STUDY HABITS AND SCHOOL PERFORMANCE OF CELLPHONE AND NON-CELLPHONE USERS OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract: **Numerous studies have conducted in different schools testing how study habits influenced academic performance. Most of them highlighted the positive correlation revealing a directly proportional to each other. In this study, however, students categorically grouped into two- the cellphone and non-cellphone Users. The intent was to measure the level of study habits. For those who possessed and without this gadget and establish a degree of correlation, whether they are significant. It is not merely on correlation; the study also measured the significant differences in the study habits and academic performance from both respondents. The cellphone users testified that "Listening attentively to the teachers' lecture and Come to school on time" and "Ready for any exam" was their study habits' priority. The non-cellphone Users similarly considered these habits as also their priorities. Their least concern was rendering classroom tasks completely. The study habits of both Users had found a significant difference and assumed that they executed differently on these levels. It further supported through the Mann Whitney U Test computation that dramatically arrived a significant difference. Also, in their academic performance, a significant difference was established, resulting from rejecting the null hypothesis. Based on the means, the non-users performed better than the users. The means tell why they are significant; the users had a mean of 81.75 and 85.57 for the non-users. In the correlation, the study had found out that there is a significant relationship between their study habits and academic performance for the Users. It is likely similar to the findings of the non-Users that revealed a rho (r) of 0.70 that stresses that the higher their level of study habit, the higher their academic performance in school.**

Keywords: **academic performance, cellphone Users, non-cellphone Users, study habits, junior high school.**

1. INTRODUCTION

The world has become eminently comfortable to get access to the context of information and communications. People often used to send and exchanging messages collectively through cellphones and Internet access. However, cellphones are the most preferences to use as these are commonly available for almost of the majority . As cited by MasoodBadri, Ali Al Nuaimi, Yang Guang, Asma Al Rashedi 2017, " The evolvement of latest communication transformed the cultural and lifestyle of the people, especially the youth (Al Saying 3013). Nevertheless, its effects adversely involved the way of living and cultural formation of those that directly influenced. It doesn't count only to the kind of changes previously attributed to culture and lifestyle: the use of these gadgets in school ultimately gives distraction to the study habits and school performance.

Various functional applications happen to attract users to log in or manipulate. Some browse to online videos such as YouTube or Facebook, and others read uploaded files. But Pulliam 2017 cited that continuous increase of cellphone usage inside the classroom tended to a decrease in academic performance and satisfaction with the instruction (Dietz &Henrich, 2014). According to bankmycell.com, 5.13 billion people in the world have mobile devices today in 2019, and that gives a

record of 66.53%. Imagine, it's more than half of the population would probably engage in texting, chatting, playing games, using various social media platforms, and others. Thus, how can these young students improve their study habits if they frequently attracted by their phones? Study habits are a determinant of how much someone learns and how much more to earn (Rabia et al., 2017). It expresses that those who devoted to spending more time to study impliedly gain better than those who did not.

Various recent studies correlating study habits and academic performance were on either unpublished or published journals online. Although, the findings most likely favored that one variable influenced the other and marked in different levels, but it referred only to a single independent variable- the students. Whether these respondents categorically belong to graduate, undergraduate, secondary, or elementary.

The study considerably has two types of independent variables- the cellphone and non-cellphone users of Junior High School Students. The researcher excitedly wanted to determine which group of students performs better in school. According to Looyeh et al. 2015, academic performance is a skill that learns from any school as a result of the time spent in the classroom, library, or computer laboratory. And who among them executed a better engagement in their study habit, those who have cellphones or not? A comparison of both study habits and performance may result in a significant correlation based on the appropriate statistical tool.

1.1 Statement of the Problem

Study habit significantly influences the academic performance of students in various degrees. In most cases, the pieces of literature provided that; the higher the level of this habit would relatively produce direct correlations to academic performance. However, there are two groups of independent variables the researcher wanted to determine, and they are the cellphone and non-cellphone users of Junior High School Students. It further premised on these questions;

1. Is there a significant difference between the study habit of cellphone and non-cellphone users?

2. Is there a significant difference between the academic performance of cellphone and non-cellphone users?

3. Is there a significant relationship between study habit and academic performance of cellphone users Junior High School Students?

