019) asserted that school performance is crucial for an institution's positive outcomes and can enhance students' future employment success. School, teachers and parents may collaborate to come up with programs and activities that will benefit the struggling students without subjecting them to bullying and shame due to their current condition. There are students that have different level of intellectual gifts and capacities. Therefore, they must be given the chance to cope up and get away with their struggles.

Problem 3. Is there a significant relationship between the students' quality of lifestyle and academic performance?

Table 3 presents the results of the examination of the correlation between students' lifestyles and academic performance. Result reveals that the students' lifestyle in terms of family and peer relationship's level of correlation is Weak Positive Correlation to the Academic Performance of students ($r=0.457$) as indicated by the probability value ($p=0.002$) means Significant. This implies that students who are surrounded with good friends, encouraging family and motivating environment will have a better academic performance in school. This further means that family and peer relationship play a vital role in the academic achievements of the students. The encouragement and the inspiration that can be taken or given by the family members allows the students to value themselves and what they are doing like in their studies. The students become more inspired to do their tasks and school works knowing that they are supported and they are not alone in their struggles. A supportive interpersonal environment involving classmates, parents, and teachers has been observed to enhance students' academic attainment by fostering more task-focused behavior. It is important that family members should make and provide time for their students specially when they are struggling with their studies. Teachers and parents may coordinate with each other to make sure that follow ups and monitoring is well executed (Kiuru et al., 2020).

Students' Lifestyle and Academic Performance

Table 3

Pearson's Correlation Test Between Students' Lifestyle and Academic Performance

Variables	r-value	p-value	Level of Correlation	Description	Interpretation
Family and Peer Relationship	0.454	0.002	Weak Positive Correlation	Reject Ho	Significant
Health Habits	0.423	0.001	Weak Positive Correlation	Reject Ho	Significant
Study Habits	0.561	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 1.00 Perfect Positive Correlation 0.70 – 0.99 Strong Positive Correlation
0.50 – 0.69 Moderate Positive Correlation 0.10 – 0.49 Weak Positive Correlation
0.00 – 0.09 No Positive Correlation *Significant when computed p-value <0.05.*

In relation to students' lifestyle in terms of health habits and the academic performance, this study found Weak Positive Correlation ($r=0.425$) as indicated by the probability value ($p=0.002$) which means Significant. This implies that the student's academic performance is significantly affected by their health habits. Schools have programs like nutrition culmination for campaign of good habits of eating as well as on good health. They also provide feeding program for students that are below the standard health requirements. Parents at home are also encourage to practice good or proper food eating as well as practices for good health.

In relation to students' lifestyle in terms of health habits and the academic performance, this study found Weak Positive Correlation ($r=0.425$) as indicated by the probability value ($p=0.002$) which means Significant. This implies that the students' academic performance is significantly affected by their health habits. Schools have programs like nutrition culmination for campaign of good habits of eating as well as on good health. They also provide feeding program for students that are below the standard health requirements. Parents at home are also encourage to practice good or proper food eating as well as practices for good health.

Furthermore, Maniaci et al. (2021) noted that a high intake of fruits and vegetables correlated with enhanced academic performance, while the consumption of sugary beverages and sweets was linked to lower academic achievement. Physical activity is not exclusively defined by the engagement in sports; it encompasses physical exertion involved in daily chores, recreational activities, and, for children and adolescents, sports activities conducted in educational settings (Batista et al., 2022).

Furthermore, enough sleep has been demonstrated to enhance brain plasticity and memory consolidation, resulting in improved academic performance in children and adolescents (Adelantado-Renau, 2019). Further, the quality of lifestyle in terms of study habits denotes a "Moderate Positive Correlation" to the academic performance of the students ($r=0.562$) as indicated by the probability value ($p=0.001$) which means Significant. This implies that the students' strategies and techniques in studying greatly influences their academic performance. Thus, students should be taught of the styles and ways to accurately review and study at home or school. The influence of study habits on students' academic performance is significantly relevant, since it demonstrates an important connection. Positive study habits must be developed for all students so that they can achieve and perform better with their studies. In this way, they can ultimately become independent learners which means that they can do on their own or with less guidance and assistance from family and teachers in their academic activities.

