

Descriptive Quantitative Research

Title

The Study Habits of Senior High School Students and Their Academic Performance

Abstract

This research explores the study habits of senior high school students and their impact on academic performance. Data was collected from 400 students using surveys and academic records. Descriptive statistics were used to analyze study patterns, including time spent studying, preferred methods, and their relationship to student grades.

Introduction

Understanding study habits is essential for improving student learning outcomes. This research aims to describe the common study habits among senior high school students and how these habits influence their academic performance.

Methodology

A survey was conducted among 400 senior high school students to gather data on study habits such as study duration, note-taking strategies, and preferred learning environments. Their academic performance was measured through GPA records. Descriptive statistics, including mean, median, and frequency distribution, were used to summarize the data.

Results

The study found that 65% of students studied for at least 2 hours daily, while 20% preferred last-minute studying. Students who consistently followed a study

schedule had an average GPA of 3.5, whereas those who relied on cramming had an average GPA of 2.8.

Discussion

The results indicate that students with structured study habits tend to perform better academically. The study also highlights the importance of note-taking and time management in improving learning efficiency.

Conclusion

Senior high school students who maintain consistent study habits achieve higher academic performance. Future research could focus on the effectiveness of different study techniques in various subjects.

References

All sources used in the research, formatted according to academic citation standards.