4. Is there a significant relationship between study habit and academic performance of non-cellphone users Junior High School Students?

2. Methodology

The study employed a descriptive-correlational type of research. The population composed of the Grade 7 and Grade 8 Junior High School Students of the newly established school in the Municipality of Liloy, Liloy District. They categorically grouped into two- the cellphone users and non-cellphone users. Both of them responded individually to a 5-point Likert Scale in the standardized tool for study habits. The tool composed of 15-items that described how the JHS ideally practiced, and these level correlated to the academic performance during that quarterly period- first quarter grades. For the academic performance, DepEd Order No. 8, s. 2015 used as the basis to describe groupings of grades. Such as 75 below, marked as Did Not Meet Expectations up to 95-100 that is Outstanding.

2.1 Sample

The sample had a total of 88 Grade 7 and 8 Junior High School Students in Kayok Extension of Liloy District. Permission from parents and school authorities was provided as procedurally part of the ethical standards in all types of social researches. To have an ideal sample taken from the population: the Slovin formula for probability sampling was primarily used. And the result yielded to eighty-eight male and female JHS who responded to the survey. Among them, survey to categorize their grouping as Cellphone and Non-Cellphone Users was primarily determined.

2.2 Data Collection Tool

The study used a survey questionnaire composed of fifteen items reflecting the study habits of students. Although the tool was a researcher-self made, it underwent reliability testing before it was administered. In each item, the student selected among the five-point scale from Always (5), Oftentimes (4), Sometimes (3), Rarely (2), and Never (1). For academic performance, the teacher- adviser requested to provide the data for consistency and confidentially purposes.

2.3 Data Analyses

After the retrieval of the tool, the data collected, tabulated, and computed. It started from the presentation of the relative frequency of the independent variables up to the degree of correlated computations and obtaining a significant difference. For study habits and academic performance, the Pearson Product Moment Correlation Coefficient was the tool applied. The significant difference, Mann Whitney U- Test for Study Habit for both users and non-users for reasonably they dealt with ordinal data. And academic performance, the t-test of independent samples was used.

3. RESULTS

Table 1 shows the number of respondents by sex. Males and females of cellphone users recorded 22 or (52.38%), and 20 or (47.62%) with a total of 42 (100%). For non-users, the male had 24 (52.17%), the female had 22 (47.83%) with a total of 46 (100%).

Table 1: The Cellphone and Non- Cellphone Users of JHS Respondents

JHS	Male		Female		Total	
	Frequency	%	Frequency	%	Frequency	%
Cellphone Users	22	52.38	20	47.62	42	100
Non-Cellphone Users	24	52.17	22	47.83	46	100
Total	46	46.94	42	42.86	98	100

Question 1: Is there a significant difference between the study habits of cellphone and non-cellphone users?

Among the cellphone users, as reflected in table 2, the only description of "Oftentimes" noted only for " Rendering classroom task completely" with the weighted mean of 3.19. Although it categorized high but this study habit became the lowest among them. Thus, implicitly students based on their individual responses had mostly prioritized the rest rather than to this specific statement "Rendering classroom tasks completely".   For the cellphone users, listening attentively to the teachers' lecture and come to school on time and ready for the exam were their most observable study habits. They responded and obtained the weighted mean of 4.21 and described as "Always" for "Listening attentively to the teachers' lecture and Come to school on time and ready for any exam." Both the two habits marked equal mean that they impliedly rated unanimously during the survey.

Table 2: Study Habits of Cellphone Users

Study Habits	Weighted Mean	Description
1. Spending more time to review my notes to get high scores in the exam.	3.93	Always
2. Listening attentively to the teachers' lectures.	4.21	Always
3. Working with my assignment to submit on time.	4.05	Always
4. Referring all the times with the internet to get ideas for my assignment.	3.33	Always
5. Coming to school on time and ready for any exam.	4.21	Always
6. Studying my lesson during the vacant time for the next class.	3.64	Always
7. Spending most of the time to study on weekends.	3.83	Always
8. Participating in school activities to develop my talents and skills.	3.83	Always
9. Participating always in the class discussion.	3.67	Always
10. Never attempted to copy the assignment from my classmates.	3.21	Always
11. Rendering classroom tasks completely.	3.19	Oftentimes
12. Submitting my project neat and clean.	4.17	Always
13. Asking questions to my teachers solely for understanding.	3.93	Always
14. Attending my classes every day and never absent without valid cause.	3.90	Always
15. Preferring to study alone rather than with the group.	3.79	Always
Aggregate	3.79	Always