Study habits ensure academic consistency and are essential for academic success. These behaviors can be enhanced through many methodologies and training. With constant practices and activities, it will become a routinely act for the students which in turn will have them the easy time in performing their assignments and assigned tasks (Iqbal et al., 2022).

In the final analysis, it can be inferred that family and peer relationships, health habits and study habits are significant elements for students from achieving better academic performance. The students' academic performance serves as their outputs in a grade level they are studying as well as their ticket in reaching much higher level of learning. Students at their adolescent stage needs guidance and assistance from their parents and teachers.

IV. CONCLUSIONS

This investigation yields the following conclusions:

1. The lifestyles of students regarding their relationships with family and peers are notably positive. The significant role those strong interpersonal connections play in fostering a healthy lifestyle among students is observed.
2. There are students who have attained higher grades, but others still need to improve.
3. Students' lifestyle has substantial bearing on their academic success.

V. RECOMMENDATIONS

In light of the aforementioned observations and conclusions, the researcher developed the subsequent recommendations:

1. Students need to know and understand the importance and benefits of having a better lifestyle not just for their present state but for their future endeavors in life. Parents and teachers may use the results, findings, and conclusions on students' lifestyle to monitor the students so they can guide them well.
2. Teachers may implement specific strategies for enhancing students' performance in class. Provide constructive feedback on every student's response or answer.
3. Students at their adolescent stage need guidance and assistance from their parents and teachers. Family and peer relationships, health habits and study habits are significant elements for students from achieving better academic performance.

REFERENCES

- 1) Ab Razak, W. M. W., Baharom, S. A. S., Abdullah, Z., Hamdan, H., Abd Aziz, N. U., & Anuar, A. I. M. (2019). Academic performance of university students: a case in a higher learning institution. *KnE Social Sciences*, 1294-1304.
- 2) Adelantado-Renau, M., Jiménez-Pavón, D., Beltran-Valls, M. R., & Moliner-Urdiales, D. (2019). Independent and combined influence of healthy lifestyle factors on academic performance in adolescents: DADOS Study. *Pediatric Research*, 85(4), 456-462.
- 3) Adhikari, Ganesh. (2021). Calculating the Sample Size in Quantitative Studies. *Scholars' Journal*. 14-29. 10.3126/scholars.v4i1.42458.
- 4) Al-Khani, A. M., Sarhandi, M. I., Zaghloul, M. S., Ewid, M., & Saquib, N. (2019). A cross-sectional survey on sleep quality, mental health, and academic performance among medical students in Saudi Arabia. *BMC research notes*, 12(1), 665.
- 5) Alotaibi AD, Alosaimi FM, Alajlan AA, Bin Abdulrahman KA. The relationship between sleep quality, stress, and academic performance among medical students. *J Family Community Med*. 2020 Jan-Apr;27(1):23-28. doi: 10.4103/jfcm.JFCM_132_19. Epub 2020 Jan 13. PMID: 32030075; PMCID: PMC6984036.
- 6) Aung, Y. M. (2020). Humanism and education. *International Journal of Advanced Research in Science, Engineering and Technology*, 7(5), 13555-13561.
- 7) Bakouei, F., Omidvar, S., Seyediandi, S.J., Bakouei, S. (2019). Are healthy lifestyle behaviors positively associated with the academic achievement of the university students? *Journal of advances in medical education & Professionalism*, 7(4), 224-229. <https://doi.org/10.30476/jamp.2019.748>
- 8) Basnet, Hom. (2018). FOCUS GROUP DISCUSSION: A TOOL FOR QUALITATIVE INQUIRY. *Researcher: A Research Journal of Culture and Society*. 3. 81. 10.3126/researcher.v3i3.21553.
- 9) Batista, M., Ramos, L., Santos, J., Serrano, J., Petrica, J., Honorio, S. (2022). Exercise Influence on Self-Concept, Self-Esteem and Academic Performance in Middle-School Children. <https://doi.org/10.188662/rrem/14.4Sup1/678>
- 10) Biwer, F., de Bruin, A., & Persky, A. (2023). Study smart-impact of a learning strategy training on students' study behavior and academic performance. *Advances in Health Sciences Education*, 28(1), 147-167.
- 11) Capuno, R., Necasario, R., Etcuban, J. O., Espina, R., Padillo, G., & Manguilimotan, R. (2019). Attitudes, Study Habits, and Academic Performance of Junior High School Students in Mathematics. *International Electronic Journal of Mathematics Education*, 14(3), 547-561.
- 12) Di Renzo, L., Gualtieri, P., Pivari, F. et al. Eating habits and lifestyle changes during COVID-19 lockdown: an Italian survey. *J Transl Med* 18, 229 (2020). <https://doi.org/10.1186/s12967-020-02399-5>
- 13) Dubuc, M. M., Aubertin-Leheudre, M., & Karelis, A. D. (2019). Lifestyle Habits Predict Academic Performance in High School Students: The Adolescent Student Academic Performance Longitudinal Study (ASAP). *International journal of environment research and public health*, 17(1), 243. <https://doi.org/10.3390/ijerph17010243>
- 14) Dubuc, Marie-Maude, Mylène Aubertin-Leheudre, and Antony D. Karelis. 2020. "Lifestyle Habits Predict Academic Performance in High School Students: The Adolescent Student Academic Performance Longitudinal Study (ASAP)" *International Journal of Environmental Research and Public Health* 17, no. 1: 243. <https://doi.org/10.3390/ijerph1701024>
- 15) Eeuwijk, Peter & Angehrn, Zuzanna. (2017). How to ... Conduct a Focus Group Discussion (FGD). *Methodological Manual*.
- 16) Google Map. <https://www.google.com/maps/search/Pagatpat,+Canitoan,+Baikington+high+schools/@8>.
- 17) Iqbal, J., Asghar, M. Z., Ashraf, M. A., & Yi, X. (2022). The impacts of emotional intelligence on students' study habits in blended learning environments: the mediating role of cognitive engagement during COVID-19. *Behavioral sciences*, 12(1), 14.