Scale: 3.21-5.00 – Always, 2.41-3.21-Oftentimes, 1.61-2.40-Sometimes, 0.81-1.60- Rarely, 0.01-0.80- Never

Within the non-cellphone users in table 3, " Oftentimes" reflected for "Referring all the times with the Internet to get ideas for my assignment" and "Never attempted to copy the assignment from my classmates" with the means of 3.15 and 2.78 respectively. The same with the Users, the non-Users made a priority on the study habits of "Listening attentively to the teachers' lectures and Coming to school on time and ready for any exam" with the equal-weighted mean of 4.37. Furthermore, the User students obtained an aggregate of 3.79 with a description of " Always," and 3.84 for non-Users.

Table 3: Study Habits of Non- Cellphone Users

Study Habits	Weighted Mean	Description
1. Spending more time to review my notes to get high scores in the exam.	3.80	Always
2. Listening attentively to the teachers' lectures.	4.37	Always
3. Working with my assignment to submit on time.	3.83	Always
4. Referring all the times with the internet to get ideas for my assignment.	3.15	Oftentimes
5. Coming to school on time and ready for any exam.	4.37	Always
6. Studying my lesson during the vacant time for the next class.	3.83	Always
7. Spending most of the time to study on weekends.	3.76	Always
8. Participating in school activities to develop my talents and skills.	4.26	Always
9. Participating always in the class discussion.	4.00	Always
10. Never attempted to copy the assignment from my classmates.	2.78	Oftentimes
11. Rendering classroom tasks completely.	3.80	Always
12. Submitting my project neat and clean.	4.13	Always
13. Asking questions to my teachers solely for understanding.	3.61	Always
14. Attending my classes every day and never absent without valid cause.	4.13	Always
15. Preferring to study alone rather than with the group.	3.78	Always
Aggregate	3.84	Always

Scale: 3.21-5.00 – Always, 2.41-3.21-Oftentimes, 1.61-2.40-Sometimes, 0.81-1.60- Rarely, 0.01-0.80- Never

Table 4 shows the significant difference between the study habit of the two groups of students- the cellphone and non-cellphone users. It further reveals that the computed U equals 106 that remarkably greater than the tabular value of 64. This attributed to the assumption of rejecting the null hypothesis of no significant difference. And conclusively, the study habits of two independent variables are significant.

Table 4: The Significant Difference Between Study Habit of Cellphone and Non-Cellphone Users

Variables	Computed U	Tabular	Decision	Remarks
Study Habit (Cellphone & Non-Cellphone Users)	106	64	Rejected	Significant

Question 2: Is there a significant difference between the academic performance of cellphone and non-cellphone users.

Table 5 shows the findings on the computed significant difference between the academic performance of Cellphone Users and non-Users of JHS. The computed t is 5.01, and the tabular value at 0.05 level of significance is 1.98. The computed t is greater than the tabular value. Thus, the null hypothesis of no significant difference is precisely rejected. Their difference is remarkably significant as further investigated by comparing their weighted means. The non-Users weighted mean it is 85.87, and Users are 81.57. Based on grades description, the non-Users belong to Very Satisfactory and Users only Satisfactory. The two means showed differently in their grades interval. Non-Users are better than the Users precisely as the evidence presented a gap of 4.30. To arrive at the conclusive findings, the non-Users performed better

than the Users in their academic performance during the first quarter of the School Year.

Table 5: The Significant Difference Between Academic Performance of Cellphone and Non-Cellphone Users

Variables	Computed t	Tabular @ 0.05 Level of Significance	Decision	Remarks
Academic Performance (Cellphone & Non-Cellphone Users)	5.01	1.98	Rejected	Significant

Question 3: Is there a significant relationship between study habit and academic performance of JHS cellphone users?

Table 6 presents the relationship between study habits and academic performance of cellphone users. The computed rho (r) is 0.45, and the tabulated at 0.05 level of significance is 0.27 with the degrees of freedom 44. The assumption is to reject the null hypothesis of no significant relationship and bear with the idea that two variables are significantly related. Some illustrative presumptions are: the higher the level of study habits of the cellphone users, the higher their academic performance. It can inversely be stated, the lesser the level of study habits, the lesser their academic performance. The positive rho explicitly tells a direct correlation with these two variables.

Table 6: The Relationship Between Study Habit and Academic Performance of Cellphone Users

Variables	Rho (r) Values		Degreed of Freedom(df)	Decision	Remarks
	Computed r	Tabulated @0.05 Level of Significance			
Study Habit & Academic Performance	0.45	0.27	44	Rejected	Significant

Question 4: Is there a significant relationship between study habits and academic performance of JHS non-cellphone users?

Table 7 shows the relationship between study habits and academic performance of non-cellphone users. The computed rho (r) is equal to 0.70, and the tabular value with 0.05 level of significance is 0.28, with 40 as the degrees of freedom. By authority, Kline supported that if the rho is higher than .40, precisely there is an established relationship. With the use of the tabular value, if the computed r is greater than the tabular, then the null hypothesis of no significant relationship is rejected. Table 7 below emphasizes that study habit and academic performance of non-cellphone users are significantly related. It further stresses that the higher the level of the study habit of the JHS students, the higher their academic performance. Inversely, the lesser their level of study habits, the lesser their academic performance.

Table 7: The Relationship Between Study Habit and Academic Performance of Non- Cellphone Users

Variables	Rho (r) Values		Degrees of Freedom(df)	Decision	Remarks
	Computed r	Tabulated @0.05 Level of Significance			
Study Habit & Academic Performance	0.70	0.28	40	Rejected	Significant

4. DISCUSSION

The world today has countless of technologies to offer. Among the most prevalent that existed are the cellphones of any type that valuably functions according to the purpose. However, bulks of literature depicting the adverse effects of these gadgets, especially in the academic setting, were published. Some studies explicitly stressed that this technology however, it contributed to the school performance through online researches and references. Which presently, students valued this evolvement according to its features that benefitted to their schooling.

The research intentionally determined who among the respondents are cellphone users and non-cellphone users. Although the majority of them have cellphones, some never exercise constant engagement and confirming for their rejection, especially during classes period. They preserved a study period of unobstructed and never interfered moments for studying. The study purposely crafted the study habit of the two groups measured whether they significantly differ from each other. And additionally, these two users have a significantly difference in their academic performance.

Based on the findings, most users obtained the highest scale on " Listening attentively to teachers' discussions." Only "Rendering classroom task completely" yielded oftentimes. But, the majority of the descriptions belong to Always with the aggregate of 3.79 (Always). The non-users obtained an aggregate of 3.84 (Always). Among the study habit only " Referring all the times with the internet to get ideas for my assignment and Never attempted to copy assignments from my classmates" with the weighted means of 3.15 and 2.78 respectively belong to a description of "oftentimes." For their significant difference, the users and non-users showed a significant difference in their academic performance. The non-users performed better than those cellphone users in school based on their computed Means. They further established that the relationship between study habit and academic performance of cellphone JHS users is significant. It means the higher their academic performance, the higher their level of study habit or the lesser their academic performance, the lesser their level of study habit. Non-cellphone users also presented a significant relationship. By Kline authority, which underpinned that the 0.40 is a determinant of whether the two variables are correlated or not, it is a baseline for a decision. For the study habit and academic performance, the rho(r) is equal to 0.70, which is remarkably greater than 0.40; thus, the two variables showed a significant relationship.

5. CONCLUSION

The group of students exclusively identified as cellphone and non-cellphone Users were the unit for this study. The intent is to comparatively measure their significant difference in their study habit and academic performance. More interestingly, they revealed that there are significant differences and explain further that non-cellphone users have a better academic performance compared to cellphone users. And their study habit has established the same findings and conclusion to be significantly different. As to their significant relationship, the findings presented for both users and non-users' study habits and academic performance positively correlated to each other. It gives more emphasis that when a student has established a high level of study habits he can relatively achieve a high academic performance.

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