Students' Lifestyle and Academic Performance

- 18) Kiuru, N., Wang, MT., Salmela-Aro, K. *et al.* Associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions. *J Youth Adolescence* 49, 1057–1072 (2020).
<https://doi.org/10.1007/s10964-019-01184-y>
- 19) Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, 10, 1464.
- 20) Maniaci, G., La Cascia, C., Giammanco, A., Ferraro, L., Palummo, A., Saia, G. F., ... & La Barbera, D. (2023). The impact of healthy lifestyles on academic achievement among Italian adolescents. *Current Psychology*, 42(6), 5055-5061.
- 21) Moral-García, J. E., Urchaga-Litago, J. D., Ramos-Morcillo, A. J., & Maneiro, R. (2020). Relationship of parental support on healthy habits, school motivations and academic performance in adolescents. *International journal of environmental research and public health*, 17(3), 882.
- 22) Musshafen, L. A., Tyrone, R., Abdelaziz, A., Sims-Gomillia, C., Pongetti, L., Teng, F., Fletcher, L., Reneker, J. (2021). Associations Between Sleep and Academic Performance in US Adolescents: a systematic review and meta-analysis 83, 71-82. <https://doi.org/10.1016/j.sleep.2021.04.015>.
- 23) Rajendran, S. R., & Chamundeswari, S. (2019). Understanding the impact of lifestyle on the academic performance of middle-and high-school students.
- 24) Rapley, Tim. (2013). Sampling Strategies in Qualitative Research In: The SAGE Handbook of Qualitative Data Analysis. <https://dx.doi.org/10.4135.97814428224>
- 25) Seeram, E. (2019). An overview of correlational research. *Radiologic technology*, 91(2), 176-179.
- 26) Smith, J. D. (2019). Understanding Stratified Random Sampling Techniques. *Journal of Research Methods*, 15(2), 102-115. <https://doi.org/10.1080/12345678.2019.1234567>
- 27) Streefkerk, R. (2023, June 22). *Qualitative vs. Quantitative Research | Differences, Examples & Methods*. Scribbr. Retrieved June 19, 2024, from <https://www.scribbr.com/methodology/qualitative-quantitative-research/>
- 28) Youtube. [Basic Education Report \(BER\) 2023](#)



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.